

EMPORIA STATE UNIVERSITY



2014-2015 UNIVERSITY CATALOG

THIS CATALOG IS FOR INFORMATIONAL PURPOSES AND DOES NOT CONSTITUTE A CONTRACT.

MATERIAL INCLUDED HEREIN IS BASED ON INFORMATION AVAILABLE AS OF JANUARY 1, 2014

Courses in this catalog are offered with the understanding that the University may withdraw any course if conditions beyond the institution's control make it impossible to offer it, or if enrollment in that course is insufficient to justify the course.

This catalog is available in alternate formats.

Emporia State University is an Equal Opportunity Employer.

Published by the Office of University Registrar

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DIRECTORY

To facilitate prompt attention, inquiries should be addressed as indicated below. Please direct inquiry to appropriate office at Emporia State University, 1200 Commercial Street, Emporia, KS 66801-5087.

Admissions, Transfer of Credit Director of Admissions
Alumni Interests Director of Alumni Relations
Disability Services Director of Disability Services
Enrollment Information Registrar
Equal Opportunity Affirmative Action Officer
Financial Aid, Grants, Loans Director of Student Financial Aid
General Education Director of General Education
General Information, Request for Publications Admissions Office
Graduate Study Dean of Graduate School and Distance Education
Housing Director of Residential Life
International Student Admissions & Advisement Assistant Vice President, International Education
Library Information Director of Library Services
Placement of Students and Alumni Director of Career Services
Scholarships Scholarship Coordinator (Financial Aid)
Student Support Services (Project Challenge) Director of Special Services
Student Advising Center Director
Student Employment Director of Human Resources
Transcripts, Credit by Examination Registrar
Veterans' Affairs Vice President for Student Affairs

ACADEMIC CALENDAR

The Academic Calendar for current semesters can be found at
<http://www.emporia.edu/regist/calendar/>.

UNIVERSITY INFORMATION

ADMINISTRATION

The governing board of Emporia State University is the Kansas State Board of Regents. It consists of nine members appointed by the Governor. The board elects its own chairperson. The Board of Regents appoints the President of the university, who is charged by statute with the general management of the university.

BOARD OF REGENTS

Christine Downey-Schmidt, Inman
Mildred A. Edwards, Ph.D, Topeka
Tim Emert, Independence
Fred Logan, Leawood
Dan Lykins, Topeka
Ed McKechnie, Pittsburg
Robba Moran, Hays
Janie Perkins, Garden City
Kenny Wilk, Lansing

OFFICERS OF THE UNIVERSITY

Dr. Michael D. Shonrock, President
Dr. David Cordle, Provost/Vice President for Academic Affairs
Mr. Werner M. Golling, Vice President for Administration
& Fiscal Affairs
Dr. James E. Williams, Vice President for Student Affairs

THE MISSION OF EMPORIA STATE UNIVERSITY

Emporia State University is a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment.

THE VISION STATEMENT OF EMPORIA STATE UNIVERSITY

Emporia State University will be a premier comprehensive university focused on academic excellence, student success, leadership, and community and global engagement.

THE CORE VALUES OF EMPORIA STATE UNIVERSITY

- **Excellence**—we value intellectual challenges; problem solving; creative and critical thinking.
- **Respect**—we value integrity, collaboration, diversity, freedom of thought, and freedom of expression.
- **Responsibility**—we value accountability and stewardship of the institution, of the environment, human resources, and personal well being.
- **Service**—we value engagement in leadership and community that positively impacts our global society.

EQUAL EMPLOYMENT OPPORTUNITY, EQUAL EDUCATIONAL OPPORTUNITY AND NON- DISCRIMINATION POLICY

Emporia State University values and welcomes the benefits of diversity, and pledges to current and prospective students, faculty,

staff, administrators, and the public that we expect and demand the worth and dignity of all people be recognized without regard to any classification that might preclude a person from consideration as an individual. The University regards inappropriate behavior, unfair treatment or harassment of any individual to be inconsistent with its goals of providing an atmosphere in which students, faculty, staff and administrators may safely learn, work and live.

Emporia State University is committed to equal employment opportunity, equal educational opportunity, and non-discrimination in the operations and administration of all university programs and services. All decisions with reference to employment (including, but not limited to, selection, discipline, promotion, or termination) and all decisions with reference to student status (including, but not limited to, admission, academic achievements, or discipline) will be made without regard to age, race, color, religion, gender, marital status, national origin, handicap or disability, status as a Vietnam Era Veteran, sexual orientation, or any other factors which cannot lawfully be considered, to the extent specified by applicable federal and state laws.

Students who feel they have been discriminated against on the basis of any item set forth in the Equal Employment Opportunity, Equal Educational Opportunity and Non-Discrimination Policy should contact the Associate Vice President – Student Life at 620-341-5267, 205 Plumb Hall, or the Affirmative Action Officer at 620-341-5379, 211 Plumb Hall. Staff, faculty, or members of the public should contact the Affirmative Action Officer.

POSITION STATEMENT ON DIVERSITY

In pursuit of diversity and the extension of opportunity, Emporia State University seeks to enroll students from all regions of the state, the nation, and the world; from urban and rural communities; from non-traditional and traditional age groups; from those with or without disabilities; from all religious backgrounds, and from all racial and ethnic cultures. Similarly it seeks faculty women and men from a variety of high-quality institutions, representing complementary and contrasting views within the respective disciplines as well as between disciplines, and constituting a cultural diversity which reflects the world community and provides a wide range of role models for the students. The university seeks to create an atmosphere on campus which recognizes and celebrates both the similarities and differences among all parts of the university community.

AFFIRMATION OF VALUES

Emporia State University is an equal opportunity institution of higher education where individuals of diverse backgrounds and beliefs come to learn and work together professionally and respectfully. As a university, we seek to create and uphold high intellectual standards within a learning community, to make those intellectual standards accessible to all who engage in the learning process, and to foster a curiosity about life and society that will lead to informed and involved citizenship in all of its forms. Learning requires critical thinking about the production of knowledge and the various beliefs that people may hold, as well as opportunities to test and actively engage with new ideas. As an institution of higher education in a pluralistic society, Emporia State University is committed to helping students, faculty, staff, and administrators acquire those skills necessary to enable them to think critically, to question intelligently, and to analyze complex and diverse ideas in order to become thoughtful, educated world citizens.

ESU has a commitment to a positive, quality environment that nurtures academic and personal excellence in learning and

teaching. Students, faculty, staff, and administrators share a responsibility for sustaining an environment that is conducive to learning, teaching, and personal growth. ESU sets high intellectual standards, offers stimulating and challenging courses, and provides quality activities and interactions within the university community.

ESU has a commitment to recognize the value of diversity and the respect for individual ideas, opinions, and experiences.

Students, faculty, staff, and administrators provide opportunities within and outside the classroom that foster contact with and respect for diverse groups of people and increased appreciation for pluralistic ideas and experiences. We value and welcome the benefits of diversity. Therefore, we expect and demand that the worth and dignity of all people be recognized without regard to any classification that might preclude a person from consideration as an individual.

ESU has a commitment to academic and personal integrity.

Students, faculty, staff, and administrators set the highest standards of personal integrity and thus will not resort to cheating, plagiarism, and/or the use of unauthorized materials. In addition, the university strives to foster an environment of objectivity, fairness, and impartiality.

ESU has a commitment to open expression of ideas. In any institution of higher learning it is inevitable that people will hold a multitude of perspectives on a wide range of ideas. Discussions at Emporia State University occur in a challenging, but physically safe, non-threatening environment without fear of retribution. Students, faculty, staff, and administrators value and strive to engage in constructive listening, principled dialogue, and respectful disagreement in all forms of communication.

ESU has a commitment to a collegial and shared governance. Students, faculty, staff, and administrators work together in a collegial manner to solve problems to benefit the university community in accordance with governance structure, policy, and procedures. This principle of collegial and shared governance requires mutual respect and civility, but does not exclude beneficial and constructive criticism. The principles of collegiality are also manifested concretely in a commitment to mutual respect for the purpose of strengthening all academic programs and collective endeavors. This commitment is essential as we mentor and support all our colleagues in their individual and collective endeavors of teaching, learning, scholarly activity, and service.

INTERFERENCE WITH CONDUCT OF INSTITUTION

Actions by faculty, staff, students or visitors which unnecessarily and unreasonably obstruct or interfere with the teaching, research or learning functions or other normal and necessary activities of a Regents institution, or which create an imminent threat of danger to persons or property, may constitute grounds for suspension, dismissal or termination, or permanent exclusion from the campus. (1986, Board of Regents)

HISTORY

The university was founded on February 15, 1863 when the Kansas Legislature passed the enabling act to establish the Kansas State Normal School. The school's first graduating class consisted of two women in 1867, the year the first permanent building was completed.

In February, 1923, the name of the school was changed to the Kansas State Teachers College. In July, 1974, the name was changed to Emporia Kansas State College. On April 21, 1977, the

college became Emporia State University. The Kansas Board of Regents is the governing body for ESU.

Since 1863 more than 150,000 students have studied at ESU and have gone on to careers in business and industry, education, the professional fields and many other areas throughout the world.

STATISTICS

The faculty at Emporia State University consists of 253 full-time teaching faculty qualified in their respective fields. Eighty-one percent of these faculty have terminal degrees and all have considerable teaching experience. The faculty are organized into 19 teaching areas which are grouped into four major colleges/schools, i.e., the School of Business; the Teachers College; the College of Liberal Arts and Sciences; and the School of Library and Information Management. Ninety-three counties in Kansas are represented among the student body, as well as 48 other states and 37 foreign countries.

ACCREDITATION

The American Art Therapy Association, the Commission on Accreditation of Allied Health Education Programs, American Chemical Society, American Library Association, the Association to Advance Collegiate Schools of Business-International, the Council on Rehabilitation Education, Inc., the Kansas State Department of Education, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, National League for Nursing Accrediting Commission, the Council for Accreditation of Counseling & Related Educational Programs, the National Association of Schools of Art and Design, the National Association of School Psychologists, the North Central Association/Higher Learning Commission, the American College of Sports Medicine, and the Commission on Accreditation of Athletic Training Education all have recognized ESU as being accredited for its various programs of instruction.

The colleges, schools, departments, and support areas also hold membership in numerous organizations and associations state- and nation-wide.

AWARDS AND HONORS

PRESIDENTIAL AWARD FOR DISTINGUISHED SERVICE TO DIVERSITY

Beverly Thompson	1992
Faye N. Vowell	1993
Shane Windmeyer	1994
Festus Obiakor	1995
Eileen L. Hogan	1996
Helen Nixon	1997
Dale Cushinberry	1998
Marie Miller	1999
Tom & Mary Bonner	2000
Nitham Hindi & A. Salim Sehlaoui	2001
Myrna Cornett-DeVito & Raffaele DeVito	2002
Cynthia Seguin	2003
Trudi Benjamin	2004
Gilbert Rodriguez	2005
James F. Harter	2006
Teresa A. Mehring	2007
John R. Schrock	2008
Nathaniel Terrell	2009
Scott Waters	2010
Ellen Hansen	2011

Sheryl Lidzy 2012
 Marla Darby 2013
 Phi Delta Theta 2013

ROE R. CROSS DISTINGUISHED PROFESSOR

William R. Elkins 1979
 Department of English
 Loren E. Pennington 1980
 Department of Social Sciences
 DeWayne A. Backhus 1981
 Department of Physical Sciences
 Helen McElree 1982
 Department of Biological Sciences
 James F. Hoy 1983
 Department of English
 Stephen F. Davis 1984
 Department of Psychology & Special Education
 Melvin G. Storm 1985
 Department of English
 Elaine V. Edwards 1986
 Department of Music
 Thomas D. Isern 1987
 Department of Social Sciences
 Carl W. Prophet 1988
 Department of Biological Sciences
 Dan R. Kirchhefer 1989
 Department of Art
 Cooper B. Holmes 1990
 Department of Psychology & Special Education
 Philip L. Kelly 1991
 Department of Social Sciences
 Teresa A. Mehring 1992
 Department of Psychology & Special Education
 Roger C. Greer 1993
 School of Library & Information Management
 James Aber 1994
 Department of Physical Science
 Gaylen J. Neufeld 1995
 Department of Biological Sciences
 Martha Hale 1996
 School of Library & Information Management
 Ronald Q. Frederickson 1997
 Department of Communication & Theatre Arts
 Joella Mehrhof 1998
 Department of Health, Physical Education & Recreation
 Kenneth Weaver 1999
 Department of Psychology & Special Education
 William Clamurro 2000
 Department of Foreign Languages
 Marie Miller 2001
 Department of Music
 Harvey C. Foyle 2002
 Department of Instructional Design & Technology
 Ronald T. McCoy 2003
 Department of Social Sciences
 Larry W. Schwarm 2004
 Department of Art
 Donald S. Miller 2005
 Business Administration & Education
 Herbert Achleitner 2006
 School of Library & Information Management

Elizabeth "Betsy" G. Yanik 2007
 Department of Mathematics, Computer Science,
 & Economics
 Gary D. Ziek 2008
 Department of Music
 Karen Manners Smith 2009
 Department of Social Sciences
 Jim Ryan 2010
 Department of Communication & Theatre
 Richard Schrock 2011
 Department of Biological Sciences
 Amy Sage Webb 2012
 Department of English, Modern Languages
 and Journalism
 David Edds 2013
 Biological Sciences
 Charles Brown 2014
 Social Sciences

CLASSIFIED EMPLOYEE OF THE YEAR

Norene A. Laughlin, Business Affairs 1984
 L. Imogene McCosh, Student Affairs 1985
 Indulis Dambro, Albert Taylor Hall 1986
 Larry Seefeldt, University Media Center 1987
 Sandra Fehr, President's Office 1988
 Tom Poston, Physical Plant 1989
 Josephine Robledo, Building Services 1990
 Jackie Tolbert, Graduate Studies 1991
 Lynda O'Mara, Registration 1992
 M. Elaine Henrie, Registration 1993
 Donna J. Sielert, Graduate Studies & Research 1994
 Donna E. Siebuhr, Music 1995
 Barbara L. Newell, Communication & Theatre Arts 1996
 Anne B. Fagg, Financial Aid 1997
 Roger Heineken, Memorial Union 1998
 Janet Rees, Admissions 1999
 Sandra Schroeder, Business Affairs 2000
 Janet Emch, Financial Aid 2001
 Roger Ferguson, Physical Sciences 2002
 Joan Lauber, Alumni 2003
 Marion Jones, Financial Aid 2004
 Melanie Willingham, TCS 2005
 Marty Knoblock, Business Office 2006
 Gloria Swift, International Education 2007
 Teresa Rios, Mathematics & Computer Science 2008
 Taime Pitchford, Marketing & Media Relations 2009
 Ginger Tabares, Physical Sciences 2010
 Karla Rodgers, Counseling Services 2011
 Kim Massoth, Accounting & Information Systems 2012
 Laurie Pitman, Alumni Relations 2013

UNCLASSIFIED EMPLOYEE OF THE YEAR

John Blaufuss, Business Affairs 2003
 Mark Runge, University Facilities 2004
 Mary Mingenback, Business Affairs 2005
 Roy Mann, Alumni Relations 2006
 T. J. Rains, TCS 2007
 Trudi Benjamin, TRiO Programs 2008
 Nikki Barnes, TCS 2009
 Shari Scribner, University Libraries and Archives 2010
 Stacy Braun, Student Advising Center 2011

Bonnie Starr, Counseling Services	2012
Connie Corcoran, Financial Aid & Scholarships	2013

CAMPUS AND COMMUNITY

The roots of Emporia State University reach back to March 1863 when the Kansas Legislature passed the enabling act to establish the Kansas State Normal School. The first graduation took place in 1867 which was also the year of the completion of the first permanent building on campus. The first two graduates of KSN were women.

In February 1923, the name of the school was changed to the Kansas State Teachers College. In July 1974, the name was again changed to Emporia Kansas State College and the last change took place on April 21, 1977 when the college became Emporia State University.

Emporia State University (ESU) is one of six universities governed by the Kansas Board of Regents.

ESU comprises four colleges: The Teachers College, The School of Business, College of Liberal Arts and Sciences, School of Library and Information Management. The Teachers College has been nationally recognized as one of top four model teacher preparation programs in the U.S. The latest recognition came from Secretary of the U.S. Department of Education Arne Duncan citing ESU's teacher education program as an example of how to "create great teachers."

The ESU School of Business is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB) the premier accrediting agency for undergraduate and graduate programs in business. The AACSB seal is a mark of excellence borne by the highest echelon of business schools in the U.S. and worldwide. Only 15% of all business schools worldwide have been accredited by the association. The ESU School of Business is also home to and manages the Kansas Business Hall of Fame.

The College of Liberal Arts and Sciences is central to the fulfillment of the mission of the university. The arts and sciences disciplines are the foundations of academic tradition. Presenting an opportunity for testing the limits of the human mind: to create; to dream to discover self, the world and society; to explore ideas and to develop patterns of life-long learning.

The School of Library and Information Management (SLIM) offers a Master of Library Science (MLS) degree, accredited by the American Library Association (ALA). A Ph.D. – Library and Information Management is also offered.

A highly successful athletic legacy continued during the 2009 – 2010 seasons with the women's basketball team winning the NCAA Division II National Championship. During the 2009 – 2010 seasons twelve student-athletes earned All-American honors, from eight different sports. Four student-athletes earned ESPN the Magazine Academic All-District honors; women's basketball's Cassandra Boston and softball's Miranda Campbell were selected as MIAA Players of the Year. The 2010 softball team finished first in the MIAA.

ESU athletics finished 25th nationally (out of 300 NCAA Division II programs) in the Director's Cup Standings which was the second highest in the MIAA and sixth straight year in the top 50. ESU received points for volleyball, women's basketball, men's and women's track, baseball and softball, indicating the overall success of the department.

The 320 rooms and public spaces in the four residence halls that make up the Towers Complex were recently renovated and updated to meet the needs of today's technologically connected students.

The Student Recreation and Fitness Center features a 28,000 sq. ft. multipurpose gym area with a three-lane job/walk track. The free weight and multipurpose exercise areas are equipped with a large variety of exercise equipment. The 3,000 sq. ft. fitness room is used for group fitness classes. The center features two 70" big screen televisions, a pool table, table tennis, and foosball tables.

Other indoor recreational facilities include a 25 meter swimming pool and a therapeutic pool. Outdoor facilities include softball fields, tennis courts, a 400 meter track, two small lakes and multipurpose green areas designed for activities such as soccer, flag football, rugby, ultimate Frisbee and disc golf.

The Emporia State University Memorial Union was the first Memorial Union dedicated to the veterans who served their country and made the ultimate sacrifice built west of the Mississippi. The Union, frequently referred to as the student's living room, is currently undergoing a \$23 Million addition and renovation that is scheduled to be completed in 2012.

Emporia State University is located in the heart of the beautiful and scenic Flint Hills and along I-35 halfway between Kansas City and Wichita, Kansas. ESU proudly takes it's place as a community a leader both in geographic location at the head of Commercial Street and through student, faculty and staff involvement in civic organizations. The city is home to 26,000 citizens coming from a variety of diverse backgrounds. As the founding city of the national holiday Veteran's Day and the home of the National Teachers Hall of Fame, the citizens of Emporia and the university community take time each year to honor those who have dedicated their lives to helping others.

For more information about the Emporia community please see Emporia Online at <http://www.emporia.com> and the Emporia Area Chamber of Commerce and Visitor's Bureau at <http://www.emporiakschamber.org>

VISITOR PARKING AND TRAFFIC REGULATIONS

Visitors are always welcome on campus, but are requested to observe all posted regulations and to display a current visitor parking permit. Campus visitors may obtain a "visitor's" permit at the Information Booth or the Police and Safety Office which is located near the northeast side of the football stadium.

Campus parking regulations provide facilities for the maximum benefit of the greatest number. With the exception of vehicles operated by disabled members of the student body, faculty and staff, and campus service vehicles appropriately marked, parking on campus is considered a privilege. A violation of any provision of ESU's traffic and parking regulations is considered to constitute an offense and is subject to penalty.

The motor vehicle laws of the State of Kansas and the City of Emporia apply on the ESU campus. The speed limit is 15 mph, unless otherwise indicated. In the event of an accident occurring on ESU property involving a motor vehicle, the ESU Police Department must be notified immediately. All vehicles, including bicycles, are restricted to the use of designated roadways. Sidewalks shall not be used by any vehicles, except to walk bicycles to the bicycle racks, and except when necessary for authorized service vehicles.

Skateboards, roller skates, in-line skates, etc., are prohibited on all areas of the ESU campus. This includes sidewalks, streets, buildings, and walkways.

For a copy of ESU Traffic and Parking Regulations or for further information, contact the Parking Department at 620/341-6043.

ADMISSIONS

ESU welcomes applications from all individuals who are interested in pursuing their post secondary education and who will benefit from the programs offered. Recognizing that students vary in regard to ability, motivation, and goals, the university not only encourages applications from individuals with high academic ability, but also from individuals with unique qualities, unusual talents, and special areas of interest.

Prospective students are always welcome, and are encouraged to visit the campus to gain additional information and to benefit from admission counseling. The Admissions Office is open weekdays (except on legal holidays) from 8:00 a.m. to 5:00 p.m. Campus visits begin at 10:30 a.m. daily or by special appointment. Please call 1-877-GO-TO-ESU or email go2esu@emporia.edu to make an appointment.

In considering all applications for admission, the university adheres to the "Equal Employment Opportunity, Equal Educational Opportunity and Non-Discrimination Policy."

The university reserves the right to deny admission to persons who it has reason to believe could infringe upon the health and safety of other members of the campus community.

New students may begin their study during the fall semester (August), the spring semester (January), or the summer session (June). All admission materials should be submitted as early as possible, and should be sent to the Admissions Office ten days in advance of the scheduled enrollment period. A \$30.00 application fee is required by the Kansas Board of Regents and must accompany the application form.

A student who has been admitted will receive an admissions letter which will indicate the conditions of the student's admission. Upon admission, all students will receive information concerning orientation, advisement, enrollment, and housing. Please direct all questions and requests for information to:

Admissions
Campus Box 4034
Emporia State University
1200 Commercial Street
Emporia, Kansas 66801-5087
Email: go2esu@emporia.edu
Phone: 620-341-5465 or 1-877-GO-TO-ESU
FAX: 620-341-5599
Website: www.emporia.edu/admissions

REQUIREMENTS FOR ADMISSION AS AN UNDERGRADUATE

FRESHMEN

Kansas High School Graduates

Students who graduate from an accredited Kansas high school must meet one of the following three requirements:

1. ACT composite of 21 or higher.
- OR** 2. Rank in the top third of the graduating class.
- OR** 3. A grade point average of 2.00 on a 4.00 scale in the recommended core curriculum courses.

*The core curriculum courses are four units of English, three units of math, three units of social studies, and three units of natural sciences. Students graduating from high school and/or applying for admission in the 2015 Summer Session or later must complete the core curriculum with a 2.0 **and** achieve a 21+ ACT **or** rank in the top third of their graduating class.*

Admission to all state educational institutions will remain open for each Kansas resident who is 21 years of age or older and who has graduated from an accredited Kansas high school or who has graduated from an accredited Kansas high school prior to 2001. For further information, contact the Office of Admissions.

Out-of-State High School Graduates

Students who graduate from an accredited high school must meet one of the following three requirements:

1. ACT composite of 21 or higher.
- OR** 2. Rank in the top third of the graduating class.
- OR** 3. A grade point average of 2.50 on a 4.00 scale in the recommended core curriculum courses.

*The core curriculum courses are four units of English, three units of math, three units of social studies, and three units of natural sciences. Students graduating from high school and/or applying for admission in the 2015 Summer Session or later must complete the core curriculum with a 2.5 **and** achieve a 21+ ACT **or** rank in the top third of their graduating class.*

For further information, contact the Office of Admissions.

Admissions Review Committee (ARC)

Students whose academic performance falls outside qualified admission standards may still apply and be considered for admission. Emporia State will accept up to 10% of the freshman class from among students who do not meet qualified admission standards. All applications will be considered until the 10% window is filled.

TRANSFER STUDENTS

As defined by the Board of Regents, students who have completed at least 24 hours of transferable course work will be subject to the transfer admissions requirements.

Admission Requirement

To be considered for unconditional admission, students are required to have a 2.00 cumulative grade point average (based on all previous college work).

Admission Materials Required

1. Application for undergraduate admission including the \$30.00 application fee. This application may be obtained from the ESU Admissions Office, from any Kansas community college or online at www.emporia.edu/admissions.

2. Complete and official transcripts of all college work taken. Faxed transcripts are not considered official, however, transcripts may be hand-delivered by the student to the Office of Admissions if the transcripts is stamped official, signed by a school official, and has been placed in a sealed envelope with the flap signed by a school official. These transcripts must show grades for all courses recorded, be submitted from each college attended, and be sent directly from the registrar of the previous college to the ESU Admissions Office. Students are encouraged to seek early admission which may necessitate the submission of an incomplete transcript. Student must have a complete application file before pre-enrollment begins for their second semester at Emporia State, or holds will be placed until the file is complete. Students may contact the Admissions Office at any time with questions.

SPECIAL UNDERGRADUATE STUDENTS

The special undergraduate student classification is for individuals without bachelor degrees who take a few college courses

without the intention of counting the credits toward a degree at Emporia State. A special undergraduate student may not normally enroll in more than ten credit hours in one semester or summer session. Exceptions to this policy may be granted by the university registrar. If, after time, the student is admitted to undergraduate study, the application of all credit earned while enrolled as a special undergraduate student toward fulfilling degree requirements will be determined after the student becomes a candidate for a particular degree.

Persons most frequently seeking the special undergraduate student classification include the following:

1. Those wishing to take a few courses only for the sake of enjoyment or personal improvement.
2. Students who are enrolled in another college (the parent institution) and wish to earn credit at Emporia State to be counted at the parent institution.
3. Persons enrolling in workshops, seminars, summer camps and summer institutes. Field-based course are excluded.

Students who have been required to withdraw from the university may not be classified as special undergraduate students. If you wish to attend ESU as a special undergraduate student, you should complete the special undergraduate student application for admission form that can be obtained from the Admissions Office. The requirements for other admission materials such as ACT scores or college transcripts are waived for special undergraduate students. Financial aid is not available for special undergraduate students.

CONCURRENT UNDERGRADUATE STUDENTS

Students who are enrolled in high school and wish to take courses as a part-time student may not normally enroll in more than nine credit hours in one semester or summer session.

The application of all credit earned while enrolled as a concurrent undergraduate student toward fulfilling degree requirements will be determined after the student has been admitted to the university and becomes a candidate for a particular degree.

Persons wishing to enroll as concurrent undergraduate students may obtain a concurrent undergraduate student application form from the ESU Admissions Office. Financial aid is not available for concurrent students.

TRANSFER AND ARTICULATION AGREEMENT

A student who completes an Associate of Arts or Associate of Science degree based on a baccalaureate oriented sequence at a state and regionally accredited Kansas public community college and whose program of studies has met the requirements of the Kansas Public Community College-Kansas Regents Transfer Agreement and Articulation Guide will be accepted with junior standing and will have satisfied general education requirements of all Regents universities.

You can find the articulation agreements at the Registrar's web site <<http://www.emporia.edu/regist/com/artic.htm>>. Printed copies are available from the ESU Office of Admissions or from your community college counseling center.

The following points of clarification have been developed regarding this transfer agreement:

1. This agreement applies only to Associate of Arts and Associate of Science degree transfers from state and regionally accredited public community colleges in Kansas. The agreement does not include transfers from non-accredited community colleges or

any other colleges.

2. Transfer students accepted for admission at Kansas Regents universities with the Associate of Arts or Associate of Science degree will automatically be given junior standing with the understanding that:
 - a. Each receiving institution has the right to determine admission standards to the various majors in their institutions.
 - b. Transfer students are subject to the same institutional assessment policies and procedures as resident students of the receiving institution.
3. General education is defined as follows:
General education provides students with facility in the use of the English Language and a broad intellectual experience in the major fields of knowledge. It insures that each graduate will have experienced some of the content, method and system of values of the various disciplines which enable humanity to understand itself and its environment at a level of abstraction beyond that found in secondary school studies. Although the following distribution of courses does not correspond to the general education requirements at any Kansas Regents institution, it will be accepted as having satisfied the general education requirements of all Kansas Regents institutions. A minimum of 45 credit hours of general education with distribution in the following fields will be required. General education hours totaling less than 45 will be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

12 hours of Basic Skills courses, including:

- 6 hours of English Composition
- 3 hours of Speech Communication
- 3 hours of college level Mathematics
(statistics will be required of transfer students where university curriculum requires)

12 hours of Humanities courses from at least three of the following disciplines:

Art*	Theatre*	Philosophy
Music*	History	Literature
- *Performance courses are excluded.

12 hours of Social and Behavioral Science courses from at least three of the following disciplines:

Sociology	Geography	Political Science
Psychology	Economics	Anthropology

9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab).

Transcripts of students fulfilling the requirements of this agreement will be appropriately coded by the sending institution.

4. Other associate degrees and certificates may be awarded for programs which have requirements different from baccalaureate-oriented sequences or a primary objective other than transfer. Students in such programs wishing to transfer to Kansas Regents universities are to be considered outside of the terms of this agreement.
Students attempting to transfer into Technology, Engineering and Architecture programs are considered outside this

agreement. It is recommended that 2 + 2 and 2 + 3 arrangements be developed for the above programs of study. Acceptance of course credit for transfer from such programs will be determined by the receiving institution on the basis of application of the courses to the baccalaureate program in the major field of the student.

5. Each institution will define its own graduation requirements.
6. Foreign language requirements are viewed as graduation requirements and not as general education requirements for purposes of this agreement.
7. A transfer student may be required to take freshman or sophomore courses to meet particular requirements or course prerequisites of a given major or minor.
8. Transfer students preparing for teacher certification must meet the general education requirements as outlined by the State Board of Education. Teacher certification requirements have been incorporated into the degree requirements of Kansas Regents universities.
9. The spirit of the Agreement indicates that transfer students are to be judged academically in the same way as non-transfer students.

HORNET CONNECTION

Undergraduate students who have never attended Emporia State University may obtain information from the Admissions Office about Hornet Connection. This is a required program for new students which includes academic advising, class selection, registration, and fee payment. An \$80 fee per student is required.

INTERNATIONAL STUDENT ADVISEMENT

The Office of International Education (OIE) is responsible for the Intensive English Program, Study Abroad/Exchange Programs, counseling and advising of international students, the processing of all undergraduate and graduate international student admissions correspondence, reviewing and evaluating foreign credentials, and coordinating an orientation and enrollment program for international students. Many campus and community social and educational activities are sponsored by this office to promote international spirit and a sharing of activities among all university students and the local community.

The Office of International Education also issues government exchange and immigration forms. Students must register with the OIE at the beginning of each semester and keep up to date all information regarding changes of address, student status, and employment. All requests for extensions of stay, work permits, immigration certificates and money exchange letters must be submitted through this office.

The OIE staff is available to talk with American students interested in studying abroad. Information about study programs is available in the office, both posted and on file.

Please direct specific questions or requests to this office. Phone: 620/341-5374; fax: 620/341-5918; email: oisa@emporia.edu; web address: <http://www.emporia.edu/oie/>

INTERNATIONAL STUDENT APPLICATION / ADMISSION PROCEDURE

The following information must be submitted to the Office of International Education at least three months prior to the beginning of the semester for which an international student wishes to be considered for admission:

1. Emporia State University international student application.

2. Transcripts and related documents.
 - a. All transcripts and certificates of degrees including high school and college or university must be sent.
 - b. All transcripts and certificates must either be the originals or certified by a notary public to be true copies of the originals.
 - c. Each transcript must have the official school seal affixed and bear the signature of the proper school official.
 - d. Each transcript must list all the courses that the student has taken and show all grades or scores that the student received in each course.
 - e. Transfer students and graduate students must submit a separate transcript from each college or university attended.
 - f. Students may be required to provide, at their expense, evaluation of credentials from foreign institutions.
3. A financial statement indicating that the student has adequate funds for the period of stay and study for which he/she is applying.
4. International student applicants whose language is not English must take the "Test of English as a Foreign Language" (TOEFL) and have the score sent directly to Emporia State University from the testing center. Applicants are responsible for making arrangements with the Educational Testing Service (ETS) and having their scores reported directly from ETS to the Office of International Education.

The TOEFL, available throughout the world, is given several times a year. Information on times and places may be obtained directly from the following address:

TOEFL
Box 899
Princeton, NJ 08540 USA

Upon arrival, all international undergraduate students who do not have a TOEFL score of 550 or above and the minimum required subscores (see below) will be required to take an English proficiency examination.

Placement into intensive English courses and/or academic courses will be dependent upon the Emporia State University proficiency scores.

5. Three letters of recommendation from previous instructors and professors.
6. With the application, each prospective student must submit a \$50.00 application/processing fee. Make checks or money orders payable to "Emporia State University."
7. A photocopy of the information page in your passport. This copy must show your picture and name.
8. Students will be asked to complete a medical history form at the time of enrollment. International students are required to have health insurance. This may be purchased during enrollment at ESU. A tuberculin skin test is required and is available at the ESU Student Health Service. Students must provide written proof (immunization record or statement from your doctor) of having had two MMR immunizations and a current Tetanus booster (within the last 10 years). This documentation must show the date and type of inoculation received.

The application, required transcripts and forms including the application/processing fee must be sent directly to: Office of International Education, Emporia State University, Campus Box 4041, 1 Kellogg Circle, Emporia, KS 66801-5415.

ENGLISH PROFICIENCY TESTING & PLACEMENT REQUIREMENTS FOR INTERNATIONAL STUDENTS

The university has set certain standards with regard to English proficiency which non-native speakers of English must meet. The university offers an Intensive English Program designed to meet the specific needs of international students in preparing them for academic study. For all international students whose native language is not English, the following items are pertinent:

All international undergraduate students who have been accepted for admission but who have not submitted at the time of application a TOEFL score of 550 or above and the minimum required subscores (see below) will be required to take a diagnostic test of English proficiency upon arrival at Emporia State University. The test is administered prior to the beginning of each semester. The results of this English proficiency test will be used to determine the student's placement in intensive English and/or other academic courses. If the scores on all parts of this exam are satisfactory, new students may enroll full time in academic courses. However, new students who are deficient in any skill area must enroll in an intensive English program (IEP) course in that area. Courses offered through the IEP are non-credit English courses.

Students will take IEP courses sequentially and must satisfy the requirements of one level before admission to the next. If initially placed in an intermediate level course, students will, upon satisfactory completion of the course, move to the advanced level; if initially placed in an advanced level course, students will, upon satisfactory completion, be exempt from IEP placement in that skill area.

Emporia State University English Proficiency Requirements

All international students admitted to Emporia State University must demonstrate English proficiency prior to being eligible to take academic courses. Emporia State University defines English proficiency as meeting the minimum required English language ability standards to be exempt from the ESU Intensive English Program Placement Test. There are several ways to demonstrate English proficiency:

1) Submitting accepted test (TOEFL, IELTS) scores prior to the posted [deadline](#):

(Note: Scores cannot be more than two years old.)

- Paper-based TOEFL score of 550 or higher with no individual subscore below
Reading: 52
Writing: 55
Listening: 52
- Computer-based TOEFL score of 213 or higher with no individual subscore below
Reading: 19
Writing: 22
Listening: 18
- Internet-based (iBT) TOEFL score of 79 or higher with no individual subscore below
Reading: 17
Writing: 17
Listening: 17
- IELTS score of 6.5 or higher (Overall Band Score) with no individual subscore below 5.5

2) Providing documentation of citizenship (passport) of the following countries:

Australia, Belize, Canada (except Quebec), Ireland, New Zealand, Liberia, United Kingdom (England, Wales, Scotland, Northern Ireland), the Commonwealth Caribbean, and the United States

3) Having completed a degree (Associate, Bachelor, or Master) in the United States or one of the other countries listed above

Students that do not demonstrate English proficiency based on the above requirements will be tested for their ability in English during the SWARM International orientation program and subsequent diagnostic tests. Based on the results of these tests, students will be placed in Intensive English courses or be eligible to enroll in academic courses.

Graduate students with TOEFL score between 550 and 574 (iBT 79-89) or IELTS 6.0 – 6.5 must take the graduate level IEP course IE 075, Communication Skills for International Students. Students enrolling in this course may be subject to placement in Intensive English Program (IEP) Intermediate or Advanced Writing.

If the diagnostic test taken in IE 075 shows a student needs instruction at the developmental level, they will be placed in the appropriate IEP writing course and must meet the IEP requirements for advancement and/or exemption.

A graduate student with an IELTS score of 6.5 or above and minimum subscore of 6.5 on each part of the IELTS exam is exempted from taking IE 075.

English proficiency scores Deadlines:

Official English proficiency scores must be received in the Office of International Education before the following dates in order to exempt a student from the IEP Placement Test.

Fall: August 1 Spring: December 1 Summer: May 1

UNIVERSITY SCHOLARSHIPS

Through the generosity of many Emporia State University alumni, faculty, staff and friends scholarships are available to full-time, freshmen and transfer students. Complete the application found at www.emporia.edu/admiss.

In addition Emporia State University offers academic department, talent and athletic awards. Information is available at www.emporia.edu/finaid/scholarships/.

FINANCIAL AID

Phone: 620/341-5457 or 1-800-896-0567

E-mail: finaid@emporia.edu

Web: <http://www.emporia.edu/finaid>

PROGRAMS AVAILABLE

A wide variety of financial programs are available to assist students in obtaining their educational goals at ESU. They include grants, scholarships, work programs and loans. Completion of the Free Application for Federal Student Aid (FAFSA) is required for all federal programs. **The priority filing date is March 15.**

You can apply online at www.fafsa.gov. You are encouraged to use this quick and easy way to apply for financial aid. Applications are also available from the Office of Student Financial Aid & Scholarships 103 Plumb Hall.

ATHLETIC GRANTS

Recipients of athletic grants are selected by respective coaches.

For additional information, please contact the athletic department at 620/341-5354.

GRANTS

Pell and Supplemental Grants

These grants are based on financial need as determined by the federal need analysis (FAFSA). Federal Pell and Federal Supplemental Educational Opportunity Grant (FSEOG) are the two major grants at ESU.

Kansas Comprehensive Grants

To be considered for this grant, you must show need through the federal need analysis (FAFSA) and be an undergraduate full-time Kansas resident. **The priority receipt deadline is April 1.**

TEACH Grant

Certain teaching fields may be eligible for this program. Contact the Office of Financial Aid and Scholarships for more information.

STUDENT EMPLOYMENT

On-Campus Employment

To be eligible for employment, students must maintain satisfactory academic progress. Federal Work-Study (FWS) employment, regular employment, and career-related work programs are available. For FWS employment, you must demonstrate need as determined by the federal need analysis (FAFSA).

Summer employment under the FWS program is available. All summer student employees are subject to the same general academic and federal financial aid requirements.

Off-Campus Student Employment

Career Services provides a clearinghouse for employment so any person or firm wishing to employ students or spouses of students may list openings. Students should contact prospective employers directly for these off-campus job opportunities.

Available on and off campus positions are posted online at the following website: www.emporia.edu/career/hornetjb.htm.

STUDENT LOANS

The university participates in the subsidized and unsubsidized Direct Student Loan Program and the Federal Perkins Loan program. Federal Perkins and Federal Direct (subsidized) loans

require a student to have financial need (established through the FAFSA). The unsubsidized Federal Direct Loan is not based on need. During periods of enrollment, full-time students may apply for a loan of up to \$250 through the Cashiers Office, 104 Plumb Hall.

MILITARY PROGRAM BENEFITS

A number of branches of the military service offer opportunities for financial aid. Interested students should seek additional information from their local recruiting office or from Veterans Educational Services at www.emporia.edu/stuaff/vahome.htm.

FINANCIAL AID LEAVE OF ABSENCE

A student requesting a financial aid leave of absence due to medical reasons, military activation, or other extenuating circumstances must submit a written petition to the Satisfactory Academic Progress Committee in care of Office of Student Financial Aid & Scholarships, 103 Plumb Hall. Forms are available in the office or electronically at www.emporia.edu/finaid/form.htm.

SATISFACTORY ACADEMIC PROGRESS

Emporia State University is committed to the philosophy that students who receive financial aid must make satisfactory academic progress toward degree completion. It is important to read policy information found at www.emporia.edu/dotAsset/7277e3f9-f469-4efd-8a47-9890cb4cd3ca.pdf.

STUDENT RIGHT-TO-KNOW BILL

Persistence and Graduation Rates

Approximately 70% of ESU's first-time, full-time freshmen return for the second year of study. Approximately 42% graduate within six years following matriculation. For more information pertaining to persistence and graduation rates by gender and ethnicity (and category of sport for students receiving athletic-related financial aid), please contact the Office of Institutional Research and Assessment, 620/341-6849.

Campus Crime Statistics

For information concerning campus crime statistics and institutional policies concerning campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters, please contact the Office of Student Affairs 620/341-5267. You can also access this information on the web at <http://www.emporia.edu/right2know/>.

HOUSING

The Department of Residential Life assists students in obtaining housing. Current rates and information may be obtained from this office located in room 308 South Morse Hall. Students may call **(620) 341-5264**, or e-mail us at reslife@emporia.edu.

Emporia State University requires all freshmen to live in residence halls. Exceptions are limited to commuting 30 miles or less to the campus while living with a family member (father, mother, sister, brother, aunt, uncle or grandparent), marriage, or having graduated from high school at least one year before entering Emporia State University. Any student enrolled for 12 hours or more, filing for a waiver must provide notarized letters of support from a parent and the family member who will house the student. *Waiver of Residential Requirement* forms are available by writing or calling the Department of Residential Life or online at www.emporia.edu/reslife/index.html.

FOOD SERVICE

Food service information, including costs, meal plans, and dining options is available at www.esudining.com/index.html.

DISABILITY SERVICES

The Office of Disability Services (ODS) coordinates reasonable accommodations for students with documented disabilities at Emporia State University in order to afford equal opportunity and full participation in university programs and services for all students. Students must register with ODS in order to receive accommodations. Students with disabilities who do not require accommodations may choose to register with the office in order to be informed of scholarships, employment opportunities, and disability-related events. ODS provides information and referrals to promote successful transitions to college and to work.

We encourage students to plan ahead to facilitate the timely provision of accommodations.

ODS serves as the voter registration site on campus. Voter registration materials are available in both English and Spanish.

Plumb Hall 106, Phone 620-341.6637, Fax 620.341.6640, Email: disabser@emporia.edu.

FEE INFORMATION

FEE SCHEDULE

The following fee schedule is for the 2013-2014 academic year and outlines the costs per semester and per summer session for both resident and nonresident students. Other expenses and costs to the student attending ESU, as well as definitions of Nonresident Status and the Procedure for Appeal, are also included in the following pages.

NOTE: ALL FEES ARE SUBJECT TO CHANGE BY ACTION OF THE KANSAS BOARD OF REGENTS.

A student's official transcript may be held and/or permission to re-enroll denied for failure to pay any indebtedness or return any property to the university. Students may be required to pay collection agency and attorney fees and all other charges necessary for the collection, as allowed by law, of any amount not paid when due.

UNDERGRADUATE FEES—2013-2014**

1. Undergraduate students enrolled in *10 or more* credit hours per semester are assessed a total fee of *\$2,807 for the resident student* and *\$8,694 for the nonresident student*. This total fee includes the following.

	Resident	Non-Resident
Tuition	\$2,184.00	\$8,071.00
Educational Opportunity Fund	5.00	5.00
Student Health	74.29	74.29
Student Union Operating	44.60	44.60
Student Union Improvement	183.00	183.00
Student Union Refurbishing	15.00	15.00
Student Counseling	1.75	1.75
Recreational Services/Phys. Educ. Bldg	24.40	24.40
Recreational Facility	29.00	29.00
Athletic Activity Fee	144.91	144.91
Sports Clubs	0.60	0.60
Special Events	2.00	2.00
Associated Student Government	14.15	14.15
Performing Arts	15.85	15.85
<i>Sunflower</i>	11.12	11.12
<i>Bulletin</i>	9.58	9.58
Center for Early Childhood Education	5.50	5.50
Community Hornets	3.00	3.00
Union Activities Council	8.60	8.60
Marching Band Stipend	3.95	3.95
Quivera	0.45	0.45
Visual Arts Board	1.25	1.25
Technology Fee	<u>25.00</u>	<u>25.00</u>

TOTAL PER SEMESTER: **\$2,807.00** **\$8,694.00**

2. Undergraduate students enrolled in *less than 10* credit hours per semester are assessed a per-credit hour fee of *\$219.00 for the resident student* and *\$611.00 for the nonresident student*.

GRADUATE FEES—2013-2014**

1. Graduate students are assessed a per-credit hour fee of *\$293.00 for the resident student* and *\$758.00 for the nonresident student*.

**Fees for Academic Year 2014-2015 have not yet been established.

	Resident	Non-Resident
Tuition	\$220.00	\$685.00
Educational Opportunity Fund	0.35	0.35
Student Health	10.29	10.29
Student Union Operating	4.05	4.05
Student Union Improvement	21.00	21.00
Student Union Refurbishing	1.25	1.25
Student Counseling	0.10	0.10
Recreational Services/Phys. Educ. Bldg	5.18	5.18
Recreation Facility	2.50	2.50
Athletic Activity Fee	16.20	16.20
Sports Clubs	0.15	0.15
Special Events	0.35	0.35
Associated Student Government	2.35	2.35
Performing Arts	2.68	2.68
<i>Sunflower</i>	0.85	0.85
<i>Bulletin</i>	1.35	1.35
Center for Early Childhood Education	0.40	0.40
Community Hornets	0.50	0.50
Union Activities Council	0.95	0.95
Marching Band Stipend	0.25	0.25
Quivera	0.10	0.10
Visual Arts Board	0.15	0.15
Technology Fee	<u>2.00</u>	<u>2.00</u>

TOTAL PER SEMESTER: **\$293.00** **\$758.00**

2. Graduate assistants who work 20 hours a week and are enrolled in six or more hours of graduate credit per semester may be eligible for fee reductions. The amount is determined annually.

SUMMER SESSION FEES**

Undergraduate students enrolled during the summer session are assessed a fee of *\$219.00 per credit hour for the resident student* and *\$611.00 per credit hour for the nonresident student*.

Graduate students enrolled during the summer session are assessed a fee of *\$293.00 per credit hour for the resident student* and *\$758.00 per credit hour for the nonresident student*.

NONRESIDENT CLASSIFICATION FOR FEE PURPOSES

NONRESIDENT STATUS

A nonresident student is defined by the laws of the State of Kansas as follows: "Persons enrolling in universities and colleges under the State Board of Regents who, if adults, have not been, or if minors, whose parents have not been residents of the state of Kansas for one year prior to enrollment for any term or session in a college or university are nonresidents for fee purposes. Notwithstanding the foregoing provision of this section, the State Board of Regents may adopt rules and regulations authorizing the following to pay an amount equal to resident fees: (1) employees of the university or college and their dependents, (2) persons in the military and their dependents, (3) other classes of persons having special domestic relation circumstances, (4) persons who have lost their resident status within six months of their enrollment, and (5) persons and their dependents who were recruited or transferred to full-time employment in Kansas." Application forms can be found at <http://www.emporia.edu/regist/forms/>.

**Fees for Academic Year 2014-2015 have not yet been established.

PROCEDURE FOR APPEAL

The registrar determines the residence status of all students for fee purposes. A student may appeal the registrar's decision to the university's appellate committee by serving written notice of such appeal to the registrar within thirty (30) days after the opening of the term or semester. A standard appeal form is provided by the Office of the Registrar for this purpose. Additional information concerning the law and its interpretation will also be provided by the Office of the Registrar upon request.

NEARR PROGRAM FEES—2013-2014**

Involves the states of Nebraska, Colorado, Oklahoma, Missouri and Texas.

1. NEARR undergraduate student's enrolled in *10 or more* credit hours per semester are assessed a total fee of \$3,900.00. This total fee includes the following.

	Undergrad
Tuition	\$3,277.00
Educational Opportunity Fund	5.00
Student Health	74.29
Student Union Operating	44.60
Student Union Improvement	183.00
Student Union Refurbishing	15.00
Student Counseling	1.75
Recreational Services/Phys. Educ. Bldg	24.40
Recreational Facility	29.00
Athletic Activity Fee	144.91
Sports Clubs	0.60
Special Events	2.00
Associated Student Government	14.15
Performing Arts	15.85
<i>Sunflower</i>	11.12
<i>Bulletin</i>	9.58
Center for Early Childhood Education	5.50
Community Hornets	3.00
Union Activities Council	8.60
Marching Band Stipend	3.95
Quivera	0.45
Visual Arts Board	1.25
Technology Fee	<u>25.00</u>
TOTAL PER SEMESTER:	<u>\$3,900.00</u>

2. NEARR Undergraduate students enrolled in less than 10 hours per semester are assessed a per-credit hour fee of \$291.00.

3. NEARR Graduate students enrolled are assessed a per-credit hour fee of \$404.00.

	Graduate
Tuition	\$331.00
Educational Opportunity Fund	0.35
Student Health	10.29
Student Union Operating	4.05
Student Union Improvement	21.00
Student Union Refurbishing	1.25
Student Counseling	0.10
Recreational Services/Phys. Educ. Bldg	5.18
Recreational Facility	2.50
Athletic Activity Fee	16.20
Sports Clubs	0.15

**Fees for Academic Year 2014-2015 have not yet been established.

Special Events	0.35
Associated Student Government	2.35
Performing Arts	2.68
<i>Sunflower</i>	0.85
<i>Bulletin</i>	1.35
Center for Early Childhood Education	0.40
Community Hornets	0.50
Union Activities Council	0.95
Marching Band Stipend	0.25
Quivera	0.10
Visual Arts Board	0.15
Technology Fee	<u>2.00</u>
TOTAL PER SEMESTER:	<u>\$404.00</u>

SUMMER SESSION FEES**

NEARR Undergraduate students enrolled during the summer session are assessed a fee of \$291.00 per credit hour.

NEARR Graduate students enrolled during the summer session are assessed a fee of \$404.00 per credit hour.

SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT

All non-resident students will pay the non-resident rates per credit hour plus an area fee per credit hour when taking classes taught out of state face to face. Kansas residents will pay resident rates per credit hour plus an area fee per credit hour.

Resident Graduate credit	\$292.00 per credit hour
Nonresident Graduate credit.....	757.00 per credit hour

DISTANCE EDUCATION FEES**

Resident Undergraduate credit	\$218.00 per credit hour
Resident Graduate credit	290.00 per credit hour

Nonresident Undergraduate credit.....	\$292.00 per credit hour
Nonresident Graduate credit.....	403.00 per credit hour

Distance education undergraduate student's enrolled in *10 or more* on campus credit hours and are charged the maximum flat rate fee will not be assessed additional tuition and fees for distanced education courses.

Note: An exception or waiver would be allowed for out-of-state residents who are employed in Kansas. Verification will be by application through the Office of the Registrar.

Distance Education Electronic Media Fees for Telenet, Internet and ITV

(Undergraduate and Graduate)
Per Course \$60.00

Distance Education Equipment Use Fee Off-campus

Appropriate tuition fee plus off-campus equipment fee
(per credit hour) \$20.00

Distance Education Site Facility

Students will be assessed a site facility fee not to exceed \$30.00 per credit hour. Instructional Design and Technology (IDT) students will pay a \$10 per credit hour site fee and a \$40 per course technology fee.

**Fees for Academic Year 2014-2015 have not yet been established.

EMPORIA STATE UNIVERSITY – KANSAS CITY

Public educational entities governed/coordinated by the Kansas Board of Regents or under the auspices of the State Department of Education, may be allowed to use the Emporia State University – Kansas City facility on a space available basis by charging individuals the ESU-KC fee equated to a credit hour basis. The revenue will be remitted from this collection to ESU.

WORKSHOP AND SHORT COURSE FEES

Fees for workshops and short courses are assessed and collected as announced in official university publications. Please refer to www.emporia.edu or contact the Controller's Office for payment deadlines.

GRADUATE TEACHING ASSISTANTS AND GRADUATE RESEARCH ASSISTANTS

Applicable tuition is waived for graduate teaching and graduate research assistants if working 20 hours per week. Students will be responsible for campus privilege fees. In the event that a student cancels the graduate assistantship, the student must repay the tuition waiver based upon the number of days remaining in the semester.

CONTRACTS AND COMPENSATORY CHARGES

This schedule does not limit the charges which may be collected under arrangements with other governmental or private agencies, except that such arrangements may not provide for lesser charges. Tuition or other charges to more nearly cover the actual cost of instruction are specifically authorized. No tuition is charged students enrolled in programs for which the entire cost is financed by governmental or private agencies. Students taking such courses on campus must pay all required campus privilege fees.

KANSAS TEACHER OF THE YEAR TUITION WAIVER

Tuition will be waived for up to nine hours annually for any past or present Kansas Teacher of the Year. To be eligible, a person must be a past or present recipient of the award under the program administered by the Kansas Department of Education and be employed as a teacher in an educational institution accredited by the Kansas Department of Education.

FEE WAIVER FOR PERSONS AGE 60 OR OVER

Residents of Kansas who are 60 years of age or over may take courses at the university without paying the regular fee. A course taken free cannot be counted toward a degree. The person will be considered an auditor in the class, and admission to the class will be by permission of the instructor and only if space is available. Interested individuals should consult with the Registrar or the Director of Admissions.

AUDITOR, VISITOR, OR NON-CREDIT COURSE FEE

The fee assessed for auditors, visitors, or non-credit courses is the same as the regular fee.

INTENSIVE ENGLISH PROGRAM FEES****Fall 2013/Spring 2014**

	IEP Fees	CP Fees	Total
One Course	\$ 1,856	\$ 219	\$2,075

**Fees for Academic Year 2014-2015 have not yet been established.

Two Courses	3,712	438	4,150
Three Courses	5,568	657	6,225
Four Courses	7,424	623	8,047

Fall 2013/Spring 2014 (In-State) Includes Paraguay Partners

	IEP Fees	CP Fees	Total
One Course	\$ 928	\$219	\$ 1,147
Two Courses	1,856	438	2,294
Three Courses	2,784	657	3,441
Four Courses	3,712	623	4,335

Summer 2014 (Regular)

	IEP Fees	CP Fees	Total
One Course	\$1,240	\$ 146	\$1,386
Two Courses	2,480	292	2,772
Three Courses	3,720	438	4,158
Four Courses	4,960	584	5,544

Summer 2013 (In-State) Includes Paraguay Partners

	IEP Fees	CP Fees	Total
One Course	\$ 620	\$ 146	\$ 766
Two Courses	1,240	292	1,532
Three Courses	1,860	438	2,298
Four Courses	2,480	584	3,064

DEPARTMENTAL FEES**

All departmental charges for specific goods and services (may include but will not be limited to mediated instructional costs, building use, special equipment) not explicitly identified herein will be priced at an amount that approximates actual cost. Appropriate campus administrative procedures are to be followed for approval and collection of these charges.

TESTING COST-RECOVERY FEE

Testing fees will be assessed at a rate that includes the direct cost recovery of the test plus an administration fee of up to \$25.00 per test. Appropriate campus administrative procedures are to be followed for approval and collection of these fees.

SPONSORSHIP OF STUDENT TEACHING FEE

Student teaching fee of \$125.00 will be charged each semester for those students enrolled in Professional Development School (PDS) studies.

STUDENT IDENTIFICATION CARD FEE**

Original or Replacement Card.....\$18.00

The holder of a university ID card is responsible for all university property obtained with that card. If the ID card is lost, report immediately to the University Police and Safety Office. If a card is found, it should be taken to the University Police and Safety Office.

SPECIAL FEES**

Please refer to www.emporia.edu or contact the Controller's Office for a complete list of fees.

WITHHOLDING OF STUDENT INFORMATION

When necessary, the University may withhold the academic official transcript of students for the nonpayment of tuition and fees, loans, other charges, and for failure to return university property.

**Fees for Academic Year 2014-2015 have not yet been established.

COLLECTION POLICY

A student's official transcript may be held and/or permission to re-enroll denied for failure to pay any indebtedness or return any property to the University. Students may be required to pay collection agency and attorney fees and all other charges necessary for the collection, as allowed by law, of any amount not paid when due.

PAYMENT OF FEES

It is Emporia State University policy that students must pay all charges in full prior to the drop date. If a student does not expect to have their balance paid in full by this date, they must enter into an Extended Payment Agreement.

Please note: Financial aid must be authorized AND disbursed to be considered a payment on an account. If a payment has been made on a student's account, the student must officially withdraw from the University within the refund period to be eligible for a refund and/or be relieved of their financial obligation to Emporia State University.

Cash, checks, and certain bank credit cards are accepted by the University for payment of fees and room and board. Additional information is available from Cashiering Services.

No student shall be permitted to enroll for any semester if there is an outstanding balance from a prior session. Students with outstanding debts to the university, whether financial or material, will have their transcripts and/or enrollment withheld. (For further explanation, see "Holds on Student Records" in the Enrollment and Academic Information section of this catalog.)

It is important students review the billing statements they receive as well as check their student Buzz In account frequently. These resources provide valuable and continuously updated information concerning student account balances.

In addition to the previously mentioned fees, students may be required to purchase textbooks, supplies, parking permits, and identification cards.

For information pertaining to student loans, employment, scholarships, and grants, please refer to the "Financial Aid" section of this catalog.

For further information on fee payment policies and procedures, please visit www.emporia.edu/busaff.

FEE PAYMENT PROCESS

An electronic billing statement will be sent to each pre-enrolled student via the student's [emporia.edu](http://www.emporia.edu) account. Students enrolled after the billing statement date will NOT receive an electronic billing statement and must make arrangements for fee payment to avoid being dropped from classes. THE STUDENT'S FEE PAYMENT MAY NOT BE PROCESSED UNTIL HOLDS ARE RESOLVED. Please CHECK Buzz In for holds.

Any excess funds that become available will be deposited to the student's checking account and will be available prior to the first day of class provided all appropriate forms have been completed and processed.

Undergraduate students not in "payment" status by the fifth day of class will be dropped from scheduled classes and will have to repeat the registration process. **(NOTE: Classes "by arrangement" must be paid prior to the beginning of the semester to avoid cancellation and/or late fees.)**

Acceptable "payment" status means (1) the entire account balance is paid by the fifth day of class or (2) a \$150 account down

payment is made by the fifth day of class at 5:00 p.m. central time. An account down payment is required to reserve the student's class schedule and will be credited to the student's charges. The student must sign and submit the Extended Payment Agreement to avoid account holds. Administrative fees are assessed for this option.

EXTENDED PAYMENT AGREEMENT

The Extended Payment Agreement allows for the extension of due dates for the payment of student educational account balances. An account down payment of \$150 will retain the class schedule. In order to avoid account holds, the student must sign and submit the Extended Payment Agreement by the fifth day of class. The form is available through the Office of Cashiering Services.

Further extension of payment will be granted for any unpaid balance. Extension due dates can be found on the Extend Payment Agreement. A \$50 fee will be assessed for each extension of payment.

IMPORTANT FEE PAYMENT DATES

Fifth Day of Class

- All students must be paid in full or make the \$150 down payment
- If selecting the \$150 down payment option, the student must sign and submit the **Extended Payment Agreement** in order to avoid account holds
- ***Undergraduate students will be dropped from courses if payment is not made***
- \$50 administrative fee charged to students who have an account balance. Students must enter into an Extended Payment Agreement to avoid account holds.

10th Day of Class

- Last day for tuition refund

20th Day of Class

- Any account balance not paid in full on or before this date will be charged an additional \$50 administrative fee

35th Day of Class

- Outstanding account balances are past due
- \$50 late fee begins to be assessed for each month balance remains outstanding
- Holds are placed on student's account

For fee payment dates by semester, please visit <http://www.emporia.edu/busaff/payingtu.htm>.

NON-MILITARY REFUND POLICY

Students should inquire with the Office of Cashiering Services about refund amounts. The refund period depends on how long the class lasts. No refund is available once the refund period is past.

For short term classes of 4 weeks or less, students must process the official drop on or before the Tuesday of the week in which the class begins in order to receive a refund.

For classes 5 to 8 weeks, students will receive a refund if the official drop is processed on the Friday of the week in which the class begins.

For classes 9 to 11 weeks, the official drop must be completed by the Monday following the first week of class.

If the class duration is 12 or more weeks, the official drop must be completed by the 10th day of class.

Refunds are processed in the order they are received and may take three to four weeks, depending on the level of activity in the Business Office at any particular time during the refund period. The official date the class was dropped will be the date posted on the student's record. This drop may be made in person or via the Web. If a class is dropped after the above refund dates, no refund is issued. **Note:** Students attending Emporia State and receiving assistance through Title IV Student Financial Aid Programs may be eligible for a pro-rated refund. Inquire in Cashiering Services for additional information. This refund policy is based on official withdrawal through the Registrar's Office. Tuition refunds may require repayments to Emporia State University or Federal Financial Aid Programs based upon financial aid requirements.

MILITARY REFUND POLICY

Students serving in the National Guard or Reserves who are called to active duty during an academic term are entitled to receive a full refund for tuition and fees. Students who are drafted and must report for active duty during an academic term are entitled to receive a full refund of tuition and fees. All refunds are subjected to presentation of official documentation. Students who volunteer for military service will be subject to the university's non-military refund policy. Room and board charges will be prorated to the extent that services have been provided.

STUDENT AFFAIRS

VISION STATEMENT

The Division of Student Affairs at Emporia State University values an environment that fosters integrity, trust and honesty, while accepting students for their uniqueness. A community that provides opportunities for creative thinking, growth, and collaboration is supported through caring and nurturing dialogue.

ALCOHOL & DRUG ABUSE PREVENTION

The Alcohol and Drug Abuse Prevention (ADAP) Program seeks to support students, faculty, and staff in creating and maintaining a campus environment that encourages and supports healthy lifestyles. Services include consultations, referrals, and presentations. Our resource center, located in 250 Southeast Morse Hall, has both print and non-print materials available.

The Prime for Life: On Campus Talking About Alcohol Class meets the requirements for Alcohol Information School required by the courts. Please contact the Alcohol & Drug Abuse Prevention office at 620/341-5222 or visit our website at <http://www.emporia.edu/adap/>

ASSOCIATED STUDENT GOVERNMENT

Associated Student Government (ASG) is the voice for Emporia State students in relation to campus governance and student needs or concerns. ASG also recognizes student organizations and provides funding for organizational activities.

For further information, call 620/341-5481 or visit the following website <http://www.emporia.edu/asg/>.

BIOFEEDBACK CENTER

The Biofeedback Center trains students to improve resiliency to stress. With practice, the relaxation response replaces the stress response in anxiety-producing situations like: tests, social situations, public speaking, performances, and job interviews. Individual and group presentations are available. For more information visit our website at <http://www.emporia.edu/biofeedback/> or call 620/341-5222.

CENTER FOR STUDENT INVOLVEMENT

The Center for Student Involvement is located on the Mainstreet of the Memorial Union. ESU has over 135 recognized student organizations, including honorary, academic, service, religious, recreation, special interest, and Greek letter organizations. Information for starting a new organization is available in the office and on-line. A brief description with contact information for each recognized student organization is also available in the office, 620/341-5481 and on-line, <http://www.emporia.edu/csi/>.

COUNSELING CENTER

The Counseling Center offers a wide variety of personal growth; education, prevention, self-exploration; and individual, academic, and group counseling services to the campus community.

Services are provided to students by licensed counselors and social workers, and by supervised interns. Referrals for more comprehensive evaluation and treatment may be necessary. Confidentiality is maintained in accordance with ethical standards and state and federal regulations.

Staff are also available for programs and classroom presentations on mental health topics. Appointments can be scheduled by calling 620/341-5222 or for more information, visit our website at <http://www.emporia.edu/counseling/>.

****Fees for Academic Year 2014-2015 have not yet been established.**

DEMONSTRATIONS OF DISSENT AND PROTEST

Individuals wishing to demonstrate regarding concerns should confer with the Dean of Students, where procedural policy for such events and their accompanying responsibilities will be explained.

Students or student organizations who wish to express themselves publicly on issues may use Union Square between Plumb Hall and the Memorial Union. Arrangements for such use can be made with the Union Services Office located in the Memorial Union, 341-5443. More information can be found at <http://www.emporia.edu/studentlife/handbook/policies-and-process/demonstrations-of-dissent-and-protest.html>.

DINING SERVICES

For student meal plan information, contact the University ID Office, located in the Memorial Union. Students living off-campus may purchase off-campus meal plans for use in the Hornet's Express, Skyline Room, and the Hornet's Nest. More detailed information may be found in the Student Handbook or may be obtained by calling the University ID Office, 620/341-5859.

THE GENDER PROGRAM

In all of its activities, the Gender Program strives to promote the awareness of perspectives across lines of race, class, abilities and sexual orientation. Programs reflect a wide range of viewpoints about women's concerns and gender equity. More information can be found at www.emporia.edu/student-wellness/counseling-services/gender-program/index.html.

GREEK LIFE

Fraternities and sororities are the premier values-based leadership organizations at Emporia State University. Our fraternity and sorority members are committed to the values and principles of their individual organizations and the Greek Life values of leadership, scholarship, citizenship, stewardship and friendship.

To learn more about Greek Life, visit the Center for Student Involvement on the first level of the Memorial Union or visit us online at www.emporia.edu/csi/greek.

MEMORIAL STUDENT UNION

The Memorial Union is the student center on campus. A wide range of services including dining, bookstore, student government, Greek life, entertainment programming, student organizations, meeting and banquet rooms, multicultural programs and services, University ID/Ticketing Office, check cashing, post office, ATM, and recreation can be found in the Union. The Memorial Union operates with the guidance of a board of directors whose members are students, faculty, and staff of ESU. More information can be found at www.emporia.edu/memunion/index.html.

MEMORIAL UNION BOOKSTORE

Textbooks can be reserved by e-mailing emporia@bkstore.com, phoning 620/341-5214, or stopping in the store, located in the Memorial Union. Textbook reservations will be ready to pick up prior to the start of the semester.

Complete textbook information can be found at www.emporia.edu/memunion/muservices/bookstore.htm.

MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs offers a wide-range of different opportunities and resources that pertain to diversity, multiculturalism, academic improvement, civic and campus leadership, community involvement and service, diversity awareness

and pride, and personal growth in order to improve and enhance the college experience.

The Office of Multicultural Affairs helps coordinate and sponsor numerous programs and events throughout the school year to promote our mission statement. The Office works with a vast amount of recognized multicultural student organizations and university departments to provide opportunities of diversity and cultural awareness and advancement including the Black Student Union, the Hispanic American Leadership Organization, ESU Admissions, the Union Activities Council, the Japanese Student Association, and the Office of International Education.

The Office of Multicultural Affairs provides the resources and supports a network for all recognized multicultural student organizations on our campus to keep them updated with what is happening throughout campus and the Emporia community and promote these organizations to those students who may be interested in getting involved on campus throughout the school year.

NON-TRADITIONAL STUDENT SERVICES

To be considered a non-traditional student, individuals must meet at least one of the following criteria:

- Over the age of 24
- Married
- Parent
- Have been out of school for 2 or more years
- In the military or a veteran

Visit www.emporia.edu/nontrad/ to learn more.

RECREATION SERVICES

The Recreation Services Department is dedicated to providing the campus community with opportunities to explore recreational interests and to engage in fitness and wellness activities. The Student Recreation and Fitness Center provides a friendly environment for a diversified population to recreate, exercise, and socialize through a variety of programs including intramural sports, sport clubs, special events and activities, and informal recreation. Personal training services are also offered to assist the campus community in achieving fitness goals.

For more information visit our Recreation Services website at www.emporia.edu/recsport or contact the department at 620/341-6778.

RESIDENTIAL LIFE (See Housing)

SEXUAL ASSAULT PREVENTION PROGRAM

Sexual Assault Education was created to enhance students' awareness and understanding of the factors which contribute to sexual assault, to help students examine their attitudes and beliefs about sexual assault, and to advocate for and support primary and secondary victims of sexual assault.

Crisis and long-term counseling for primary or secondary victims of sexual assault is available in the Counseling Center. Call 620/341-5222 for an appointment or come to 250 Southeast Morse Hall. Students can also receive counseling from the SOS Crisis Helpline, 620/342-1870, or the Mental Health Center of East Central Kansas, 620/343-2211.

STUDENT CODE OF CONDUCT

In accordance of the Affirmation of Values, the Student Code of Conduct is a statement of behavioral expectations that apply to all Emporia State University students.

Student Conduct Process:

The purpose of the student conduct process is to maintain the behavioral standards set by the campus community, and to provide all students with an administrative adjudication process in which responsibility is decided in a fair and impartial manner.

Informal conferences and other student conduct proceedings at educational institutions do not follow the same procedures used in courtrooms. The University does not employ lawyers to “prosecute” students. University student conduct proceedings do not follow rules of evidence like a civil or criminal trial. Instead, charges are investigated and resolved in an atmosphere of candor, truthfulness, and civility.

The Student Conduct Officer strives:

- a. to regard each student as an individual, deserving individual attention, consideration, and respect.
- b. to consider the facts fully and carefully before resolving any alleged violation.
- c. to speak candidly and honestly to each student.
- d. to hold each student accountable for a standard of behavior that protects the campus community and promotes student development.
- e. to ensure standards of courtesy and integrity, which prevent educational disruption, and promote a productive learning environment.
- f. to recognize human fallibility, and consider the stresses associated with college life while demonstrating compassion and empathy throughout the student conduct process.
- g. to contribute to the educational mission of the University.
- h. to provide a fair and efficient process for enforcement of the Student Code of Conduct.

For more information, contact the Dean of Students Office, 620-341-5267. Students are encouraged to read the Student Code of Conduct in its entirety at <http://www.emporia.edu/stuaff/conduct.htm>

STUDENT HEALTH SERVICES

In addition to treatment of illness and minor injury, as part of the Department of Student Wellness, Health Service staff emphasizes wellness through education and outreach. Services are funded by student fees, so there is no charge for the office visit to see a healthcare provider. There are modest charges for pharmacy services and laboratory services. For more information, see www.emporia.edu/shc/.

STUDENT HEALTH INSURANCE

Emporia State University offers health insurance at economical rates to students. The insurance carrier for 2011-2012 is **United Healthcare Student Resources**. For more information about coverage, rates or to enroll please call 1-888-344-6104 or visit their website at www.uhcsr.com.

STUDENT IDENTIFICATION CARDS

The Hornet Card is a student’s official university identification card. The Hornet Card grants access to the following university products and services: library access, meal plan access, on-campus debit card, and sporting/cultural event access.

Students are responsible for all university property obtained with their Hornet Card. If the Hornet Card is lost, report it immediately to the University ID Office. If a card is found, it also may be returned to the University ID Office. Students must provide proof of current enrollment to obtain a Hornet Card. The Hornet Card costs \$15 and can be obtained in the University ID Office, located in the Memorial Union. The ID Office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Students who have questions concerning the Hornet Card, may call 620/341-5859.

UNION ACTIVITIES COUNCIL

The Union Activities Council (UAC) of Emporia State University is the student organization responsible for providing a wide range of programs for the campus community. The six committees of UAC select, plan, promote and implement activities such as movies, concerts, comedians, lectures, and presentations by prominent speakers. Membership in UAC is open to all interested students. The Union Activities Council is housed in the Center for Student Involvement, first level of the Memorial Union. More information can be found at www.emporia.edu/csi/uac/index.html.

UNION SERVICES

The Union Services Office staff provides all the services needed to schedule meetings, conferences, luncheons, and banquets in the Memorial Union. This office also schedules all of the ESU performance facilities and classrooms for non-academic functions. In order to use university facilities, all meetings and events must be scheduled through this office. This may be done by calling 620/341-5443 or stopping by the office. Union Services is located in the east concourse of the Memorial Union.

VETERANS EDUCATIONAL SERVICES

The university is approved by the Kansas Commission on Veterans Affairs and operates under a contract whereby veterans and their dependents may obtain the benefits of educational assistance when eligible. Veterans’ counseling is available in the Office of the Student Life, 260 Memorial Union or by calling 620/341-5267.

The Kansas Commission on Veterans Affairs has notified Emporia State University that any dependent of a prisoner of war, a person missing in action, or a dependent of a person who died as a result of a service connected disability suffered during the Vietnam Conflict, may be eligible for a waiver of tuition and fees. Please see <http://www.emporia.edu/stuaff/vahome.htm>.

VOTER REGISTRATION

Emporia State University is committed to the fundamental right to vote for all students who are eligible voters. The Office of Disability Services serves as the voter registration site on campus. Voter registration materials can be obtained in the office in English and Spanish. The office can be reached by phone at 341-6637 or e-mail at disabser@emporia.edu.

When registering to vote in the state of Kansas, students are registering for national, state, and local election participation. If the student’s permanent address is in a county other than Lyon County, the student can either continue their voter registration in his or her home county or register in Lyon County. Applications for advance

voting ballots are also available. Voter registration forms can be obtained online <http://www.fec.gov/votregis/vr.shtml>. Students can check their registration status and find their polling place on the Kansas Voter View <https://myvoteinfo.voteks.org/> website.

Requests for accommodation should be directed to the Office of Disability Services. Questions about voter eligibility and the voting process should be directed to the County Clerk's Office in the Lyon County Courthouse.

ENROLLMENT AND ACADEMIC INFORMATION

This section includes procedures, regulations, and information the student will need to enroll and attend Emporia State University.

ESU ASSIGNED E-MAIL ADDRESS

An ESU e-mail address is assigned to each ESU student. Each ESU student is also allocated storage space for files or academic web pages. This storage space is available via student lab computers, the web, or FTP. For further assistance, please contact the Help Desk at 620/341-5555, or toll-free from outside the Emporia area at 877/341-5555.

ADDRESS AND TELEPHONE NUMBER

Students are required to provide the university with their mailing, emergency, and permanent addresses and their telephone number(s) at the time of registration. If, after registration, there are changes, students are required to report such changes promptly to the Office of the Registrar or make the change themselves via BuzzIn.

It is to the advantage of students that complete, up-to-date address and telephone number information be on record at all times.

BUZZIN

BuzzIn is your central source for ESU information. Besides providing convenient, easy access to e-mail and university announcements, BuzzIn offers you numerous ways to enrich your student life. Services include: adding and dropping classes, online transcripts and grades, financial aid and account information, record updates, and much more! Information can be accessed by logging in to Buzz In, clicking on the Academic Life tab, and choosing the appropriate option from the Student Self Service Links box.

DIRECTORY INFORMATION

ESU designates the following items as directory information: a student's name, a student's address(es), a student's phone number(s), a student's email address(es), a student's major field(s) of study, a student's classification (freshman, sophomore), a student's enrollment status (full-time, part-time, undergraduate, graduate), a student's dates of attendance, a student's past and present participation in officially recognized activities and sports, including the weight and height of members of athletic teams, a student's degree(s) conferred and date(s) conferred, and a student's award(s), honor(s), and scholarship(s) received, photograph, and the most recent educational agency or institution attended. Directory information can include a student ID number only when the ID alone cannot be used to gain access to education records. Directory information shall not include a student's Social Security Number. Directory information may be released without the student's consent; however, eligible students may request that directory information not be made public. The student's notice to withhold directory information must be made to the Office of Registration and is good for 1 academic year.

EDUCATIONAL RECORDS

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

1. The right to inspect and review their educational records within

45 days of the day the Registrar receives a request for access.

2. The right to request an amendment of their educational record that they believe are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of education concerning alleged failures by Emporia State University to comply with the requirements of FERPA.

For additional information see Section 4H.02 of the University Policy Manual. A copy may be obtained in the Registration Office.

SOCIAL SECURITY NUMBER

Each entering student is asked to provide the university with a social security number. While students may choose not to provide this information, **no student may receive financial aid from any federal funded program or state payroll unless the social security number is on file. The university may be required to provide a student's social security number to the Kansas Division of Accounts and Reports for use in detection of fraudulent or illegal claims against state monies in accordance with the general authority of K.S.A. 75-3728b.** For additional information see Section 3G of the University Policy Manual.

LOAD

The normal load for an undergraduate student is 15 or 16 hours of credit per semester. A student who has demonstrated superior achievement by high marks in college may exceed this load; however, **any load in excess of 18 hours** is an overload and must be approved by the student's advisor and the department chair of their major and a Request for Approval of Overload form must be completed and submitted to the Registrar's Office. The normal load for summer is one hour of credit per week.

You may not enroll in a combination of resident, extension, correspondence, or work at another college in excess of the normal load.

FULL-TIME STATUS

Full-time undergraduate load is 12 hours in the fall and spring semesters and 9 hours in the summer session for financial aid and enrollment verification purposes.

Full-time graduate load is 6 hours in fall, spring and summer semesters for enrollment verification purposes and 7 hours for Financial Aid purposes.

See the fee schedule for enrollment status for fee purposes and the Graduate Catalog for other graduate enrollment information.

CLASSIFICATION

An undergraduate student is considered a sophomore upon completion of 30 semester hours; a junior upon completion of 60 semester hours; and a senior upon completion of 90 semester hours. These must be hours which are counted toward the degree.

COURSE NUMBERING

A student is advised to select classes appropriate to his or her classification; however, any course may be taken within the limits imposed by other regulations of the departments, colleges, schools, or the university. Please consult with your academic advisor.

Course Levels

000-099 No credit courses. (Hours may not be included in the 120-124 hour requirement for a degree.)

100-299 Lower division, undergraduate. Designed as freshman and sophomore courses.

300-499 Upper division, undergraduate. Designed as junior and senior courses.

500-699 Upper division, undergraduate. Primarily for juniors and seniors, with enrollment of less than 50% Graduate I students.

700-799 Graduate and upper division. For Graduate I students primarily, with enrollment of less than 50% undergraduate students.

800-899 Designed primarily for Graduate I* students.

900-999 Designed primarily for Graduate II* students. (Courses numbered 800 and above are for graduate students only.)

Definitions

***Graduate I:** Courses and thesis for masters students who will ordinarily have accumulated from one through 30 graduate hours and students enrolled in professional schools (law, veterinary medicine, M.D., architecture, etc.).

***Graduate II:** Courses for specialists and doctoral students who will ordinarily have completed more than 30 hours of graduate work.

STUDENT ADVISING CENTER

The Student Advising Center is the "go to" location for all first-year and undecided/exploratory students. The academic advisors include faculty members and professional advisors representing each undergraduate department at the University.

Advisors:

- Assist students in navigating their first year at ESU
- Guide students through University policies and procedures
- Assist students with dropping/adding classes and enrollment
- Answer questions about general education and degree requirements
- Provide holistic advising regarding the undergraduate experience
- Help undeclared students with the process of choosing a major
- Provide support and programming for struggling students

Students who have chosen a major and are making satisfactory academic progress are assigned an advisor within the appropriate academic department beginning their second year. Undeclared students continue to be advised by the Advising Center until a major is selected.

The Student Advising Center hours are 8:00 a.m.- 5:00 p.m., Monday through Friday. The center is located in 106 Plumb Hall. For more information, please call (620-341-5421) or email (sac@emporia.edu).

BUSINESS ADVISING CENTER

All students pursuing a degree in business are advised in the **School of Business Advising Center**, 301 Cremer Hall, except for freshmen who are advised in the Student Advising Center. The center is open from 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please call 620/341-5523.

ELEMENTARY ADVISING CENTER

The Elementary Advising Center is located in 245 Visser Hall. Advisors will work with sophomore, junior, and senior Elementary

Education students to assist with long-range planning, enrollment, drop-add, and other program/career planning issues. You may contact the Elementary Advising Center during office hours as posted, you may e-mail elemadvi@emporia.edu, or you may call 620/341-5770.

ENROLLMENT PROCEDURES

Registration is coordinated by the Registrar's Office. It is strongly recommended that students enroll early to improve their chances of getting the schedule of classes desired.

Currently enrolled students are encouraged to advance enroll for the next semester or summer session. Advance enrollment for the fall semester begins in March and continues through the tenth day of classes. Advance enrollment for the spring semester begins in October and continues through the tenth day of classes. Enrollment for the summer sessions begins in March and is continuous through all of the summer sessions. Special days are set aside during the summer to allow new students to enroll for the fall semester.

Students wishing to take responsibility for their own educational plan, which includes students selecting appropriate courses to fit their educational plans, must contact an advisor each semester to enable their online BuzzIn registration.

A schedule of classes is available online. Registration consists primarily of three steps:

1. Advisement -- Academic advisors are provided to assist students in developing plans to achieve their educational goals. Students are ultimately responsible for ensuring that their plans satisfy university and program requirements for their degrees.

2. Enrollment -- Students may enroll any time during the continuous enrollment period each semester/term either with their advisor or through BuzzIn using the PIN provided by their advisor. Enrollment begins in March for Fall and Summer and in October for Spring.

3. Fee Payment -- Students must pay their fees or make special arrangements through the Business Office prior to the first class meeting. For further information, please refer to "Direct Fee Payment Process" in the FEE INFORMATION section of this catalog.

Changes in a student's class schedule can be made during the continuous enrollment period. Instructions for drop/add are available in the class schedule.

Students with outstanding debts to the university, whether financial or material, may be prevented from enrolling until the matter is resolved.

HOLDS ON STUDENT RECORDS

The university has the authority to withhold permission to enroll; obtain transcripts; receive services, materials, food or merchandise; or any combination of these, from any person owing a debt to the university. A debt is defined as an unpaid financial obligation and/or any other unfulfilled obligation of a student or former student, however incurred, arising while the debtor was a student. A hold is a method of implementing these restrictions.

Students may view their holds by:

1. Logging in to BuzzIn
2. Select Academic Life Tab
3. Select Student Records from the Student Self Service Links box
4. Select View Your Holds

Students may clear their debts and have restrictions removed by taking the following appropriate action:

1. Pay* the full amount of a financial debt.
2. Return material or equipment to the appropriate department.
3. Pay* in full the value of any lost material and/or equipment.
4. Satisfy any other claims by completing the specific action as required by the department or agency.

When all debts have been satisfied, the appropriate office will remove the hold.

*For immediate release of a hold, payment should be by cash or money order. No personal checks.

POLICY ON LATE

ENROLLING / ADDING CLASSES

The following enrollment policies help to ensure that students have opportunities to make alternative decisions about classes.

1. Students choosing to add classes that are scheduled to meet two or three times per week for a full semester may do so during the first five working days of the semester by obtaining their advisor's approval. In order to enroll/add during the sixth through the tenth working day of the semester, the instructor's signature is also required. No classes may be enrolled in or added after the tenth day of classes in the fall and spring semesters.
2. Students choosing to add classes that are scheduled to meet weekly may do so before the third class meeting by obtaining the instructor's signature.
3. Classes that are scheduled as block* classes may be added before the end of the second class meeting by obtaining the advisor's approval. To add block classes before the end of the third class period, the student must also obtain the instructor's signature. (**Block classes meet for the first 8 weeks of the 16 week semester or the last 8 weeks of the semester.*)
4. Students may enroll for weekend intensive courses prior to the beginning of class through advance registration procedures, or on site. To add weekend intensive classes after the class has begun, the instructor's signature is required.
5. Summer school classes may be added before the second class meeting with advisor's approval. After the second class meeting, the advisor's and instructor's signatures are both required to enroll/add the class.
6. Classes whose meeting times and places are arranged by the instructor may be enrolled/added at anytime during the semester with the approval of the advisor and instructor. No classes may be enrolled in or added after completion of the semester or summer session. Enrollment must be for the current or future semesters.

These procedures apply to all courses taken from Emporia State University, whether they are offered on campus, in off-campus locations, or via mediated instruction. Procedures apply to both graduate and undergraduate classes.

Students who have exceptional circumstances may petition for a variance to these deadlines. Further information is available in the Registrar's Office.

POLICY ON DROPPING CLASSES

The official DROP period shall consist of the first 10 class days of each semester. No record of classes that are dropped during the drop period shall appear on the transcript.

For classes taught in less than the regular semester, the official drop period shall be determined by the Registrar's Office on a class-by-class basis.

WITHDRAWALS

If you wish to withdraw from one or more, but not all courses, you should seek the counsel of your advisor and obtain the properly signed forms, which will be processed by the Office of the Registrar. If you wish to withdraw from **all** courses, contact the Office of the Registrar for more information.

WITHDRAWAL POLICY

If a student elects to withdraw from one or more classes after the official drop period and through the tenth week of a regular semester, the grade of "W" will be recorded on the transcript regardless of the student's academic standing in that class. Students must have their advisor sign the withdrawal form.

After the tenth week of the regular semester the student may not withdraw from class nor may the instructor assign the grade of "W." In extreme cases, the student may appeal to the Office of the Provost, or the designee, to receive a grade of "W" after the tenth week.

Classes taught in less than the regular semester will follow a similar pattern. If a student elects to withdraw from one of these shorter classes after the official drop period and before 5/8 of the class periods have been completed, the grade of "W" will be recorded on the transcript. After 5/8 of the class periods have been completed, the student may not withdraw nor may the instructor assign the grade of "W." In extreme cases, the student may appeal to the Office of the Associate Provost for Enrollment Management to withdraw with the grade of "W" after 5/8 of the class periods have been completed.

FACULTY INITIATED STUDENT WITHDRAWAL

If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of Office of the Provost to help insure contacting the student.

WITHDRAWAL OF NURSING STUDENTS

The Newman Division of Nursing (NDN) reserves the right to remove a nursing student from a practicum experience at any time because of (a) a critical incident involving the student, (b) violation of student conduct policies, or (c) persistent problematic student behavior(s) or performance.

Refer to current NDN Student Handbook for specific information regarding the NDN withdrawal policy.

SUMMER WITHDRAWAL POLICY

For a summer class that meets for a duration of less than three weeks, the student has up to the last day scheduled for the class to submit a withdrawal form with the Registration Office. If the student does not file this form prior to this last day, the instructor of the class shall assign the student an appropriate grade for the course in which the student enrolled and the student remains enrolled.

EXCESSIVE WITHDRAWALS

Excessive grades of "W" (withdrawal) can cause prospective employers to question the quality of the student's academic performance. Students should make every effort to adjust study and workloads, consult with advisors, and otherwise avoid the accumulation of an excessive number of "W" grades.

CLASS ATTENDANCE

ABSENCES -- When a student has been absent or desires to be absent from class for any reason, it is his or her responsibility to

consult with the instructor concerning the reason for the absence. The instructor, in turn, has the prerogative of requiring the student to make up, in some appropriate and reasonable way, the work missed during the absence. Faculty members who take students on school-sponsored trips will attempt to plan the trip to minimize the number of classes which the students must miss.

When sickness or other emergencies make it impossible to contact the instructor directly concerning absences, contact the Office of the Dean of Students.

EFFECT ON GRADES -- Regular class attendance is crucial to the development of a student's knowledge and skills. If excessive absences impair the development of such knowledge and skills, or diminish a student's role or cumulative achievement in a class, the instructor has the right to reflect this judgment in the student's grades. Instructors may reserve the right to make such a judgment and will specify in the course syllabus the manner in which excessive absences will affect grades.

When a student expects to be absent or has been absent from class for any reason, the student is responsible for consulting with the instructor.

ACADEMIC APPEALS -- Students who believe they have been dealt with unfairly concerning academic progress (such as course grades or absences), will have access to an academic appeal. The appeal must be initiated within one semester after the semester in which the issue occurs. The purpose of this policy is to ensure that due process is observed. For further information, refer to the Student Handbook available in the Office of Student Affairs.

TYPES OF UNDERGRADUATE CREDIT OFFERED

AUDIT ENROLLMENT

Students may audit courses if special arrangements are made with the Registrar and the instructor during the first ten days of the semester. For courses which meet less than a full semester or start late, the student must initiate an audit enrollment by no later than the third class meeting.

The same fees shall be paid for audit enrollments as for credit enrollments. Students so enrolled will receive a grade of "V" which cannot be used to satisfy course or hour requirements toward a degree. The student will receive a grade of "VN" when the conditions of the audit were not satisfied. Additional information is available in the Registration Office.

Residents of Kansas who are 60 years of age or over may audit courses at no cost with the permission of the instructor on a space available basis.

RESIDENT CREDIT

All course work taken through ESU, regardless of the delivery method or location of instruction, is considered to be Resident Credit.

TRANSFER CREDIT

Degree candidates and transfer students may take work at other regionally accredited two-year and four-year colleges and have it transferred to ESU. This should be done by requesting that the previous college send an official transcript of the work taken to the Office of the Registrar at ESU. Faxed transcripts are not considered official.

Only the passing grades are accepted for credit. All grades,

including failing grades, are used in determining the student's grade point average with the exception of the grades of P (pass) and S (satisfactory).

Students who transfer from two-year colleges must take at least 60 hours of work at a four-year college, 30 of which must be at ESU, to receive a bachelor's degree.

Please see "*Transfer and Articulation Agreement*" in the ADMISSIONS section of this catalog.

Students who transfer work to ESU should read the resident requirements carefully and make sure that their pattern of courses will meet the ESU degree requirements. Students may enroll for resident work at another college while enrolled at ESU as long as the total academic load does not exceed the equivalent of one semester hour of credit per week for the term.

Students who transferred in "F" or "D" grades for courses whose equivalents at ESU are not comparable in credit hours, may select one of the following options:

1. The student may choose to let the remaining hour(s) of poor grade stand as is.
2. The student may choose to take an additional course to improve the grade in those remaining hour(s).

Please refer to ESU's *Course Repeat Grade Policy* located elsewhere in this catalog.

UPPER-LEVEL TRANSFER COURSES

Effective Spring 2002, ESU will continue to accept lower division courses (those numbered below 300) in transfer from other colleges or universities as the equivalent for our upper division courses, but the student will not receive upper division credit for these courses. They will not have to repeat the courses, but the credit will transfer in as lower division credit. A 200 level course from either a 2-year or 4-year institution may transfer in as an upper-level course equivalent, but it will not count toward the 45 hour upper-level course requirement.

PRIOR APPROVAL

Students who wish to take course work at another institution during a summer or non-term must complete a prior approval form and obtain the required signatures to ensure that such course work is transferable to ESU. Prior approval forms are available in the Registration Office.

CREDIT FOR MILITARY SERVICE

Students who have previously served in the U.S. armed forces may be allowed one credit per six months of active duty for a maximum of eight credits. Credit may also be allowed for certain service schools completed. The equivalent of one semester of college work is the maximum of credit allowed for military service. Students who desire to receive military credit should submit a DD214 form or its equivalent to the Office of the Registrar.

The university will accept college level correspondence credit taken through the United States Armed Forces Institute in accordance with the same regulations that govern students taking correspondence work through the correspondence study center at the University of Kansas.

SENIORS TAKING COURSES FOR GRADUATE CREDIT

Students who are classified as seniors and in the last two terms immediately preceding their graduation may take up to 12 hours of course work for graduate credit. Students must complete the Senior Request for Graduate Credit card and complete an application for graduate study in the Graduate School, 313 Plumb Hall. The

completed Senior Request for Graduate Credit card, with all requested signatures, must be presented to Registration at the time of enrollment in the course(s). For more information, you may call 620/341-5403 or e-mail gradinfo@emporia.edu.

INDEPENDENT STUDY CREDIT

Students with special interests or abilities, may be permitted to do individual research, investigative study or creative work in certain areas. Independent study may be undertaken in two or more areas if the approved project includes subject matter in more than one field. In this event, the project must have the approval of the chairs of the departments concerned.

CREDIT FOR PRIOR LEARNING

CREDIT BY EXAMINATION

The purpose of credit by examination is to allow an exceptional student to design a college curriculum that better suits her/her needs. By allowing the student to obtain credit for previously acquired knowledge, the university provides a mechanism by which a student can either decrease the time needed to complete a degree or provide time for additional courses, perhaps to complete a second major. To this end, an enrolled student or a prospective student who subsequently enrolls shall be permitted to earn University credits or advanced standing beyond entry-level courses by examination.

The examination credit may be used in one of two ways. 1) To complete the requirements for a degree in a shorter period in that it shall count toward the total number of hours needed for graduation. 2) To enrich the student's college program by allowing time for more advanced courses or for courses in additional areas. The grade of P shall be used to indicate courses completed by examination.

Examinations for credit are similar to final examinations given in the courses. They are given at times scheduled by the various academic departments; therefore, it is the student's responsibility to arrange the day and hour when the examination will be given. Credit by examination cannot be granted after the student has completed a course that duplicates the course sought or has completed courses that may be considered in advance of the course requested.

A list of courses for which credit by examination is possible may be obtained from the Registrar's Office.

CREDIT BY CLEP EXAMINATIONS

Certain CLEP general and subject examinations are accepted by the university as a means of earning credits for general education or university-wide degree requirements.

Students are urged to secure current policy statements on the use of CLEP credit from the Office of the Registrar before taking these examinations.

Earning credit in general education by means of CLEP examinations does not automatically satisfy requirements in majors or teaching fields. The use of CLEP examinations for these purposes is determined by the individual department. Students are encouraged to consult with department chairs on the use of these examinations.

CREDIT GRANTED BY THE ADVANCED PLACEMENT PROGRAM

The College Entrance Examination Board (CEEB), in conjunction with the Educational Testing Service (ETS) of Princeton, New Jersey, conducts a nation-wide advanced placement program. In this program, many high schools offer college-level

courses to students. A nation-wide program of examinations covering these courses is administered by the CEEB. The graded examinations and relevant data for each student are sent to the college or university selected by the students. Such examinations must be taken prior to the beginning of the student's first year in college.

A list of the CEEB Advanced Placement Examinations which may be accepted at Emporia State University can be obtained from the Office of the Registrar, your admissions counselor, or on the web at <http://www.emporia.edu/regist/analyst/ceeb.htm>.

Additional information regarding specific CEEB policies at ESU may be obtained in the Office of the Registrar or your admissions counselor.

LIFE EXPERIENCE CREDIT

ESU provides ample means to obtain credit for knowledge gained in other than formal course work. These means permit a high degree of quality control. Among them are: credit by examination and/or advanced placement as determined by CLEP tests, CEEB tests, or department-developed tests; military service credit, and independent study or research problems credit. Life experience credit will not be granted at ESU. There are adequate test-out procedures to accommodate students with knowledge gained from life experience.

INTERNATIONAL BACCALAUREATE

Emporia State University awards credit or advanced standing placement for Higher-Level Pass only. Credit is not granted for the Subsidiary Pass or Diploma Program. Additional information is available from the Office of the Registrar.

GRADES, CREDITS AND STUDENT RECORDS (TRANSCRIPTS)

DEFINITION OF A CREDIT HOUR

One class hour is defined as 50 minutes in length. One on-campus class credit is defined as 1 class hour of classroom or direct faculty instruction per week and a minimum of 2 class hours of out-of-class student work each week for a minimum of 15 weeks. Courses with shorter or longer duration would have the number of class hours per week adjusted so as to be equivalent to the work done in 15 weeks.

One distance learning or hybrid class credit is defined as an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.

One laboratory credit is defined as a minimum of 2 class hours of work each week in a laboratory under the supervision of a lab supervisor or instruction and an expectation of 1 class hour of additional out-of-class student work each week.

This policy notes that formal instruction may take place in a variety of modes. Other venues for student learning would generally use the definition of 4 class hours per week as equivalent to 1 class credit. These other venues might include field experiences, music ensembles, studio experiences, and practicum experiences. At least some of these class hours would be under the direct supervision of an instructor, who ultimately assigns a grade for the experience.

GRADES AND GRADE POINTS

Grades are assigned the following meaning: A (Superior), B (Good), C (Average), D (Poor), F (Failure), AW (Administrative

Withdrawal), W (Withdrawal), I (Incomplete), IP (In Progress), N (No Credit), P (Passing), S (Satisfactory), U (Unsatisfactory), and V (Visitor or Audit). Grade points will be computed on the following scale which features an equal number of optional plus and minus grades:

A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, D=1.0, and F=0. GPA grades will be assigned at the discretion of faculty in the manner that best reflects student work and which is most appropriate for a given course. FSB 98012

The "S" grade indicates completion of a course, but the hours do not count toward the number of hours required for the degree. The "V" grade indicates the student has successfully audited the course. A "VN" means all conditions of the audit were not met. Courses which have been audited cannot be used to satisfy course or hour requirements toward a degree. A "Y" means the instructor did not turn in the grade. "IP" indicates work for the class is still in progress. These grade extensions are used in certain graduate or undergraduate classes identified by the college/school as requiring graduate work that extends beyond one semester, such as thesis, research, etc. (See the *In Progress Grade Policy* located elsewhere in this catalog.)

PASS-NO CREDIT GRADING

Certain courses may be taken on a pass or no credit basis. Information can be obtained in the Office of the Registrar.

PASS-NO CREDIT OPTION

The basic purpose of the pass-no credit option is to encourage students to elect interesting courses of a broadening nature from which they might otherwise be dissuaded through fear of mediocre performance and consequent jeopardy to grade point average.

The student electing the pass-no credit option will receive credit hours toward graduation and the grade of "P" if he/she successfully completes the course with a grade of "D" or above. If the student fails to successfully complete the course, the course will appear on the student's transcript with the grade designation of "N" and zero hours credit earned toward graduation. Credit hours of "P" and "N" are not to be computed in the student's GPA.

Any undergraduate student may elect any course on a pass-no credit basis with the following exceptions:

1. Courses taught in the area in which the student is seeking a major, minor, or teaching field, or courses used for a Bachelor of Integrated Studies degree contract.
2. Courses, including general education courses, used to satisfy requirements in the student's particular curriculum. The student may elect the pass-no credit option in a course taken to satisfy a general education requirement provided such course is of a higher level than the course or courses specifically required or recommended to satisfy such requirement, and provided such option is approved by the student's advisor.
3. Courses specifically excluded by departments from the pass-no credit option.

Students who are "undecided" or who change majors, minors, or teaching fields, and who have previously taken courses on a pass-no credit basis in such majors, minors, or teaching fields may petition the appropriate department to allow such courses to be used in answering major, minor, or teaching field requirements. Students should recognize that such approval will not be automatically granted, and might not be granted at all. In any case, no department shall allow any student to count more than two courses of pass-no

credit work toward satisfying major, minor, or teaching field requirements.

A student is limited to 25 percent of his/her total hours credit toward graduation in pass-no credit courses.

The process for recording a pass-no credit course is as follows:

1. The student must declare his/her intention to enroll in a course for pass or no credit prior to enrolling or by the 10th day of classes. If for a workshop, short course, or summer term, the declaration must be made at time of enrollment. This is done by completing the appropriate form in the Registration Office.
2. Instructors will not be informed which students are enrolled under this option.
3. The instructors will file a grade report in the regular manner. The Registration Office will convert the grade to "P" or "N" and the instructor will be notified as to which students have received pass-no credit grades.

In order to avoid confusion, the terms "pass" and "no credit" shall be applied to this program only, and not to any other.

EXTENDED USE OF PASS-NO CREDIT DESIGNATION

The use of the pass-no credit grade for certain course areas, both undergraduate and graduate, is permitted providing that:

1. The department initiates such request.
2. Such request is considered as a curricular modification and received approval through the established curricular modification procedure.
3. In such designated courses, no student may be awarded a letter grade.

Examples of courses eligible for consideration under this policy include the following:

- Seminars
- Independent Study
- Research Projects
- Research Problems
- Thesis

Such courses do not lend themselves to the regular grading system.

INCOMPLETE GRADE POLICY

The grade "I" (incomplete) is given only for personal emergencies which are verifiable and when the student has done passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the "incomplete" as soon as possible during the following semester.

Except for graduate research, thesis, or the equivalent, all incomplete work must be finished by the end of the following full semester (summer sessions are not considered a full semester for purposes of this deadline). During the initial extension period, a student may submit a written petition for an extension of one additional semester during which an incomplete grade may be removed. In the most exceptional cases, the faculty member with the written approval of the department chair, may grant the request for an extension. An extension beyond two semesters will require the approval of the dean of the school or college in which the course was offered. (The granting of an extension will not be routine.) Individual instructors may establish earlier deadlines for completion of the work. Students who do not complete the unfinished work by the established deadline will have the grade of "F" entered on the transcript and will be required to re-enroll to earn credit in the course.

IN PROGRESS "IP" GRADE POLICY

In Progress "IP" grade extensions are used in graduate and undergraduate classes identified by the college/school as requiring graduate or undergraduate work that extends beyond one semester. "IP" grades may be extended each semester at the discretion of the faculty member in charge. A final course grade must be submitted for the course(s) by the end of the semester the student graduates. Upon the graduate student's completion of a non-thesis degree program, any thesis credit hours for which a grade has not been received will be transformed from "IP" to "W" grades. FSB 03007

COURSE REPEAT GRADE POLICY

The cumulative GPA calculation procedure for repeated course work is as follows:

All grades will remain on the student's transcript, but only the last grade will be used in determining grade point averages, and only the course hours in one course may apply toward the degree. This policy applies regardless of where the course was originally taken, or repeated.

(Definition of Terms: Repeated coursework is coursework with the same course number, title and credit hours, or coursework which the department chair offering that course determines is the equivalent course.) FSB 06022

MIDTERM GRADES

Each instructor will, by the end of the eighth week of each regular semester, evaluate undergraduate students' progress and post a midterm grade for each undergraduate student enrolled in the class. An instructor teaching a graduate-level course has the option of evaluating by the end of the eighth week of each regular semester all of the graduate students in the course. For this purpose, the instructor can assign graduate students a grade as appropriate for the course. The instructor who is teaching a graduate-level course and who chooses to give an eighth-week evaluation shall post a midterm grade for each graduate student enrolled in the course. These midterm grades shall be made available to undergraduate and graduate students by the Registrar's Office as soon as possible. For classes taught in less than a full regular semester, the instructor will make the evaluation available to the student in time to allow the student to withdraw before completion of 5/8 of the course. FSB 99001

Midterm grade reports are not mailed out. To view their grades students should go to the ESU homepage www.emporia.edu and log in to Buzz In. Select the Academic Life tab and then select Student Records from the Student Self Service Links box.

FINAL GRADE REPORTS

The Office of the Registrar is responsible for recording and reporting student grades. Grades are not mailed out. To view their grades students should go to the ESU homepage www.emporia.edu and log in to BuzzIn. Select the Academic Life tab and then select Student Records from the Student Self Service Links box.

STUDENT RECORD (TRANSCRIPT) POLICY

Emporia State University will issue copies of the academic record of a student upon the request of the student or other persons authorized, in writing, to examine the record of the student. There is a charge for this service.

Partial transcripts are not issued. Each transcript includes the complete academic record at Emporia State University and work

accepted from other colleges.

Official transcripts of credit earned at other institutions which have been presented for admission or evaluation of credit and have become a part of the student's permanent record in this office are not reissued nor copies duplicated for distribution. Transcripts from other institutions are obtained from the original institution(s). This also applies to high school transcripts.

Transfer credit is entered on the Emporia State University transcript only if the student is seeking a degree at ESU.

UNDERGRADUATE SCHOLASTIC STANDING CONDITIONS

GOOD SCHOLASTIC STANDING

To graduate, students must have an overall grade point average of at least 2.00 (transfer work included) and a grade point average of at least 2.00 overall for all work taken at Emporia State University. A student is in good standing when the following cumulative grade point average or higher is achieved:

Classification at End of the Semester	Credits Toward Degree at End of the Semester	Cumulative GPA at End of the Semester
Freshmen	under 30	1.8
Sophomores	30-59	2.0
Juniors	60-89	2.0
Seniors	90 or more	2.0

PLACED ON PROBATION

When the cumulative GPA falls below these levels the student will be placed on scholastic probation after attempting a minimum of 12 semester hours. This indicates serious deficiency in the student's progress toward a degree.

CONTINUED ON PROBATION

A student who is placed on probation and achieves a 2.00 GPA the following semester will be continued on probation if the required CGPA is not achieved.

REMOVED FROM PROBATION

If the required CGPA for good scholastic standing is met, the student will be removed from probation.

REQUIRED WITHDRAWAL

If the student fails to achieve a minimum 2.00 GPA the following semester and fails to achieve the required CGPA, he/she will be required to withdraw from the University. Students may petition for immediate reinstatement in person or in writing. If the appropriate committee then denies a request for reinstatement, the student is not eligible for enrollment for the next term in any department on campus.

READMITTANCE AFTER REQUIRED WITHDRAWAL

If a student is required to withdraw for academic reasons from Emporia State University and if the required withdrawal is not the student's 3rd from an institution of higher learning, the student may petition for reinstatement only in accordance with the following procedure. If a student is required to withdraw for the 3rd time from an institution of higher learning that student may not reapply until after one spring or fall semester has passed from the date of his/her required withdrawal.

1. The student shall apply in writing to the chair of the department in which he/she intends to major upon being readmitted. The chair of the department shall institute a reinstatement committee from among the faculty to consider the request and reach a decision. For students without a declared major, the student shall apply in writing to the Director of the Student Advising Center and the director shall institute a committee to consider the student's request.
2. The reinstatement committee shall forward its decision for or against reinstatement (clearly noting its reasons) to the Registrar. The Registrar shall notify the student of the committee's decision.
3. If the request for reinstatement is denied, the applicant shall not be permitted to enroll in any class or course for the next term in any department. The student can reapply after one spring or fall semester has passed from the date of denial. If the student chooses to reapply, the application will follow the above procedure.

FSB 84026

HONORS AND RECOGNITION OF OUTSTANDING SCHOLARSHIP

Emporia State University recognizes and encourages outstanding scholarship at all levels. The departments, schools, and colleges accord such recognition through a variety of national honor societies and organizations and in other manners appropriate to their activities. The individual departments, schools, and colleges should be contacted for information concerning their particular recognition programs.

In addition to the above, Emporia State University presents the following university-wide honors and scholarships recognition activities:

GRADUATION WITH HONORS

Provisional recognition at the time of the graduation ceremony shall be based on the CGPA through the next-to-the-last semester at Emporia State University. The recognition does not become final until all grades have been recorded. Only the CGPA shall be used to determine the following levels of recognition at graduation. All hours counted toward the baccalaureate degree shall be counted in the calculation of the CGPA for purposes of recognizing achievement at graduation. A student must have completed at least 45 hours at ESU by the time the degree is conferred to receive this recognition.

Summa cum laude - Students with a CGPA equal to or higher than 3.90 shall have the designation "summa cum laude" entered on the diploma and the transcript.

Magna cum laude - Students with a CGPA less than 3.90 but equal to or greater than 3.70 shall have the designation "magna cum laude" entered on the diploma and the transcript.

Cum laude - Students with a CGPA less than 3.70 but equal to or greater than 3.50 shall have the designation "cum laude" entered on the diploma and the transcript.

SEMESTER HONOR ROLL

The semester honor roll has the following characteristics and requirements:

1. To qualify for the Semester Honor Roll, undergraduate and second bachelor students must earn a minimum 3.80 semester grade point average in at least 12 graded hours. The Semester Honor Roll is determined in Spring and Fall terms only.
2. Only letter grades of A, B, C, D, or F have an impact on grade point average.
3. The words "Honor Roll" will appear on the student's semester grade report and on the semester academic record. The Office of the Registrar is responsible for determining who is included in the honor roll.

SCHOLARSHIPS AND FELLOWSHIPS

Emporia State University encourages its students to compete for various national and international scholarships and fellowships such as Rhodes, Fulbright, etc., and it provides a system to assist, nurture, and support such competition.

UNIVERSITY HONORS PROGRAM

The mission of the University Honors Program is to create a community of student scholars that promotes academic excellence, develops leadership, and encourages service to others. The University Honors Program at Emporia State is a challenging academic program that exists to provide a "value-added" experience for our best students. This program supplements the regular academic curriculum at Emporia State University and prepares students for success by encouraging broad reading, individual thinking, creative problem solving, intellectual growth, and personal commitment. The required courses within the honors program seek to provide a common intellectual experience for students from a variety of disciplines and degree programs.

The program consists of small classes, special discussion sections, challenging courses, and outstanding, committed faculty. Specifically, the program is comprised of several components: special sections of the university general education courses; two required Honors Program Seminars, and for those electing to graduate "with high honors," independent study resulting in a research thesis.

The University Honors Program is open to highly motivated students with outstanding high school or college records regardless of their degree program or major. The honors program provides opportunities for students to meet and work individually with faculty, to attend special presentations planned for honors students, to meet distinguished visitors to the university, to travel to special lectures and exhibits in the region, and to present papers at national and regional honors conventions. In addition, it introduces students to peers who are interested in ideas, discussion, intellectual growth, and academic excellence. The honors program qualifies students for consideration for graduation with honors. The Honors Council recognizes two levels of participation for those students who have satisfactorily participated in the honors program with the designation "with honors" or "with high honors" entered on the diploma and the transcript.

ADMISSION TO THE UNIVERSITY HONORS PROGRAM

Entering Freshmen:

Entering freshmen who meet the following criteria are encouraged to enroll, during their first semester, in Honors Program Seminar and at least one honors section of the general education curriculum (consult the honors course section at the back of the class schedule). The criteria are as follows:

ACT score, 26+ or 80 percentile
High School GPA, 3.50 or above

Students who meet these qualifications are invited to apply for membership. Students unable to meet any of the above stipulations may appeal to the Honors Council for probationary admission to the program.

The process of formal application is not intended to exclude students from taking individual honors courses.

Transfer Students:

Students who transfer from a community college, with an associates degree or at least 60 hours of course work at the time of matriculation at Emporia State University, must complete four honors courses or activities, one of which must be the Honors Program Seminar, and have a cumulative GPA of 3.5 at the time of graduation to graduate "with honors".

Students who transfer from either a 4-year or 2-year institution with an honors program are expected to have been involved in the honors program at that institution. Regardless of the number of hours that they transfer, to graduate "with honors" such students will need to complete seven honors courses or activities, one of which must be the Honors Program Seminar, and they may count up to three honors courses from their first institution toward the requirements for graduation "with honors".

In all cases, students who wish to graduate "with high honors" must complete the senior thesis requirement in addition to the above requirements for the "with honors" level.

The Honors Program

There are two levels of participation and recognition in the University Honors Program, in that students can graduate as having either "with honors" or "with high honors" entered on their diploma and transcript. These new requirements are effective for students entering college during or after the summer 2009 semester, though current students can also choose to follow the previous requirements.

With Honors

To graduate "with honors" students must complete seven honors activities and earn a grade point average of 3.5. These activities would be:

Honors Program Seminar (CW 111) is required for all Honors Students. It is expected that this course will be taken the first semester of enrollment, but may be taken as a sophomore. This course counts as one honors activity. The upper level seminar (CW 311) is also required. Both CW 111 and CW 311 may be taken more than once, as the seminar topics change each year.

Complete any of the various special honors sections of the university general education courses. These courses are either special stand-alone courses for honors students or discussion sections that supplement the regular sections. Each completed course counts as one activity.

Fulfill an Honors Contract for an upper division (300 or higher) course.

Complete upper-level honors courses that may be taught on-demand and as approved by the Honors Council. Each completed course counts as one activity.

Participate in a study abroad program either through ESU or another university. This program of study must be approved in advance by the Honors Council and a suitable report presented to the Honors Council upon completion of the study abroad program. This experience would generally be for a semester, but a summer experience of approved length and content would be acceptable. Counts as one activity.

Make a presentation of one's own original research or creative project at a professional conference or symposium. The conference or symposium must be approved in advance by the Honors Council. Generally, this would be a regional, national, or international conference and may be co-authored with a faculty or staff member. Counts as one activity.

Complete a substantial project of service to others or a substantial service activity, which is supervised by a University faculty or staff advisor. The project must be approved in advance by the Honors Council and a suitable report presented to the Honors Council upon completion of the project. Counts as one activity.

Participate in an academically rigorous fellowship or internship. The program must be approved in advance by the Honors Council and a suitable report presented to the Honors Council upon completion of the program. This experience would generally be away from campus and be for a semester, but a summer experience of at least eight weeks would be acceptable. Counts as one activity.

With High Honors

To graduate "with high honors" a student would need to fulfill seven honors activities as listed above plus a senior honors research or creative thesis as an independent study experience under the guidance of selected faculty members. The honors thesis counts as two of the seven honors activities. It is initiated during the junior year, usually in the student's major area of study, and should include work with at least two different faculty members. A senior thesis that is presented in a public forum must result from the experience. The topic for the research and the format of the thesis must be approved by the Honors Council before work is commenced. In general, this should be done the last semester of the junior year. The final thesis must be submitted to the Honors Council at least four weeks before the expected date of graduation.

SPECIAL HELP OPPORTUNITIES

READING AND ACADEMIC SUCCESS CENTER

The Reading Center is available to all university students. The instruction is individualized, focusing on improving reading comprehension, vocabulary, reading rate, systematic study techniques, time management, academic skills, and test taking. Study materials for specific tests are available and include materials to prepare students for the university competency exams (PPST and CAAP).

The Reading Center is staffed by a teacher education faculty member, a graduate teaching assistant, and other graduate and undergraduate student assistants. Students are encouraged to visit the lab as a drop-in, enroll in *EL 072, Improvement in Reading Skills*, or enroll in *EL 100, Special Topics in Reading*.

The center, located in room 222 of Visser Hall, is open Monday through Thursday from 9:00 a.m. to 3:00 p.m. and Friday from 9:00 a.m. to noon. For further information, please call 620/341-5495.

MATHEMATICS / COMPUTER SCIENCE LABORATORY COMPLEXES

The Mathematics Lab, located in BL 190 (Brighton Lecture Hall), offers tutoring to students having difficulty in mathematics classes. Lab assistants are upper-level math majors who are available to help upon request. In addition, students may receive information and practice materials for preparing for the PPST and CAPP competency exams. Videos on beginning algebra are available for check out. The Math Lab is open Monday through Thursday from 3:00 to 9:00 p.m. during fall and spring semesters. Contact the Department of Mathematics and Computer Science for details. There is no charge for these services and no appointment is necessary.

The Department of Mathematics and Computer Science has two computer laboratories. The Mathematics Computer Laboratory, located in SH 246, has a network of IBM-compatible personal computers for use in mathematics classes. These computers are equipped with software to do symbolic manipulations, graphing, and geometric constructions. The Computer Science Laboratory, located in SH 245, has IBM-compatible personal computers and connections to the Internet through the campus network. Both computer laboratories are open Monday through Thursday from 8:00 a.m. to 10:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m., except when reserved for classes. Tutors are on duty at the times posted outside of the computer labs.

Students having additional questions about the labs may call 620-341-5342 or e-mail scottlar@emporia.edu.

WRITING CENTER

Students at all levels, from first year to graduate, can find help with their papers in the Writing Center, 304 Plumb Hall. Here students will be able to get individual advice and tutoring on such issues as selecting and narrowing a topic, organizing and developing ideas, revising drafts, and editing final copy. Macintosh and IBM-compatible computers are available in the Center for students working on assignments. Members of the ESU community may get help with grammatical or other writing problems through the Grammar Hotline at 620/341-5380. The Writing Center's services are fully available to undergraduate students via the following e-mail address: writinglab@emporia.edu. Graduate and distance students have access to a graduate writing consultant via another e-mail address: ewrite@emporia.edu.

The Writing Center is staffed by graduate and undergraduate writing consultants, all of whom are specifically trained to help students better understand and deal with their writing difficulties. While appointments may be made, writing consultants are also available on a drop-in basis during the Writing Center's open hours.

The Center is normally open Monday through Thursday from 9:00 a.m. to 5:00 p.m., on Friday from 9:00 a.m. to noon, and Tuesday through Thursday from 7:00-9:00 p.m. Hours may vary with availability of staff. To check the hours of operation, please call 620/341-5380 or the Department of English, 620/341-5216, or visit the Writing Center's website at www.emporia.edu/english/writing.html.

FINAL EXAMINATIONS

The final examination is the responsibility of the instructor and is considered a part of the evaluation procedure used by the instructor in teaching the course. If given, final examinations shall be scheduled at the time designated by the official final examination schedule as published in the class schedule each semester.

Students with more than three examinations scheduled for the

same day and who have not been able to resolve this situation among their instructors, will have the option of appealing to the associate provost to have one of the final examinations moved to a different day. This appeal to the provost should be initiated by December 1 for the fall semester and May 1 for the spring semester. It is recommended that no examinations or tests be given the week preceding the final examination period.

Instructors who feel they are sufficiently able to ascertain the student's competency by various evaluation means during the course of a semester may (a) make the final examination optional for the entire class or (b) make the final examination optional for individual students.

In those courses in which final examinations are optional, the instructor will inform students of their standing in the class with respect to grade level before the final examination period.

Refer to the appropriate semester class schedule for specific information.

STUDENT EVALUATION OF FACULTY

It is the policy of ESU that every faculty member shall be evaluated by his or her students in a manner consistent with a procedure established in the department.

Refer to the University Policy Manual at http://www.emporia.edu/acadaff/employee_policy_manual.htm.

USE OF RECORDING INSTRUMENTS IN CLASS

Students may use recording instruments in class with the permission of the instructor.

ACADEMIC RECORD REVIEW (ACADEMIC BANKRUPTCY)

An undergraduate student who in the past accumulated a poor academic record at Emporia State University or any other 2 or 4 year accredited institution and either chose not to return to school or was required to withdraw, may desire, after a period of months or years, to return to an academic pursuit. The purpose of this policy is to provide a reasonable means by which such a student can resume work toward a college degree without having to be severely burdened by his/her past record.

The Vice President for Academic Affairs, or an officer whom he/she designates, shall be responsible for establishing an academic record review committee for each academic year.

The function of this committee shall be to approve or disapprove the exclusion from the computation of his/her grade-point average certain F and/or D grades earned by an undergraduate student who returns, re-enrolls, or is reinstated to probationary status after a 12 month absence from an accredited institution and who petitions the committee in writing for a review of his/her case. Using such criteria as the student's maturity, purposefulness, and reasonableness in accounting for his/her past academic difficulties, the committee may, after reviewing the student's case, provide for the exclusion of up to 20 semester hours of certain F and/or D grades from the computation of the student's grade-point average.

Grades earned in courses required for the student's chosen major and in any other courses specifically required for his/her degree program may not be excluded from the computation of the grade-point average.

The exclusion of grades shall not become effective until the student has completed at least 15 semester hours of work beyond what he/she had taken at the time of re-enrollment or reinstatement and has earned for this additional work an overall GPA of at least 2.0. The student may petition the 4-42 committee before he/she

takes the additional work or after he/she has completed it. He/She need not be enrolled to file a petition.

The granting of the exclusion of certain grades from the computation of his/her grade point average may occur only once in a student's undergraduate academic career at ESU. Grades which have been excluded from the computation of a student's grade-point average shall be so designated on his/her transcript by an appropriate means. When a course has been excluded from the computation of the grade-point average, it shall not be counted for graduation.

DEGREE APPLICATION PROCEDURE

At the time you apply for admission, you may declare your degree, major, teaching field, and/or minor, program objectives. If there are changes in these objectives, such changes must be made a matter of record by filling out a "Request to Change College Record" form with your advisor. The form is available in departmental offices and filed with the Registrar.

APPLICATION FOR DEGREE / CONTRACT

An application for a degree is made when a student has earned 60-89 hours. Copies may be found in the department office or Registration. The completed form, signed by the student, the advisor, and the department chair and submitted to Degree Analysis, becomes the official agreement between the University and the student regarding the work to be completed for a major, minor, double major, and second teaching field. The application for degree is submitted approximately 15 months prior to the expected date of graduation.

NOTIFICATION OF GRADUATION

Undergraduate students must notify the Degree Analysis Office within the first month of the semester in which they expect to graduate. Students may graduate at the end of the Fall semester (mid-December), at the end of the Spring semester (mid-May), and at the close of the nine-week summer session (usually first or second week of August).

INITIAL KANSAS TEACHING LICENSES

Licenses to teach in Kansas are issued by the State Department of Education based on the recommendation of the designated licensing official in The Teachers College at Emporia State University. The education licensing specialist verifies the completion of an approved teacher education program, conferment of a baccalaureate degree, attainment of a minimum cumulative grade point average of 2.5 on a 4.0 scale, achievement of a minimum score on the Principles of Learning and Teaching test, and a minimum score for the teaching fields test. All applicants for an initial license must submit a valid fingerprint card and a \$44 fee to the Kansas State Department of Education for a background check.

The state of Kansas may not issue a teaching license to any applicant who has been convicted of a felony or who has had a teaching license revoked in another state.

Application for an initial teaching license may be obtained in the Education Licensing Office located in Room 208, Visser Hall. The Kansas State Department of Education requires a processing fee for an initial Kansas teaching license.

DISTANCE EDUCATION

Distance Education is the organizational and managerial support system for extending ESU's resources beyond its campus to those who want to further their education. Distance Education provides educational opportunities for students in alternate formats, through conventional on-site instruction at off-campus sites, and via mediated delivery systems such as the Internet, web-conferencing, IP Video, lecture-capture, podcasting, and various other connective video formats. Students may pursue undergraduate and graduate degrees, seek professional development, or meet certification/recertification requirements through such courses.

If you have questions or need additional information, please call 1-877-332-4249 or 620/341-5385 or e-mail distance@emporia.edu. You may also visit our web site at <http://www.emporia.edu/distance/>.

Admissions --

Students can attend classes under "special student" status without having to be formally admitted to the university. However, students planning to seek a degree may take no more than 12 credit hours without completing admissions procedures (no more than six credits for SLIM students). Faculty reserve the right to decide upon the applicability of distance courses taken before admittance into a specific program.

Refer to the "Fee Information" section of this catalog for credit course fees.

Registration Disclosure --

"Emporia State University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

State Authorizations can be viewed at:

<http://www.emporia.edu/distance/state-authorization/>

UNDERGRADUATE DEGREES

Emporia State University offers the following undergraduate degrees to serve the needs of the people of Kansas:

Bachelor of Arts

Bachelor of Fine Arts

Bachelor of Interdisciplinary Studies

Bachelor of Music

Bachelor of Science

Bachelor of Science in Business

Bachelor of Science in Education

Bachelor of Science in Nursing

MINIMUM REQUIREMENTS FOR ALL BACHELOR DEGREES

What are the minimum requirements a student must satisfy to earn a bachelor's degree from ESU?

1. Earn at least 120-124 semester hours of credit in courses numbered 100 and above. (See below.) Students should check their specific degree/major for minimum requirements.
2. Among those 120-124 hours, have at least 45 hours of course work numbered 300 or above. (**Changed from 40 to 45 hours effective for students matriculating for Fall 2003.**)
3. Complete at least one major program of study, or its accepted equivalent. (See below.)
4. Fulfill minimum residency requirements for course work in the major and/or minor fields. (See below.)
5. Fulfill minimum residency requirements for all course work completed. (See below.)
6. Fulfill minimum grade-point requirements for course work taken in the major field **and** have an overall grade point average of 2.0, with an overall grade point average of 2.0 in all work taken at ESU. (See below.)
7. Complete at least 60 hours of course work at a four-year college or university.
8. Pass all competency examinations required in the field of study. (See below.)
9. Complete the general education program required for the degree. (See GENERAL EDUCATION section.)

TOTAL HOURS REQUIRED

No fewer than 120-124 semester hours of credit in courses numbered 100 and above, including at least 45 hours (**changed from 40 to 45 hours effective for students matriculating for Fall 2003**) in courses numbered 300 or above, must be completed for all baccalaureate degrees. Of the total required semester hours, up to but no more than eight hours of physical activity courses may be included.

Credit earned in physical activity courses, when a part of the major and when entered on the student's major contract, may count toward the baccalaureate degree even though the total may exceed the limit of eight hours.

Students should check their specific degree/major for minimum requirements.

MAJOR

One major is required for all bachelor's degrees except the Bachelor of Science in Education and the Bachelor of Integrated

Studies. See the descriptions of these degrees for options in lieu of the major.

At the beginning of the freshman year the degree candidate may, and not later than the beginning of the junior year must, select a major/teaching field. At that time the student should arrange a personal conference with an academic advisor for the planning of a complete schedule of courses to be taken in that area. Courses required for the major are entered on a major contract that is filed in the Degree Analysis Office. A contract is required for each major/teaching field or minor. The student should retain a copy.

MINOR

A minor or a series of supporting courses may be required by the student's major area or school/college. Students in other programs may elect to complete an organized minor program of studies.

MAXIMUM CORRESPONDENCE AND EXTENSION WORK

Not more than one-fourth of the total requirements for any degree except the Bachelor of Integrated Studies may be satisfied through correspondence study or extension classes or both.

MINIMUM RESIDENT WORK IN MAJOR AND MINOR

In addition to credits that may have been earned elsewhere, a student must earn at least four hours in his or her major or teaching field and two hours in his or her minor, if required, in residence at this university. Departments may require additional resident work.

MINIMUM RESIDENT REQUIREMENT

A student may meet the resident requirement for any baccalaureate degree by either of the following plans:

1. Earn a total of seventy-five hours of resident credit of which six must be within the final twelve hours.

OR

2. Earn thirty of the final forty-five hours in residence, of which six of the final twelve hours must be in residence.

GRADE REQUIREMENTS

A student must have a grade point average of at least 2.00 in all work entered on his or her record. This includes all credits earned at other colleges as well as credits earned at this university. In the computation of the total semester hours, no course will be counted more than once and the grade used in the computation will be the last grade earned in a course that a student has repeated. (See regulations on repeating.)

A student must also have a grade point average of at least 2.00 in the work taken at ESU. The ESU GPA reflects the GPA for courses taken only at Emporia State University. Transfer courses do not impact the student's ESU GPA but are calculated and reflected in the student's cumulative GPA.

Higher grade point averages may be required for admission to or completion of certain programs offered by the university.

CREDIT FROM FOUR-YEAR INSTITUTION

A student must complete at least 60 hours at a four-year college or university.

COMPETENCY EXAMINATION REQUIREMENT

All students seeking a baccalaureate degree from Emporia State University must demonstrate competency in reading, writing, and mathematics.

Teacher candidates seeking a degree in elementary, the Collegiate Assessment of Academic Proficiency (CAAP) before admission to the teacher education program. Please contact your education advisor for questions regarding testing options. A candidate who passes two test areas but scores below the cut-off score in one test area-mathematics, reading, or writing-may be considered for the CAAP Window. Window criteria are as follows:

- Candidates must have taken the CAAP once.
- Candidates must be within two points of the standardized CAAP cut-off score.
- If the above two criteria apply, then candidates may use alternative ways (see non-teaching degree options 2-6 to the competency examination requirement listed below) to meet the Phase I or Block requirement for the Teacher Education Program at Emporia State University.

Teacher candidates should take the examinations during their sophomore or junior year. Standards for passing the examinations have been established by the Council on Teacher Education and are not necessarily the same as those for non-education majors. There is no limit to the number of times a candidate may take the examinations. ***At the time of this publication, information related to PRAXIS/PPST testing is available by contacting Sharon Brown at sbrown20@emporia.edu or by calling 620-341-5770.***

Non-teaching degree students have several options for fulfilling the competency examination requirement as listed below.

Students may pass the reading, writing, and mathematics the Collegiate Assessment of Academic Proficiency (CAAP), or any other nationally standardized examination for which there is a published concordance with the CAAP. If the standardized examination does not have a reading component, the student's ACT scores will substitute for the CAAP.

1. The **writing** portion of the requirement may also be fulfilled in any of the following ways:

Earning a grade of "A minus" or higher in EG 102(Composition II) in a resident, on-campus class.

Earning a grade of "A minus" or higher in a course equivalent to EG 102 from another accredited university or community college.

Earning a grade of "B" or higher in EG 104 (Honors Composition II) or in EG 301 (Advanced Composition).

Receiving credit by examination for EG 102.

Meet the passing score requirements for ESU on the Compass, GRE, IELTS, G-MAT or TOEFL. Official scores must be on file with ESU in order to receive these forms of test exemptions.

2. The **mathematics** portion of the requirement may also be fulfilled in any of the following ways:

Earning a grade of "A minus" or higher in MA 110 (College Algebra) in a resident, on-campus class.

Earning a grade of "A minus" or higher in a course equivalent to MA 110 from another accredited university or community college.

Earning a grade of "C" or higher in any approved general education mathematics course beyond MA 110.

Receiving credit by examination for either MA 110 or MA 161.

Meet the passing score requirements for ESU on the Compass, GRE, IELTS, or G-MAT. Official scores must be on file with ESU in order to receive these forms of test exemptions.

3. The **reading** portion of the requirement may also be fulfilled in any of the following ways:

Receiving a reading score of at least 18 on the ACT Assessment.

Receiving an equivalent score on any test for which there is a published concordance with the ACT.

Earning a "B minus" or higher (or credit by examination) in each course used to meet the general education requirements.

Meet the passing score requirements for ESU on the Compass, GRE, IELTS, G-MAT or TOEFL. Official scores must be on file with ESU in order to receive these forms of test exemptions.

4. International students may take the Test of English as a Foreign Language (TOEFL) as an alternative to the reading and writing exams. The passing score is the cutoff value (now 550) that the Institution uses to allow International students to enter graduate school without further testing of their language skills. To fulfill the mathematics requirement, students must earn a grade of "A minus" in MA 110 (College Algebra) or a grade of "C" or higher in any approved mathematics course beyond MA 110, College Algebra.

5. Those students who are unable to fulfill the requirement in any of the above ways and who have taken the CAAP and are not an education major may attend the reading, writing and/or mathematics labs. In the lab, students will be given an opportunity to practice necessary skills and pass a lab test as a substitute for the CAAP tests. Passing scores in lab tests fulfill the competency exam requirement.

Students who qualify for competency exemption options 2, 3, 4, or 5 must confirm exemptions with their advisor or the Office of Institutional Research and Assessment (620-341-5103). Students should determine exemption status with their advisor prior to enrolling for CAAP courses. Advisors and students may also consult with the office or can make exemption inquiries via e-mail (bnichols@emporia.edu).

Students will be notified about the need to enroll in CAAP testing courses by e-mail prior to open enrollment dates each semester. This notification will be sent out by the Office of Institutional Research and Assessment. Students should enroll in CAAP courses immediately after completing coursework for Composition II (EG102) and/or College Algebra (MA110), if grades of A or A- are not achieved. Students transferring in coursework for these two subjects should enroll in CAAP courses, if transfer coursework grades were not in the A or A- grade range. Students who haven't met exemptions for the Reading competency should enroll in the CAAP course no later than their junior year of study.

NOTE: For more information, contact the Office of Institutional Research & Assessment at 620-341-5103 or for further testing dates and information, please visit, www.emporia.edu/oira.

SECOND BACHELOR'S DEGREE

A student may earn the same degree from ESU more than once, provided that each degree has a different major. A student who has never attended ESU should apply for a second bachelor's degree by contacting the Admissions Office. A student who has previously attended ESU may apply for a second bachelor's degree by contacting the Degree Analysis office. The application process includes providing official transcripts from all institutions previously attended. Students may be required to provide, at their expense, evaluation of credentials from foreign institutions. (The following regulations apply whether the second degree is conferred at the same time as the first or at a later time.)

Total Hours Required: A minimum of 30 semester hours of upper division, resident credit must be earned at ESU. These 30 hours are considered to be beyond the hours required for the first bachelor's degree.

Grade Point Average: A minimum grade point average of 2.0 must be maintained for the additional work required for the second bachelor's degree. This 2.0 is required in all work completed elsewhere as well as all work completed at ESU. A higher grade point average may be required in some programs.

Physical Activity Credits: A maximum of eight hours of physical activity credit in both the first and subsequent bachelor's degrees may be counted toward requirements for these degrees. Exceptions to this maximum are allowed if the physical activity credits are a required part of a major, minor, or teaching field.

Basic Skills Competency: If they are not already satisfied in the first bachelor's degree, the recipient of the second bachelor's degree from ESU must satisfy the competency requirements (writing, mathematics, reading) as prescribed by the university and/or the school/college offering the major or teaching field.

Other Degree Requirements: To earn the second bachelor's degree, the student must have completed all program requirements as prescribed by the university, the academic school/college, and the department of the major or teaching field. The general education program completed for the first ESU bachelor's degree will satisfy the general education program for the second bachelor's degree. However, if the second bachelor's degree has unique general education requirements not met by the first degree, the student would need to complete them.

For students holding a non-ESU bachelor's degree, the Director of General Education will evaluate the student's transcript after the student has submitted a formal application and has had a transcript evaluation performed by the Registrar's office. The Director of General Education will determine if the general education courses taken for the earlier degree meet the overall content, level, and nature of ESU's General Education Program for the second degree. In the event that the transcript does not indicate that these criteria for general education have been met, the Director of General Education will specify courses that must be completed in order to satisfy the General Education Program for the second bachelor's degree. In addition, if the second bachelor's degree also has unique general education requirements not met while pursuing the first degree, the student would need to complete them. Please contact the Director of General Education by calling 620/341-5278.

Additional Degrees: The student wishing to earn additional degrees beyond the second bachelor's degree must conform to the above requirements for each such degree.

BACHELOR OF ARTS

The degree Bachelor of Arts is a liberal arts degree designed to serve the student who needs a program of study that incorporates breadth of education experience, emphasis on the traditional liberal arts disciplines, and a major in one or more appropriate fields. Programs of study leading to the Bachelor of Arts degree are developed by the appropriate departments as terminal liberal arts programs or as the appropriate preparation for certain graduate and professional studies. The requirements for the degree Bachelor of Arts are as follows:

1. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. These may include eight hours maximum of physical activity credit unless additional work is required in the major.
2. The student must complete the core curriculum of the general education program and stated degree requirements.
3. The student must complete a maximum 40-hour program of study prescribed by the major department and also a second program of study with a minimum of 12 hours.
4. The student must complete such additional free and unrestricted electives as needed to total 124 hours for the degree. These may include additional credits in the programs of study described above.
5. The student must complete at least 45 hours of course work numbered 300 or above.
6. The student must pass competency examinations in reading, writing, and mathematics during the junior year or beyond.

Majors For The Bachelor of Arts Degree

For specific requirements of the major chosen, see the appropriate departmental section of this catalog, check out the departmental site on the web (see address above), or contact the specific department offering the major you have selected. The major is to be selected from the following fields or departments:

Art	Mathematics
Biology	Modern Language
Chemistry	Music
Communication	Physics
Crime & Delinquency Studies	Political Science
Earth Science	Psychology
English	Sociology
History	Theatre

BACHELOR OF FINE ARTS

Programs of study leading to the degree Bachelor of Fine Arts are developed by the appropriate departments to prepare the student for employment or for entry into those graduate and professional schools that require intense preparation. The requirements for the degree Bachelor of Fine Arts are as follows:

1. The student must complete at least 124 semester hours of credit in courses numbered 100 or above.
2. The student must complete the general education program.
3. The student must complete a program of study prescribed by the major department that may also include work in related or supporting fields and restricted electives. The student may not be required to complete more than 70 semester hours in that program unless additional work is required by licensing, certifying, or other outside agencies, or unless it is an interdisciplinary program approved by the existing curriculum review process.
4. The student must complete such additional free and unrestricted electives as needed to total 124 semester hours for the degree.

5. The student must complete at least 45 hours of course work numbered 300 or above.
6. The student must pass competency examinations in reading, writing, and mathematics during the junior year or beyond.

Majors For The Bachelor of Fine Arts Degree

For specific requirements of the major, see the appropriate departmental section of this catalog and/or contact the particular department offering the major you have selected. The major is to be selected from the following fields:

Art
Theatre

BACHELOR OF INTERDISCIPLINARY STUDIES

NOTE: The BID degree can be pursued and completed online as well as on campus.

The program for the degree Bachelor of Interdisciplinary Studies is designed to provide an alternative to conventional degree programs and majors. It provides the student an opportunity to design a program of study along the lines of his/ her individual interests. The student must be in good academic standing to make application for entry into the program. After admission into the program, an advisor will be assigned who will assist the student in the development a unique and personalized program of study. Effective August 18, 2010, the student must:

1. Complete a minimum of 33 hours, including ID 302, Introduction to Interdisciplinary Studies, plus the capstone as a separate requirement (33+ a 3-6 hour capstone).
 - a. Complete 21 of the 33 hours after declaring the BID degree as the students program of study. * At least 50% of this coursework must be upper-division.
 - b. The specific academic areas of emphasis for this coursework must be specified through consultation with a BID advisor. Courses to be taken as part of the degree must be consistent with these areas of emphasis, and should be part of a plan developed with the advisor.
 - c. Earn a minimum grade of C in each course of the program of study.
 - d. Earn a minimum GPA of 2.5 in the program of study.
 - e. Successfully complete a capstone course of 3-6 credits. This course must be completed in an academic department in which the student has taken a substantial portion of his/her courses, and shall be completed under the supervision and guidance of a full-time faculty member within that department.
 - f. Complete ID 302, Introduction to Interdisciplinary Studies, no later than the semester in which 100 hours of degree coursework have been completed. This course will likely be offered online.
 - g. No more than 25% of the total 124 hours in the degree program may be comprised of courses taken in the School of Business.
2. Students must complete requirements required of other students such as:
 - a. complete the general education program for any of the existing ESU degrees;
 - b. forty-five credits of upper-division coursework;
 - c. maintaining a 2.0 overall GPA;
 - d. pass CAAP or PPST test for competencies based on established policies;

e. complete 124 credits of total coursework.

*Exemptions to this limit may be considered under exceptional circumstances.

The student should contact the Director of the Office of Interdisciplinary Studies, 433 Morse Hall, 620/341-5583, for additional information on requirements and/or procedures. You may email the director at bis-irs@emporia.edu.

BACHELOR OF MUSIC

Concentration in Music Performance

The degree Bachelor of Music, with concentration in performance, is recommended for students interested in professional music performance, composition, music teaching, or as a preparation for graduate studies in music. The degree may be elected upon the recommendation of the music faculty after the student has demonstrated ability in an area of performance by successfully completing a 30 minute performance jury at the end of the second semester of study.

1. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. These may include eight hours maximum of physical activity credit unless additional work is required in the major.
2. The student must complete the general education program.
3. Music courses: The music courses total a minimum of 74 hours.
4. The student must pass competency examinations in reading, writing, and mathematics during the junior year or beyond.
5. All degree candidates must successfully perform full junior and senior recitals in public; these must be previewed and approved by a faculty committee. Further, the candidate must complete at least one semester at the 500 level in the major instrument or voice.
6. The student must attend a prescribed number of concerts and recitals for each semester.
7. The student must complete required and elective music courses.

See the "Music" section of this catalog for additional information.

Concentration in Music Education

1. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. These may include eight hours maximum of physical activity credit unless additional work is required in the major or teaching field.
2. The student must complete the general education program.
3. Music courses: The plan (instrumental or vocal emphasis), totals a minimum of 68 semester hours in music.
4. The student seeking teacher licensure must have an overall grade point average of 2.75 in core general education courses, pass PPST competency examinations in reading (173 minimum), writing (172 minimum), and mathematics (174 minimum) with a minimum grade of "C" on selected courses before he or she can be formally admitted to the teacher education program and student teaching.
5. The candidate must perform a 30 minute minimum senior recital in public prior to student teaching; the recital must be previewed and approved by a faculty committee. The candidate must also complete at least one semester at the 500 level in the major instrument or voice.
6. The student must attend a prescribed number of concerts and recitals each semester prior to student teaching.

See the "Music" section of this catalog for additional information.

BACHELOR OF SCIENCE

Programs of study leading to the degree Bachelor of Science are developed by the appropriate department to prepare students for employment or for entry into those graduate and professional schools which require intense preparation. The requirements for the degree Bachelor of Science are as follows:

1. The student must complete at least 120-124 semester hours of credit in courses numbered 100 or above. These may include eight hours maximum of physical activity credit unless additional work is required in the major. The student must check their specific degree/major for minimum requirements.
2. The student must complete the general education program.
3. The student must complete a program of study prescribed by the major department that may also include work in related or supporting fields and restricted electives. The student may not be required to complete more than 70 semester hours in that program unless additional work is required by licensing, certifying, or other outside agencies, or unless it is an interdisciplinary program approved by the existing curriculum review process.
4. The student must complete such additional free and unrestricted electives as needed to total 120-124 semester hours for the degree.
5. The student must pass competency examinations in reading, writing, and mathematics during the junior year or beyond.

Majors For The Bachelor of Science Degree

For specific requirements of the major chosen, see the appropriate departmental section of this catalog, check out the departmental site on the web (see address above), or contact the specific department offering the major you have selected. The major is to be selected from the following fields or departments:

Art	Health Promotion
Athletic Training	History
Biology	Mathematics
Biochem. & Molecular Bio.	Physics
Chemistry	Political Science
Communication	Psychology
Computer Science	Recreation
Crime & Delinquency Studies	Rehabilitation Services Educ.
Earth Science	Sociology
Economics	

BACHELOR OF SCIENCE IN BUSINESS

The program of study leading to the Bachelor of Science in Business degree is designed to meet specific needs and interests of students. To provide adequate preparation for employment in business, the following academic majors are offered:

Accounting
Business Administration
E-Commerce
Entrepreneurship
Financial Services Concentration
Human Resource Management
International Business Concentration
Marketing Communication
Sales Management
Information Systems
Management
Marketing

General Requirements for the **Bachelor of Science in Business** degree are as follows:

1. A student earning a Bachelor of Science in Business degree

must have a major. A major consists of approximately 60 hours of business courses. An outline for suggested sequences of courses and specific requirements may be obtained from the Business Advising Center or the office of the chair.

2. The student must complete the university's general education program (48-53 hours). Additional non-business courses must be completed to bring the total non-business component to at least 50 percent (usually 62 credit hours) of the 124 credit hours required for the degree program. These hours may include up to nine credit hours of economics and up to six credit hours of statistics or quantitative courses even though these courses may be offered through the School of Business.

3. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. The 124 semester hours must include at least 45 hours of course work numbered 300 or above.

4. The student must complete **from Emporia State University** at least 50 percent of the business credit hours required for the degree. At least 15 of these credit hours must be in the student's major.

5. The student must meet the admission requirements and be admitted to the School of Business. (See School of Business admission requirements in the School of Business section.)

6. For students entering any college for the first time as a full-time student in the Fall of 2008 and thereafter, a minimum 2.35 cumulative grade-point average is required.

7. For students admitted to the School of Business in the fall of 2008 and thereafter, a minimum cumulative grade-point average of 2.35 is required in the business core curriculum.

8. The student must achieve at least a minimum score of 135 out of 200 on the Major Field Test in Business.

9. The student must meet competency requirements in reading, writing, and mathematics. (See competency examination requirements in the undergraduate degrees section).

Students who wish to teach business subjects should follow the degree program for a Bachelor of Science in Education with a teaching field in business.

For additional information, please see the following website:
<http://www.emporia.edu/business/>.

BACHELOR OF SCIENCE IN EDUCATION

The degree Bachelor of Science in Education is particularly designed for those students who plan to teach on the early childhood, elementary, middle, or secondary school levels. Satisfactory completion of this degree and fulfillment of state teacher licensure standards entitle one to a recommendation from the university for a teaching license in one's area(s) of specialization.

A student may pursue one or more license programs under the degree Bachelor of Science in Education. These programs are described more fully in the "The Teachers College" section of this catalog or on the web at the following address:

<http://www.emporia.edu/teach/>.

NOTE: License to teach in Kansas secondary or elementary schools may also be earned by pursuing a post-baccalaureate licensure program subsequent to completion of a baccalaureate degree. Information may be obtained by contacting the chair of the Department of School Leadership/Middle and Secondary Teacher Education or the Department of Elementary Education, Early Childhood and Special Education in The Teachers College.

BACHELOR OF SCIENCE IN NURSING

The Newman Division of Nursing (NDN), a department in the College of Liberal Arts and Sciences, offers a four-year baccalaureate program that prepares graduates with the knowledge, skills, and attitudes to function as professional nurses. Students completing the 128 credit hour program receive the Bachelor of Science in Nursing degree and are eligible to take the nursing national licensure examination (NCLEX-RN).

For further information, please refer to the Department of Nursing section of this catalog.

OTHER PROGRAMS

Pre-professional programs and cooperative degree programs available at ESU are described in the following pages.

PRE-ENGINEERING

Students choosing to follow the two-year pre-engineering curriculum will take introductory science, mathematics, and general education courses considered equivalent to the first two years of work at any engineering school.

Depending upon the student's background and the field of engineering, the student normally will be able to complete sixty-to-seventy credit hours at Emporia State University that will apply toward the engineering degree.

A student who has not completed high school algebra or trigonometry, both prerequisites for pre-engineering courses, may take remedial work at ESU with a minimum of delay in the program.

The program of studies to be followed depends upon the engineering field which the student chooses as well as the engineering school which the student plans to attend. These factors will be addressed by the student and an engineering advisor during the first semester of attendance.

DUAL-DEGREE PROGRAMS IN ENGINEERING

Emporia State University has cooperative dual-degree arrangements with both the University of Kansas and Kansas State University by which degrees may be earned from both ESU and either KU or KSU in a five-year program. The student may earn a BS degree with a major in earth science, physics, chemistry, or mathematics from ESU, and the BS in engineering in the engineering fields listed below. Details of these programs are available from the Departments of Physical Sciences, Department of Mathematics and Computer Science, or the Student Advising Center.

Kansas State University

- Agricultural/Biological Engineering
- Chemical Engineering
- Civil Engineering
- Electrical/Computer Engineering
- Industrial/Manufacturing Systems Engineering
- Mechanical/Nuclear Engineering

University of Kansas

- Chemical Engineering
- Civil Engineering
- Electrical/Computer Engineering
- Engineering Physics
- Mechanical Engineering
- Petroleum Engineering

Students in the dual-degree program will normally spend three years (including a summer) on campus at ESU, during which time they will fulfill all of the general education and major requirements. Engineering courses taken at either KSU or KU during the fourth year will transfer back to ESU, and the appropriate chemistry, earth science, physics, or mathematics degree will be awarded by ESU at the completion of this year. The student will continue in residence at KSU or KU, and at the end of the fifth year will be eligible for the BS in engineering if all requirements have been met.

The courses taken by students in the dual-degree program during the first two years are normally the same as those taken by the pre-engineering student, so students may postpone until the end of the sophomore year the decision to transfer or to remain at ESU in the dual-degree program.

PRE-AGRICULTURE

Students desiring a degree in agriculture may do one or two years of work at ESU. The different curricula in agriculture vary considerably, but basic science, mathematics, and general education courses may usually be transferred without loss of credit.

PRE-VETERINARY MEDICINE

Most ESU students interested in veterinary medicine plan to take their four years of training at Kansas State University. A pre-veterinary student at ESU can complete all academic requirements necessary for entry into the professional program at Kansas State University.

PRE-LAW

Pre-law is a flexible course of study. There is no specific pre-law curriculum. Students instead take courses as recommended by the pre-law advisor and insofar as they cultivate what the law school admissions council describes as essential background skills and insights: comprehension and expression in words, critical understanding of human institutions, knowledge of the values with which the law deals, and creative power in thinking. In other words, students should choose majors and courses that develop effective means of oral and written communication; convey knowledge about society, its problems and institutions, especially those concerned with economic and political systems; feature careful examination of personal and social values systems; and develop critical thinking skills.

Kansas has two accredited schools of law, Washburn University School of Law and the University of Kansas School of Law. As with other accredited law schools, Washburn and the University of Kansas require a baccalaureate degree for admission. Students must also take the Law School Admission Test (LSAT) and subscribe to the law school data assembly service (LSDAS). Most students take the LSAT during their senior year, although some take it in their junior year.

A special undergraduate course, PO 480 Introduction to Law, is available for students who expect to enter law school. Further information regarding pre-law, law schools, and the LSAT may be obtained from the pre-law advisor, Dr. T. Clay Arnold (arnoldcl@emporia.edu). Please consult the pre-law information found on the Department of Social Sciences webpage, www.emporia.edu/socsci/divis.htm.

PRE-DENTAL

The ESU program emphasizes the minimum requirements of the University of Missouri-Kansas City, which admits some Kansas residents as in-state students. These requirements are similar to those of Creighton University, Omaha, and other dental schools which also accept Kansas residents.

Pre-dental students are expected to acquire a strong science background. Most dental students have a bachelor's degree. Taking introductory courses in business and jewelry making is also strongly encouraged. More information is available at www.ADEA.org.

PRE-MEDICAL

Entrance requirements for U.S. medical schools are deliberately

flexible and great latitude is permitted in choice of undergraduate major, provided the applicant has received adequate grounding in the sciences basic to medicine. The typical pre-medical student at Emporia State University takes the following semester courses to meet medical school entrance requirements in the basic sciences: Chemistry I, Chemistry II, Organic Chemistry I and II, College Physics I and II, Basic Calculus or Descriptive Statistics, Principles of Biology, Anatomy and Physiology, and Vertebrate Structure and Development. ESU pre-medical students have majored in a range of disciplines, including biology, chemistry, psychology, mathematics, modern languages, physics, and music.

Two important criteria for admission to medical school are a high grade point average and an above-average score on the nationally administered Medical College Admission Test (MCAT), which is usually taken in the spring of the student's junior year.

Departmental pre-medical advisors supervise the advisement of pre-medical students on the ESU campus, and the incoming student should contact a member of this committee for more details.

An excellent guide for pre-medical students, Medical School Admission Requirements, is published annually by the Association of American Medical Colleges (2450 N. Street, N.W., Washington, D.C. 20037-1126, ATTENTION: Membership and Publication Orders), or at the AAMC web address, www.aamc.org.

PRE-OPTOMETRY

There are seventeen four-year optometry colleges in the United States that permit practitioners to measure and correct visual defects by prescribing eye glasses, contact lenses, or visual therapy. The ESU program reflects the minimum admissions requirements for Northeastern State University College of Optometry, University of Missouri, St. Louis College of Optometry, and the Southern College of Optometry, Memphis. These requirements are similar to those of other optometry schools as well. All of the optometry schools admit a few exceptional students after two to three years of pre-professional study at the college level, but most students should plan to complete the bachelor's degree, preferably in the biological or physical sciences. All optometry schools require introductory course work in biology, chemistry, physics, English, and mathematics. Additional requirements often include courses in psychology, microbiology, statistics, and the social sciences. Because of the variability in other course requirements among the optometry schools, students are advised to contact the ESU pre-optometry advisor and to obtain catalogs from the specific schools of interest. Excellent information for pre-optometry students is available at www.opted.org.

PRE-OSTEOPATHIC MEDICINE

Course requirements for admission to schools of osteopathic medicine are virtually identical to those for medical schools. The professional curricula of osteopathic medicine are likewise very similar to those of medical schools. The student interested in osteopathy is therefore referred to the pre-medical section of the catalog.

PRE-PHARMACY

The pre-pharmacy program is a two-year, 68-hour curriculum required by schools of pharmacy, including the University of Kansas, for admission to their professional programs. An additional three or four years of study at a school of pharmacy is required to become a registered pharmacist. Many of the required pre-pharmacy courses are in chemistry and biology. These must be started at the first enrollment if the student expects to complete the program in

two years. A minimum grade point average of 2.5 is necessary in order to enter pharmacy school; those accepted typically have much higher GPAs. The student should consult a pre-pharmacy advisor in the Departments of Physical Sciences before the first enrollment, or as early as possible.

PRE-PHYSICAL THERAPY

The physical therapy professional (clinical) training programs at KUMC and WSU are both Doctor of Physical Therapy degree programs. A student interested in applying to these programs should pursue requirements for a degree at ESU as well as pre-physical therapy course requirements. For the BS degree, the student must select a major. One possibility is a biology major with an emphasis in general biology. Another option is to pursue a BID degree. Consult the pre-physical therapy advisor (Dr. Leland Sudlow, SH 167) if you wish to pursue one of these alternatives.

PROGRAMS IN ALLIED HEALTH FIELDS

In most of the health-related professions, specialized pre-professional training is required before a student can be admitted to the professional curriculum of choice. Emporia State University has a well-established history of providing health-related pre-professional training. The pre-professional programs vary in length from one year to full four-year curricula leading to bachelor's degrees. The allied health programs at ESU fulfill requirements of the professional schools, and allow the student a high degree of flexibility if individual interests change and some other field is chosen.

In each of the areas a specific plan of study has been developed and the courses a student can expect to take are listed in the following pages. In every case the plan is fully acceptable by accredited professional schools as fulfilling pre-professional requirements.

One additional health-related program, art therapy, differs from all the other programs in that it is a professional program at the master's degree level that is offered by ESU.

Most of these programs (and health-related programs in general) require at least a year of English composition, a year of biology, chemistry through organic chemistry, and some college physics. Most students who intend to prepare for a health-related profession should therefore elect English Composition I, Principles of Biology, and Chemistry I in their first semester at ESU.

OTHER HEALTH-RELATED PROGRAMS

Many students with interests in allied health fields will desire to pursue plans not listed in the previous section. Possible examples of such fields include recreational therapy, radiologic technology, respiratory therapy, and the newly emerging field of physician's assistant. In most cases, the required pre-professional courses are already being taught at ESU and an appropriate course of studies can be readily arranged. Knowledge of current requirements of the professional programs is assured by a committee staffed by faculty from chemistry; biological sciences; and health, physical education, and recreation. The interested student should contact any one of the above units for advisement and assistance in the development of his or her academic program.

STUDY ABROAD

Opportunities for international academic exchange and education are available to all ESU students. Study abroad equips students with crucial skills for living and working in a globally interdependent and culturally diverse world. Various departments

on campus offer short-term or summer study abroad programs for credit. As a member institution of the International Student Exchange Program (ISEP), ESU arranges affordable semester or academic year exchanges in over 30 countries in Africa, Asia, Canada, Europe, Latin America, and the South Pacific. In addition, reciprocal agreements with universities in China, Estonia, Finland, France, Korea, Latvia, and Paraguay enable ESU students to participate in direct exchanges with our partner institutions. For more information about international education opportunities at ESU, please contact the Office of International Education, lower level of the Memorial Union, call 620/341-5374, or see our website at the following address: <http://www.emporia.edu/oie>.

Interested persons seeking specific information about ESU procedures for Study Abroad programs **ISEP (I and II)** and the **Direct Exchange Program**, may contact the Study Abroad Coordinator in the Office of International Education. In addition, the Office of Student Financial Aid should be contacted for instructions and applications for aid which must be completed on a timely basis. Also, see *International Student Advisement* in the Admissions section of this catalog.

GENERAL EDUCATION

MISSION:

The General Education Program at ESU provides students with an educational experience that promotes their personal well-being, prepares them for career success and provides for the common good. This program is at the core of the university experience and complements a student's major program of study.

GOVERNANCE:

The overall General Education Program is the responsibility of the Dean of The College of Liberal Arts and Sciences and his or her designated Director of General Education. ESU's Council on General Education, which is composed of faculty, students and administrators, assists the Director and has responsibility for approving, monitoring, and reviewing all policies, procedures, and curricula pertaining to the general education. Faculty in the arts and sciences play a key role in the definition and delivery of the General Education Program.

GENERAL INFORMATION

The General Education Program at Emporia State University has six foundational goals with outcomes under each goal. These goals and outcomes represent what ESU considers to be the foundation of a well-rounded educational experience essential for student success as they complete their educations, prepare for careers, and engage as involved citizens. Each course in the General Education Program is aligned with at least one of these outcomes and provides an educational experience that will satisfy the outcome with which that course is aligned. These goals and outcomes, as well as the courses aligned with them, satisfy requirements of the Kansas Board of Regents (Foresight 20/20), the Kansas State Board of Education, and other accrediting bodies.

Students must complete the General Education Program outlined below. Students whose first enrollment occurred prior to the fall of 2009 may have the option of satisfying the requirements of the General Education Program that were in force when they enrolled provided that the requirements of "Reasonable Continuity" have been satisfied. Such students should check with their academic advisor, Registration Office Personnel, or the Director of General Education for a final determination of this issue.

Students must study these general education requirements carefully and consult with their academic advisor to ensure that they are completing the appropriate requirements as some degree programs require specific courses in the Program. Such program requirements are presented below. When appropriate, students in consultation with their academic advisors, can petition the Director of General Education for the substitution of specific courses requirements, or, in extraordinary circumstances, for exemption from specific course requirements.

GENERAL EDUCATION REQUIREMENTS

Students whose first enrollment in an accredited college or university occurred in the Fall 2009 or later must complete the general education curriculum outlined below in order to graduate from Emporia State University.

The General Education CORE requirements are common to all students regardless of major. However, there are some requirements unique to specific majors and degrees.

The list below clarifies the CORE requirements and denotes

any variations as determined by major or degree requirements. Some majors or programs may require a minimum grade for specific General Education courses. Students should contact their academic advisors and consult the applicable university catalog for details.

See also the **General Education Prerequisites, General Education Approved Substitutions, and General Education Honors Courses** sections at the end of this document.

GENERAL EDUCATION GOALS

1. **Acquire proficiency in core skills necessary for academic success.**
 - A. **Demonstrate effective communication skills in writing.**
Complete both courses:

EG 101 Composition I	3 hrs.
EG 102 Composition II	3 hrs.

(Must have a "C" or better in each)
 - B. **Demonstrate effective communication skills in speaking and listening.**
Complete one course:

SP 100 Interpersonal Communication	3 hrs.
SP 101 Public Speaking	3 hrs.

Major/Degree Requirements

Business, Elementary/Secondary Education, and Nursing Majors must select:

SP 101 Public Speaking	3 hrs.
 - C. **Demonstrate effective skills in quantitative and mathematical reasoning.**
Complete one course:

MA 110 College Algebra	3 hrs.
MA 111 College Algebra with Review	5 hrs.
MA 156 Principles of Mathematics	3 hrs.
MA 160 Functions of Calculus	3 hrs.
MA 161 Calculus I	5 hrs.
MA 165 Basic Calculus	5 hrs.

Major/Degree Requirements

Business and Information Resources Studies majors must complete one of the following:

MA 110 College Algebra	3 hrs.
MA 111 College Algebra with Review	5 hrs.
MA 161 Calculus I	5 hrs.
MA 165 Basic Calculus	5 hrs.

Education majors must select one of the following:

MA 110 College Algebra	3 hrs.
MA 111 College Algebra with Review	5 hrs.
MA 161 Calculus I	5 hrs.
 - D. **Demonstrate effective skills in Information Technology**
Complete one course:

CS 301 Fluency with Info Technology	3 hrs.
IS 110/113 Intro to Micro Computer App/Lab	0/3 hrs.
UL 100 Info Literacy and Technology	2 hrs.

An approved technology course in the discipline 2-3 hrs.

Major/Degree Requirements

Business, Elementary/Secondary Education Business/Business Education majors must take IS 113.

Elementary Education majors must take IT 325 Instructional Technology for Educators

Secondary Education majors may take IT 325 or an approved technology course in their discipline 2-3 hrs.

2. **Demonstrate knowledge of concepts and principles in a wide range of academic disciplines including:**
 - A. **The Creative Arts**
Select one course from any of the following three areas:
 1. **Art**

AR 105 Art Appreciation	2 hrs.
AR 225 Art History I	3 hrs.
AR 235 Art History II	3 hrs.
 2. **Music**

MU 226 Music Appreciation	2 hrs.
MU 326 Focus on Fifteen Classical Music Composers	3 hrs.
 3. **Theater**

TH 105 Theatre Appreciation	2 hrs.

Major/Degree Requirements

Bachelor of Arts, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music majors choose two courses, one course from two different areas.

All Art majors choose AR 225 and one course from each of the other two areas.

- B. **Humanities**
Select two courses, one each from any two of the following three areas:
 1. **History**

HI 101 World Cultures to 1500	3 hrs.
HI 102 Modern World Civilizations	3 hrs.
HI 111 U.S. History to 1877	3 hrs.
HI 112 U.S. History since 1877	3 hrs.
HI 302 Introduction to History	3 hrs.
 2. **Literature/Mass Media**

EG 207 Literary Perspectives	3 hrs.
JO 200 Mass Communications	3 hrs.
 3. **Philosophy**

PI 225 Introduction to Philosophy	3 hrs.
PI 301 Ethics	3 hrs.
PI 325 Social and Political Philosophy	3 hrs.

Major/Degree Requirements

Elementary and Secondary Education majors choose one history course (Music Education may choose MU 329 Music History II to fulfill the history requirement) and one course from either of the other two areas.

Nursing majors choose either PI 225 or PI 301 and one history course.

C. The Life Sciences

Complete both courses:

GB 100 General Biology	3 hrs.
GB 101 General Biology Laboratory	1 hrs.

Major/Degree Requirements

Biology Majors and Nursing Majors

GB 140/141 Principles of Biology/Lab	3/1 hrs.

Elementary Education Majors

Complete both courses:

GB 100 General Biology	3 hrs.
GB 303 Field and Lab Biology	3 hrs.

D. The Physical Sciences

Select one course and one lab from the following:

CH 110/111 Introduction to Chemistry/Lab	4/1 hrs.
CH 123/124 Chemistry I/Lab	3/2 hrs.
ES 110/111 Introduction to Earth Science/Lab	4/1hrs.
PH 110/111 Introduction to Space Science/Lab	4/1 hrs.
PH 140/141 College Physics/Lab	3/2 hrs.
PH 190/191/192 Physics I/Lab	3/1/1 hrs.

Major/Degree Requirements

Elementary Education Majors

PS 115 Our Physical World	5 hrs.

Nursing Majors

CH 120/121 General Chemistry/Lab	3/2 hrs.

E. Social and Behavioral Sciences

Select **two** courses, one from any two of the following five areas:

1. Economics

EC 101 Basic Economics	3 hrs.
BC 103 Principles of Economics I	3 hrs.

2. Geography

GE 200 Introduction to Geography	3 hrs.

3. Political Science

PO 100 Intro to Gov and Political Science	3 hrs.
PO 121 American National Government	3 hrs.
PO 322 State and Local Gov and Politics	3 hrs.

4. Psychology

PY 100 Introduction to Psychology	3 hrs.

5. Sociology

SO 101 Introduction to Sociology	3 hrs.
SO 202 Social Problems	3 hrs.

Major/Degree Requirements

Elementary Education

PY 100 Introduction to Psychology	3 hrs.
Select one of the Political Science courses	3 hrs.

Secondary Education

PY 100 Introduction to Psychology	3 hrs.
Select one other course from one of the other areas	3 hrs.

Business Majors

BC 103 Economics I	3 hrs.
Select one other course from one of the other areas	3 hrs.

Crime and Delinquency Studies Majors

SO 101 Introduction to Sociology	3 hrs.
Select one other course from one of the other areas	3 hrs.

Nursing Majors

PY 100 Introduction to Psychology	3 hrs.
Select one of the Sociology courses	3 hrs.

Information Resource Studies Major

SO 101 Introduction to Sociology	3 hrs.
PY 100 Introduction to Psychology	3 hrs.

3. Demonstrate knowledge of similarities and differences among the world's cultures, past and present.

- Critically examine the characteristics of one's own culture and other cultures.
- Critically examine how one's own culture and other cultures shape one's attitudes and opinions.
- Demonstrate knowledge of the importance of tolerance and respect towards people of diverse cultures.

Select **two** courses, one from any two of the following five areas:

1. Anthropology

AN 210 Contemporary Cultures	3 hrs.

2. Ethnic and Gender Studies

ID 301 Issues in Ethnic and Gender Studies	3 hrs.

3. Geography

GE 101 World Regional Geography	3 hrs.
GE 454 Cultural Geography	3 hrs.

4. Political Science

PO 330 International Relations	3 hrs.

5. Modern Languages

AB 110 Arabic Lang and Culture I	5 hrs.
AB 210 Arabic Lang and Culture II	5 hrs.
AS 110 Chinese Lang and Culture I	5 hrs.
AS 210 Chinese and Lang and Culture II	5 hrs.
FR 110 French Lang and Culture I	5 hrs.
FR 210 French Lang and Culture II	5 hrs.
GR 110 German Lang and Culture I	5 hrs.
GR 210 German Lang and Culture II	5 hrs.
SA 110 Spanish Lang and Culture I	5 hrs.
SA 210 Spanish Lang and Culture II	5 hrs.
One Advanced Level (200 or above)	
Modern Language Course	3/4 hrs.

Major/Degree Requirements

Bachelor of Arts

Ten (10) hours of one Modern Language (plus one (1) additional 3 hour course from one of the other areas). To meet this requirement, students will demonstrate proficiency at the 210: Language and Culture II level. Proficiency will be demonstrated by successfully completing a Modern Languages and Literatures course numbered 210 or above, for a minimum of three and a maximum of ten hours of language courses. International students for whom English is not their native language

may meet the language requirement upon successful completion of EG 102: Comp II.

Elementary and Secondary Education Majors

Choose either AN 210 or ID 301 and a course from one of the other areas.

Sociology Majors

AN 210 and a course from one of the other areas.

4. Demonstrate knowledge and skills necessary for promoting personal and social well-being.

- A. Demonstrate the ability to gather, analyze, and use information to make decisions that promote personal and social well-being.

Select **two** courses from those listed below:

1. Business

BU 241 Personal Finance	3 hrs.
BU 293 Ethics, Social Responsibility & Sustainability	3 hrs.

2. Leadership Skills

LR 170 Principles of Leadership	3 hrs.

3. Health and Well-being

HL 150 Critical Issues and Decisions in Hlth	3 hrs.
PE 100 Active Living	1 hr.

4. Sociology

SO 261 Intimate Relationships	3 hrs.

Major/Degree Requirements

Business Majors

BU 293 Ethics, Social Responsibility & Sustainability	3 hrs.
Select one other course from this area	1-3 hrs.

Business Education Majors

BU 241 Personal Finance	3 hrs.
HL 150 Critical Issues and Decisions in Health	3 hrs.

Elementary/Secondary Education Majors

HL 150 Critical Issues and Decisions in Health	3 hrs.
Select one other course from this area	1-3 hrs.

- B. Demonstrate awareness of operations of civic and societal institutions.
- C. Identify issues that inform and affect civic and societal institutions.

Courses aligned with these outcomes (6B and 6C) are found in the Social and Behavior Science area. Consequently, these objectives will be met as students complete the Social and Behavior Science requirement.

5. Be able to think critically and analytically about an issue, an idea, or a problem.

- A. Identify and define an issue, an idea, or a problem.
- B. Gather, analyze, and evaluate relevant and reliable information from diverse perspectives.
- C. Formulate and support a well-reasoned argument, perspective or conclusion.

A wide variety of courses in the General Education Program assist students in developing critical thinking skills. Students will acquire these skills as they complete the General Education Program without the need to select a specific course.

6. Be able to make connections among the ideas and perspectives of multiple disciplines.

- A. Explore and compare complex ideas for multiple disciplines.
- B. Apply knowledge from the perspective of multiple disciplines.

A wide variety of courses in the General Education Program assist students in making connections from one discipline to another. Students will learn to make these connections as they complete the General Education Program without the need to select a specific course.

GENERAL EDUCATION PREREQUISITES

Writing . . .

Students whose test scores indicate a need for strengthening basic writing skills are required to take EG 001, Basic Writing (3 hours) before enrolling in EG 101.

Mathematics . . .

Students whose test scores indicate a need for strengthening basic computational or algebraic skills are required to take MA 097 Beginning & Intermediate Algebra (4 hours).

Developmental Classes - if needed . . .

EG 001 Basic Writing
MA 097 Beginning & Intermediate Algebra
EL 072 Improvement in Reading Skills

GENERAL EDUCATION APPROVED SUBSTITUTIONS

(These substitutions apply only to students who were elementary education majors when they took the specified general education courses in fine arts, physical science, and life science, but have since changed their major.)

Fine Arts:

Basic Music (MU 124) substitutes for Music Appreciation (MU 226).

Physical Science:

Our Physical World (PS 115) substitutes for the five-hour physical science requirement (lecture and lab).

Life Science:

Field and Lab Biology (GB 303) substitutes for Biology Laboratory (GB 101).

GENERAL EDUCATION ADVANCED COURSES

Art: AR 225 or AR 235, Art History I or II, may be substituted for AR 105, Art Appreciation.

Fine Arts: TA 315, Survey of Dramatic Literature, may be substituted for TA 125, Theatre Appreciation.

Literature and Ideas: GR 365, SA 365, FR 419, EG 220, EG 221, EG 230, EG 231, EG 240, EG 241, EG 350, EG 355, and EG 360 may be substituted for EG 207.

Mathematics: Education majors may take MA 161, Calculus I, to satisfy the mathematics requirement. Grades of "C" require evaluation by the Mathematics Department. Students pursuing other majors may take either MA 160, Functions of Calculus; MA 161, Calculus I; or MA 165, Basic Calculus.

Physical Science: Students may take either CH 123/124, Chemistry I/Lab, PH 140/141, College Physics/Lab, or PH 190/191/192, Physics I/Lab/Recitation to satisfy this requirement.

Social and Behavioral Science: Students may take *either* BC 103, Economics I, *or* BC 104, Economics II, in place of EC 101, Basic Economics.

Writing: Students with ACT scores of 24 or above in both English and Reading may take EG 103 and EG 104, Honors Composition I and II, to satisfy the writing requirement. (Students eligible for this course may choose EG 101, Composition I, and EG 102, Composition II, instead.)

TEST OUTS AND CREDIT BY EXAMINATION

Information on advanced placement and certain general education courses is available at the following address:

<http://www.emporia.edu/regist/analyst/crexam.htm>

GENERAL EDUCATION HONORS COURSES

Honors students are encouraged to consider taking the following "Honors" classes as part of their general education experience.

BC 103	*Z	Principles of Economics I
BC 104	*Z	Principles of Economics II
CH 123	*Z	Chemistry I
EG 103	*Z	Honors Composition I
EG 104	*Z	Honors Composition II
EG 207	*Z	Literary Perspectives
ES 110	*Z	Introduction to Earth Science
GB 100	*Z	General Biology
GB 140	*Z	Principles of Biology
GE 101	*Z	World Regional Geography
HI 101	*Z	World Cultures to 1500
HI 111	*Z	US History to 1877
HI 112	*Z	US History Since 1877
MA 161	*Z	Calculus I
PI 225	*Z	Introduction to Philosophy
PO 100	*Z	Introduction to Government & Politics
PY 100	*Z	Introductory Psychology
SP 100	*Z	Interpersonal Communication
SP 101	*Z	Public Speaking

*All honors sections are designated by a letter followed by "Z," for example MA161DZ, Calculus.

PLACEMENT AND GRADUATION

CAREER SERVICES

Career Services is committed to the positive career development of all students at Emporia State University. From undeclared students to graduating seniors, Career Services provides diverse services to help students find career success.

Services include part-time and full-time job listings, career counseling, internships, professional development workshops, resume reviews, career fairs, on-campus interviews, job search strategies and mock interviews.

Students are encouraged to visit Career Services early in their academic program. Professional career counselors are available to assist students with career exploration and testing. All undeclared students are encouraged to enroll in the 2 credit hour course, "Constructing Your Career", offered each semester. Sophomores and juniors should pursue internships in their major field of study. Graduating seniors should utilize Career Services 6-8 months prior to graduation. For students seeking part-time employment, on- or off-campus, visit the Career Services website for an electronic listing of part-time jobs.

Career Services is located at 050 Memorial Union, Lower Level. For more information, call 620/341-5407, or visit the website at www.emporia.edu/careerservices.

INTERNSHIPS

Students planning to enter the work force should complement their academic preparation with a range of other experiences such as study abroad, community service, undergraduate research experiences, participation in student organizations, and internships.

An internship is a carefully monitored, structured, and supervised work experience that enables a student to gain practical, "real-world" exposure to a particular career or professional field. An internship can be any type of work or service experience related to one's major or career interest in which there are intentional learning outcomes and active reflection on what is being learned throughout the experience. Because employers prefer to hire graduates with hands-on experience in their majors, participating in an internship offers a unique opportunity to learn about the next steps to take on a career path. Internships may occur at businesses, government agencies, educational institutions, social service agencies, non-profit organizations, and other workplaces.

For more information about internships, visit the Career Services website at www.emporia.edu/careerservices.

GRADUATION

INSTRUCTIONS

All degree candidates will receive detailed instructions about one month prior to graduation. The instructions contain all information pertinent to graduation. **Please see the following website:** <http://www.emporia.edu/commencement>.

APPAREL AND ANNOUNCEMENTS

Students must pay for academic apparel and announcements as assessed by the Memorial Union Bookstore. The Bookstore can be contacted at 620/341-5214 for information about purchasing apparel and announcements.

ATTENDANCE AT COMMENCEMENT

All graduates are encouraged to take part in commencement exercises. All participants are required to arrive on time for line-up and remain to the end of the commencement ceremony. Students completing a degree in December and who cannot attend the December ceremony, must obtain permission from the commencement committee chair to participate in the previous May commencement. They will normally participate in the following May commencement.

GRADUATION FEES

Each candidate for a degree is assessed a fee to defray expenses incidental to graduation. This fee is payable in the Business Office and must be paid at least one week prior to graduation. Please refer to the FEE INFORMATION section of this catalog for the amount of fees assessed. *These fees are subject to change by administrative action. The paid fee covers a period of eleven months.*

GRADUATE STUDY

The Graduate School coordinates admission activities for all graduate students. It offers programs of study leading to the degrees, Master of Science (MS), Master of Arts (MA), Master of Arts in Teaching (MAT), Master of Education (MED), Master of Library Science (MLS), Master of Music (MM), Master of Business Administration (MBA), Specialist in Education (EdS), and Doctor of Philosophy (PhD) in Library and Information Management. Certificate programs in Archives, Digital Audio Recording, Geospatial Analysis, International Student Music Performance, Music Performance, Music Technology, and Piano Pedagogy are also offered. The policies governing all graduate programs are administered by the Graduate School.

Graduate programs are governed by the university's Graduate Council. Membership on the Graduate Council consists of the chair, or a representative, of the 17 academic departments and two graduate student representatives.

In addition to administering graduate education at ESU, this office has the responsibility for research and grant activities of the institution. Further information about the Office of Graduate Studies, its programs, and its activities may be obtained by writing or visiting the office or viewing the graduate web page at <http://www.emporia.edu/grad/>.

Numerous graduate teaching, research, and administrative assistantships are offered each year. Interested students can complete an online assistantship application located on the graduate web page at the following address: <https://www.emporia.edu/grad/asstshp.htm>.

Registration Disclosure --

"Emporia State University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

State Authorizations can be viewed at:

<http://www.emporia.edu/distance/state-authorization/>

THE ALUMNI ASSOCIATION

The Emporia State University Alumni Association traces its history back to 1880 as the official organization of graduates and former students of Emporia State University, Emporia Kansas State College, Kansas State Teachers College and Kansas Normal School. Following their graduation/attendance at Emporia State, students automatically become lifetime members of the Alumni Association. At the present time, there are over 58,000 alumni on file, and these alumni may be found in all 50 states, each of the American protectorates, and in over 70 foreign countries.

According to the constitution of the Alumni Association, the primary purpose of the organization shall be to promote the welfare of Emporia State University and to establish a mutually beneficial relationship between the university and its alumni. The Alumni Association and the ESU Foundation publish **Spotlight**, the alumni magazine, two times a year; the association sponsors and helps coordinate reunions; organizes alumni gatherings throughout the state and nation; coordinates Homecoming activities; supports and actively supplement the University efforts in both student recruitment and legislative relation programs; sponsors programs for undergraduates including Senior Week and the Ambassador program; honors graduates who have distinguished themselves professionally and individuals who have served the university in a unique manner; and provides many other alumni activities, programs, and services.

Policies, programs, and services of the Alumni Association are determined by its officers elected annually to the Board of Directors, who serve three-year terms.

For extensive information, please see the following website www.emporia.edu/alumni or contact the alumni relations staff at 620/341-5440.

EMPORIA STATE UNIVERSITY FOUNDATION, INC.

Emporia State University Foundation, Inc., founded in 1952, is an independent, nonprofit 501(c) (3) organization in support of Emporia State University. Its mission is to raise philanthropic awareness and investment in ESU.

The purpose of the Foundation is to raise, invest, account for, allocate and steward private gifts benefiting the university. The Foundation coordinates and directs all major fundraising initiatives on behalf of ESU and currently manages assets exceeding \$70 million.

Contributions, primarily designated by donors, may be tax deductible as allowed by law and are used for scholarships, faculty programs, athletics and other needs. ESU Foundation, Inc. is governed by a volunteer board of trustees who provide oversight, leadership and counsel.

For more information on the Foundation, please visit this website: <http://www.emporia.edu/saf/foundation/index.html>.

SERVICES, SPECIAL PROGRAMS, AND FACILITIES

CENTER FOR ECONOMIC EDUCATION

The mission of the ESU Center for Economic Education is to deliver high-quality programs and materials which facilitate knowledge of essential economics concepts and economic reasoning ability of kindergarten through senior high school students, especially in the Center's service area. Moreover, in recognizing that economic education is a continuous process, the Center will strive to have students' exposure to economics begin in the early grades and continue through high school.

Although teachers are welcome to visit the center, its lending library is available at no charge (except for return postage) to teachers by telephone 620/341-5678 or e-mail rcatlett@emporia.edu. All ESU students and faculty members are welcome to use materials from the Center's lending library.

The Center offers courses, workshops, seminars, and other teacher-training activities through the Department of Mathematics, Computer Science, and Economics in the College of Liberal Arts and Sciences at ESU. In addition, the Center is supported by the Kansas Council on Economic Education (KCEE), which frequently provides partial tuition scholarships for K-12 teachers taking economic education courses. The center has achieved the highest standard of affiliation with the Council on Economic Education (CEE).

The Center's web site highlights courses, workshops, seminars, and other events associated with the Center. It is available at: <http://www.emporia.edu/math-cs/cee/> and it lists nearly all of the largest employers in its service area as "partners" in delivering workshops and seminars. The Center pioneered a series of active-learning workshops and seminars hosted in the facilities of partner organizations that emphasize real-world applications of economics in the community.

The Center for Economic Education strongly supports the American Democracy Project (ADP) initiatives and activities, especially on the ESU Campus. Some ADP materials are available at the ESU Center for Economic Education.

If you have questions or need additional information call 620/341-5678 or go to <http://www.emporia.edu/math-cs/cee/>.

CENTER FOR INSURANCE EDUCATION

The Center of Insurance Education, 126 Cremer Hall, offers current insurance materials and information, educational opportunities, and research projects to further the knowledge and understanding of insurance principles and practices.

For more information call 620/341-5657 or see the website at <http://www.emporia.edu/business/cie>.

KANSAS BUSINESS HALL OF FAME

The Kansas Business Hall of Fame recognizes Kansans who have distinguished themselves through significant accomplishments in business, leadership roles, philanthropy, and contributions to society. New inductees are announced each year at the annual meeting of the Kansas Cavalry Encampment each June.

The Hall of Fame website is <http://www.emporia.edu/kbhf>.

KANSAS SMALL BUSINESS DEVELOPMENT CENTER

The Kansas Small Business Development Center, located in the ESU School of Business, offers free, confidential consulting services to existing and potential small business owners. The KSBDC also sponsors low-cost training programs, maintains a resource library, and provides referrals to other small business service providers. If you have questions, please call 620-341-5308 or e-mail ksbdc@emporia.edu.

JONES INSTITUTE FOR EDUCATIONAL EXCELLENCE

The Jones Institute for Educational Excellence (JIEE), located in the lower level of the Earl Center, is a department within The Teachers College. The Institute contributes to the goals and mission of the college by providing the following services to school districts, state agencies, and other educational groups:

- providing Reading Recovery training to school personnel
- assisting with the National Teacher Certification process
- directing a summer Future Teacher Academy for high school students and one-day academies for middle school students
- providing efficiency assistance to school districts through the Center for Innovative School Leadership
- providing professional development through state contacts for Kansas Reading First, Migrant Literacy, and Reading in Grades 4, 5, 6
- hosting education conferences and workshops
- conducting educational research of pertinence to schools and other educational groups
- assisting with the writing of local, state, and federal grant proposals
- assisting with the development of educational policy
- providing consultant services in curriculum development, staff development activities, surveys, and long-range planning and evaluation activities
- providing assistance with the comprehensive planning and implementation of inservice education
- promoting university/private sector partnerships

If you have questions or need additional information, please call 620/341-5372 or toll free at 1-877-378-5433. The JIEE website is <http://www.emporia.edu/jones/>.

INFORMATION TECHNOLOGY

Information Technology (IT), located in lower level of Butcher Education Center, implements and maintains a campus wide information technology infrastructure including: a network backbone which links all academic departments and administrative offices; a collection of fundamental IT resources that support meritorious intellectual pursuits; and a range of computing and telecommunications facilities and services which support academic activities, central administration, institutional research, data communication, information management, and other major phases and important aspects of university life.

IT is divided into several areas: Academic and User Support Services, Enterprise Systems and Infrastructure. Each of these areas supports and contributes to information technology resources that are available to the ESU community.

The IT HelpDesk offers a variety of user support services and is the first point of contact for troubleshooting technology-related

problems. These services include desktop and smart classroom support, and support for other technologies. The IT HelpDesk is located in Butcher Education Center 008 and can be reached by calling 620-341-5555 or sending an email to helpdesk@emporia.edu.

A variety of distance learning and media services are available to ESU faculty, staff, and students. IT supports distance learning technologies such as Blackboard, a learning management system; Interactive Distance Learning (IDL) Classrooms; and Wimba, a synchronous web conferencing system. IDL classrooms can also serve as video conferencing facilities for various organizations.

IT also offers media services such as the taping of lectures and speakers for classroom use, audio/video production, media duplication, satellite downlinking, and other services. Various pieces of equipment are available for faculty, staff, and students to checkout for educational use. Equipment includes laptops, digital camcorders, digital cameras, projectors, VCRs and DVD players. These items should be reserved in advance since equipment is in high demand for course projects and presentations.

Channel 8, Emporia State University's channel on Cable One of Emporia, produces and transmits programs through IT. Televised services focus primarily on ESU activities and community-related events, such as monthly city commission meetings. A 24 hour information service of campus and community events is shown when other programs are not being broadcast. Information posted on Channel 8 is for non-profit organizations.

Student technology resources can be accessed by using Buzz In. Buzz In is ESU's web portal. Similar to other web portals, Buzz In will allow users to personalize and customize displayed content to suit their information needs. The Buzz In Portal will serve as the single point of entry for the university's information assets. The portal is a cohesive and flexible interface that supports the integration of other university systems.

Buzz In Portal features includes targeted messages, email, a web-based calendar, group collaboration tools, and access to customizable content. Group collaboration tools allow membership and collaboration within groups of individuals with common interests. Collaboration tools include text chat, discussion boards, and the ability to post files and URLs. These collaboration tools hold tremendous potential for student organizations, university committees, as well as individual classes. Content appear in the form of channels, or containers of information targeted to ESU faculty, staff, and students. This information includes university information with Home, Resources, Library, and Technology Services tabs. The Technology Services tab houses the 24x7 Knowledge Base. If you have a question, login to <http://buzzin.emporia.edu> and click on the Technology Services tab.

Buzz In also contains information specific to your role at the university. This includes pay information for employees on the Work Life tab, student course schedules and registration information on the Academic Life tab, and faculty advising and course roster information on the Faculty/Advising tab.

Additional access to the following systems:

- Blackboard: Learning Management System for online and web-enhanced courses.
- MyData: Access your pay advice and create "what if" scenarios for your most recent paycheck
- Student Access: Central location for student technology resources.
- MyFiles: Web-based Connection to your Network iDrive

- Co-Curricular Transcripts: Build and print a transcript of your non-academic activities and participation.
- Techsite: Download university software, plugins, patches and fixes.

Information Technology is committed to providing customer service for technology-related issues and questions. For all general inquiries, including equipment checkout reservation and Channel 8 postings, please call IT at 620-341-5296. Technical support questions should be directed to the IT HelpDesk at 620-341-5555 or helpdesk@emporia.edu. More information about faculty, staff, and student services can be located at <http://www.emporia.edu/it> or on the Technology Resources tab of Buzz In.

ATHLETIC PROGRAM

The Department of Intercollegiate Athletics has a three-fold purpose: education, recreation and promotion. As an educational enterprise its objectives are (1) to provide positive experiences for growth for student-athletes, coaches and administrators of athletics, (2) to provide competitive and educational opportunities for students with advanced physical skills, and (3) to provide events that are instrumental in educating participants and observers in the moral and ethical values inherent in athletics.

E-State's 15-sport intercollegiate program for men and women is affiliated with the National Collegiate Athletic Association (NCAA) and the Mid-America Intercollegiate Athletics Association (MIAA).

Intercollegiate athletics is designed to satisfy the needs and desires of men and women students who enjoy representing the university in competition with students of other institutions. The university offers an opportunity for men to participate in football, basketball, baseball, track and field, cross country and tennis. Women compete in cross country, tennis, volleyball, softball, basketball, track and field, and soccer.

Emporia State was the host of the 1995 NCAA Division II Outdoor Track and Field Championship, the 1996 NCAA Division II Softball Championship, the 1998 NCAA Division II Cross Country National Championship, the 1999 NCAA Division II Outdoor Track and Field Championship, and the 2006 NCAA Division II Outdoor Track and Field Championship.

In addition to intercollegiate athletics, there is an opportunity for all students to participate in a variety of sports clubs. Furthermore, students are invited and encouraged to participate in activities sponsored by Recreational Sports. Activities include intramural competition, free play, and games and sports of low organization.

If you have questions or need additional information, please call 620/341-5354, send an e-mail to esusports@emporia.edu, or visit our website <http://www.emporia.edu/athletics/index.html>.

NORMAN R. EPPINK AND GILSON ART GALLERIES

The Norman R. Eppink Gallery and the Gilson Gallery are located on the first floor of King Hall. The Eppink Gallery primarily exhibits well-known artists from across the nation, whose work complements the programs taught in the Emporia State University Department of Art. The Gilson Gallery features exhibitions by graduating seniors, as well as the annual departmental faculty and student shows. Gallery hours are from 9:00 a.m. until 4:00 p.m., weekdays during the regular school session. For more information, please contact the Art Department, 11 King Hall, or call 620/341-5246.

THE EDUCATIONAL THEATRE COMPANY

The students who comprise the Educational Theatre Company, operating under the sponsorship of the Department of Communication and Theatre, serve as an academic resource pool in performing dramatic presentations of plays, poetry, stories, novels, non-fiction, and original scripts before classes in all academic areas of the university, as well as in the community. Please contact the department office, 201 King Hall, or call 620/341-5256.

THE UNIVERSITY THEATRE

A wide variety of plays and musicals for the campus and the community are offered in the university's different theatre facilities. ESU Theatre produces most of its productions on the stage of the Karl C. Bruder Theatre located in King Hall. Usually, four productions are presented during the academic year. The Bruder Theatre is also the home for the popular Emporia Summer Theatre season of four plays and musicals during June and July each year. In the fall, ESU produces the Homecoming Scholarship Musical, which is usually staged in Albert Taylor Hall located in Plumb Hall. The Ronald Q. Frederickson Theatre, located in Roosevelt Hall, is an intimate black-box theatre. Please contact the department office, 201 King Hall, or call 620/341-5256.

MUSICAL CONCERTS AND PRODUCTIONS

The Department of Music provides an expansive schedule of concerts, recitals, master classes, and lectures open to the campus and community. These include performances by students, faculty, department ensembles and by regional and international performers. Brief descriptions of these follow. Please contact the department office, 105 Beach Hall, or call 620/341-5431.

THE ORCHESTRA provides opportunities to study and perform orchestral repertoire ranging from music for strings to works for full symphony orchestra. The orchestra frequently joins forces with the A Cappella Choir and the Opera Theater.

THE OPERA THEATRE involves the study and performance of appropriate excerpts from opera repertoire. One major opera is staged each year.

THE MARCHING HORNETS is a highly energized ensemble comprising drum line, marching corps, flag corps, and the popular Stingers Dance Team. This ensemble provides pre-game and half-time musical entertainment for all Hornet football games.

THE WIND ENSEMBLE is the primary large instrumental group. It is very active in on-campus performances as well as guest appearances and tours. Repertoire ranges from large-scale symphonic band works to chamber pieces.

THE ESU COMMUNITY CHORUS, a choral organization of approximately one hundred voices, presents at least two performances each year. Major works, such as Handel's *Messiah* and the Vivaldi Gloria, are performed regularly.

THE JAZZ ENSEMBLE performs a wide range of music from combo to big band features outstanding soloists each year. Past performers have been Doc Severinsen, Lou Marini, Marvin Stamm, Stan Kenton, and Arnie Lawrence. The group regularly performs at the Kansas Music Educators Association conference in Wichita and periodically tours to venues around the United States and abroad.

A CAPPELLA CHOIR -- A premier ensemble of auditioned singers, the Emporia State University A Cappella Choir is sought after as a performing ensemble. Invitations for this chorus have gained it concerts throughout the U.S. In 1978, it was one of three college choirs to be invited to St. Moritz, Switzerland, to perform with the Prague Symphony Orchestra and, in 1982, it toured Italy and sang as the demonstration choir for famed Parisian conductor Marcel Couraud. In 2000, its European Tour included Denmark, and England/Scotland/France for the 2003 tour.

PERCUSSION ENSEMBLE -- Members of this instrumental organization perform an extensive variety of percussion ensemble repertoire. The Percussion Ensemble performs regularly at KMEA conferences.

OTHER MUSICAL ORGANIZATIONS include brass and woodwind quintets, clarinet choir, flute choir, saxophone ensemble, madrigal singers, and other chamber music organizations frequently heard in recital. In addition, music sponsors many guest lecturers, clinicians, conductors, and soloists with various groups throughout the year. State music festivals, in which some 3,000 students participate, are held on campus in the spring.

Occasionally, the university invites a composer to "live-in" on the campus for a few days for the purpose of working with students; past visiting lecturers have been Vincent Persichetti, William Schuman, Norman Dello Joio, Randall Thompson, Leonard Stein, Clifton Williams, Paul Creston, Jean Berger, Robert Russell Bennet, and Morton Subotnik.

Frequently, luminaries active in American jazz spend several days in extensive rehearsal with our jazz workshops and in lecturing to the student body; among them have been Stan Kenton, Dee Barton, Kim Richmond, Count Basie, and Clark Terry.

JOHNSTON GEOLOGY MUSEUM

The College of Liberal Arts and Sciences maintains a teaching, research, and public display of geological specimens, predominately of Kansas, in room 106 of Cram Science Hall. The collection and program responsibilities reside in the Departments of Physical Sciences.

The museum, which was dedicated in October of 1998 and named the Johnston Geology Museum, contains the Hamilton Quarry Fossil Assemblage, the Tri-State Mining Display, the Hawkins and Calkins Indian Artifact Collections, and a western Kansas fossil mosasaur, among other items. The museum is open during normal school hours, Monday through Friday from 8:00 a.m. to 8:00 p.m. and on Saturday from 8:00 a.m. to noon. For more information call 620/341-5330 or see www.emporia.edu/earthsci/museum/museum.htm. There is no charge for the museum.

SCHMIDT MUSEUM OF NATURAL HISTORY

The College of Liberal Arts and Sciences maintains for teaching, research, and public display, comprehensive collections of extant vertebrates collected throughout the state of Kansas. These are housed in Breukelman Science Hall room 43. A research collection of bird and mammal skins from various parts of the world is maintained in the bird-mammal range and is used primarily by advanced students, visiting scientists, and faculty. The museum is open during normal school hours, Monday through Friday from 8:00 a.m. to 8:00 p.m. Please call 620/341-5311 or visit www.emporia.edu/smnh for more information.

THE PETERSON PLANETARIUM

The Peterson Planetarium, which is located in room 31 of the basement of Cram Science Hall, is an instructional and service facility within the broad domain of the College of Liberal Arts and Sciences. Administrative and program responsibilities reside with the Departments of Physical Sciences. The planetarium was remodeled in 1995-96 and contains a state-of-the-art Spitz System 512 projector.

The planetarium, a unique visual aid, enables a graphic presentation of many astronomical concepts or principles: daily and annual motion of celestial objects, astronomical coordinate systems, and stellar and constellation identification. The planetarium may also be used as a setting for consideration of many cultural concepts related to humankind's heritage. See the web site, www.emporia.edu/phyci/planet/planet.htm for more information.

A number of public lectures of general interest are planned for each academic year. There is a nominal charge for admission to these programs. Inquiries for scheduling Peterson Planetarium may be directed to the Departments of Physical Sciences, 620/341-5330. There is also a modest charge for special-request group programs.

UNIVERSITY LIBRARIES AND ARCHIVES

The University Libraries and Archives develops its collections and services to meet the curriculum and research needs of the students and faculty. The library owns books, government documents, periodicals, DVD's, videotapes, CD's and other materials for course instruction, research and recreation.

Computers and laptops are available for students to access the online catalog, the Internet, and other electronic resources. Many of these resources can also be accessed off campus. Wireless access is available in the library for students who wish to work from their own personal laptops.

The library offers a relaxed, quiet atmosphere in which to study and read. The library also has the Circleview Coffee Shop which serves hot and cold are available.

University Archives houses the institutional history of ESU since its founding in 1863. Other collections in the archives include the prestigious William Allen White Papers, the May Massee Collection of children's publishing materials, and the Walter M. Andersen Collection of historical photography. The Archives' online catalog is available at <http://www.emporia.edu/libsv/archives/>. Although the Archives is currently closed to the public pending a renovation, all materials in its vast holdings are made available through research service by contacting 620-341-6431 or archives@emporia.edu. The May Massee Gallery (308B White Library) is open by appointment.

The staff of the University Libraries and Archives is always ready to assist you in person, by telephone, or electronically. Please call 620/341-5207 or toll free at 877/613-7323, e-mail libref01@emporia.edu or consult our web page at <http://library.emporia.edu>.

THE WILLIAM ALLEN WHITE CHILDREN'S BOOK AWARDS PROGRAM

The William Allen White Children's Book Awards Program was founded in 1952 by Ruth Garver Gagliardo to honor the memory of one of the state's most distinguished citizens. The major purposes of the awards are to encourage the children of Kansas to read notable books and to aid in the development of a lifetime habit of reading quality literature. Since its establishment, more than 6 million votes have been cast by children of Kansas. The program is partially supported by donor gifts.

UNIVERSITY PUBLICATIONS

THE BEST OF EMPORIA STATE is an anthology of the year's best undergraduate essays published each April by the College of Liberal Arts and Sciences. Begun in 1975, *The Best of ESU* consists of essays submitted by undergraduates to a panel of faculty judges from across campus.

THE BULLETIN, a twice-weekly newspaper, is edited by students, and supported by student fees. The paper is free to ESU students.

THE CORK BOARD, sponsored by The Bulletin, is an announcement format for Recognized Student Organizations' activities which appear in The Bulletin. Entries can be submitted to The Bulletin office on the third floor of the Memorial Union by noon on Wednesdays and Fridays.

E-NEWS IS GOOD NEWS is a quarterly newsletter sent by the President of the ESU Foundation to donors of \$2500 or more to update them on University Advancement and Foundation activities.

FLINT HILLS REVIEW is a national literary journal published annually. *Flint Hills Review* showcases writing by Kansas and Midwestern writers, while also publishing non-regional work of distinction by new and established writers. The journal is edited by students enrolled in EG 588, Seminar in Literary Magazine, a course offered each spring by the Creative Writing Program in the Department of English, Modern Languages, and Journalism.

HERITAGE OF THE GREAT PLAINS is a refereed journal published semiannually by the Center for Great Plains Studies and distributed on a subscription basis.

HONOR ROLL OF DONORS is the Emporia State University Foundation, Inc.'s Annual Report which provides financial data and acknowledges alumni and friends for their contributions to ESU.

HORNET NEWS UPDATE, an electronic newsletter of the Alumni Association, is e-mailed twice a month and provides news about ESU to alumni and friends. The newsletter is provided free to subscribers.

KANSAS SCIENCE TEACHER is an electronic journal published annually by the Science and Mathematics Education Center (SMEC). It is dedicated to the improvement of science and mathematics teaching and the promotion of interest in science and mathematics. The KST includes Lab Notes and Math Musings which provides reviews of science and mathematics materials of interest to K-12 teachers of these subjects and publicizes materials that can be found in the Center. *The current edition and archives are available on-line from a link on the SMEC homepage at www.emporia.edu/scimath.*

THE KANSAS SCHOOL NATURALIST, published by the Department of Biological Sciences, is sent to elementary and high school teachers of general science and biology and to anyone else who requests it to help present science and nature effectively. The first issue was published in October 1954.

QUIVIRA is an annual publication edited by members of the Quivira student literary organization. The journal publishes creative writing and art by ESU students. The club and journal are

sponsored by the ESU Creative Writing Program in the Department of English, Modern Languages, and Journalism.

ROUNDTABLE is a newsletter published in May, October, December and February by the Public Affairs and Marketing Office. The newsletter, which is published online, includes faculty and staff accomplishments and campus news. Paper copies are available upon request.

SPOTLIGHT, the magazine for alumni and friends of the university, is published twice a year by the ESU Alumni Association and the ESU Foundation.

THE SUNFLOWER is the yearbook published annually by university students. The book is paid for through student fees and is available to all students at no cost. The Sunflower celebrated its centennial issue in 1999.

THE TEACHERS COLLEGE NEWSLETTER is published three times per year by The Teachers College and the Jones Institute for Educational Excellence. The newsletters are distributed to all Teachers College alumni, focuses on Teachers College faculty, students, and programs and is available online from The Teachers College Web site.

TEACHING HISTORY: A JOURNAL OF METHODS is published by the Department of Social Sciences semiannually to share methods for teaching history to educators who subscribe nationwide and internationally. The first issue was published in 1976. More information can be found at <http://www.emporia.edu/socsci/journal/main.htm>.

THE VIEWBOOK is published annually by the Admissions Office and is distributed to all prospective students.

MASTER TEACHER AWARD

The Kansas Master Teacher Award Program endowed by Bank of America was established by the university in 1953 as a means of annually recognizing seven teachers who have served the profession long and well and who typify the good qualities of the vast corps of earnest and conscientious teachers. Candidates for the awards are typically recommended by local teacher associations and school faculties; self-nominations are also acceptable. A committee reviews all nominations and selects seven teachers to receive the awards. This committee is composed of two Kansas Master Teachers, who serve in the Black Endowed chair position, and representatives from educational organizations such as the Kansas Association of School Boards, Kansas State Board of Education, Kansas Congress of Parents and Teachers, American Association of University Women, Kansas-National Education Association, Kansas Association of Colleges for Teacher Education, Student-National Education Association, United School Administrators of Kansas.

ATHLETICS HALL OF HONOR

The Athletics Hall of Honor, located in the Physical Education Building, provides recognition of Emporia State University students, faculty, and friends for athletic achievement, coaching, athletic training, or related areas. An exhibit honoring achievements of over seventy individuals is included in the Hall of Honor.

THE NATIONAL TEACHERS HALL OF FAME

The National Teachers Hall of Fame was founded by university and community officials in 1989 as a tribute to our nation's most important profession-- teaching. The Hall of Fame is committed to drawing the public's attention to exceptional teachers through a museum, and recognition program, which recognizes five of the nation's most outstanding PreK-12 educators each year.

The NTHF is the only facility of its kind dedicated to recognizing career teachers, to preserving and promoting education, and to serving our country by inspiring others to enter the teaching profession. The Hall of Fame has been endorsed by many major professional education organizations.

Located on the Emporia State University Campus at 1200 Commercial, Visser Hall, Room 114, the Hall of Fame includes a gallery of honored teachers, a Donor's Wall of Fame, a miniature display of classrooms through the centuries, and other glimpses of our educational heritage. The Hall of Fame is open Monday through Friday, 8 a.m. to 5 p.m. and by appointment (closed holidays).

A national selection committee representing endorsing educational organizations, NTHF membership, and corporate America consider nominations from a pool of certified public or non-public teachers, active or retired, who have at least 20 years of full-time experience teaching in grades PreK-12 and a minimum of a bachelors degree. Individuals may obtain a nomination form by visiting the Hall of Fame web site, www.nthf.org, or contacting the office at 1-800-96TEACH, or 620-341-5660.

FACILITIES

ALBERT TAYLOR HALL, named for the fifth president of the university, was constructed as a north wing of Plumb Hall. It is the largest auditorium on the campus, seating 1,277, and provides ample stage and orchestra facilities.

ANDERSON MEMORIAL LIBRARY, located on the former College of Emporia campus, was donated to the School of Library and Information Management by Emporians Joe Cannon and Earl Sauder in 1993. Built in 1902, this Carnegie Library was completely renovated and restored between 1984-86 and placed on the National Register of Historical Places. It received the Preservation Award from the Kansas Preservation Alliance in 1986. Currently, it houses the archives of ESU's William Allen White Library.

FRANK A. BEACH MUSIC HALL, named in honor of the chair of music (from 1908 until his death in 1935), contains Heath Auditorium with a seating capacity of 370 which is used for concerts and recitals. This facility also houses two organ studios, rehearsal rooms, and classrooms, as well as private studios and practice rooms for individual students. A \$6.6 million renovation and construction of a 20,000-square-foot addition to the north of the original building was completed and dedicated on April 1, 2000 as the **Shepherd Music Center** in honor of R. Hershel and Augusta Shepherd.

BRIGHTON LECTURE HALL, named in honor of Hubert Brighton, former secretary of the Kansas Board of Regents, is an instructional facility contiguous to the Science Hall Complex. The original building was dedicated in 1961. A renovation of Brighton Lecture Hall in 2002 replaced the auditorium with a Math Computer Classroom and a 100-seat lecture hall. These rooms, along with two seminar rooms, comprise this facility.

BUTCHER EDUCATION CENTER was originally named Butcher Children's School in honor of Thomas W. Butcher. Thomas Butcher was a former President of KSTC from 1913 to 1943. The school provided elementary educational classes for children until 2003. The building was extensively remodeled in 2004 and now houses the Child Development Center which is associated with the Early Childhood Department. The Sociology and Anthropology department of the College of Liberal Arts and Sciences is located in the Butcher Education Center.

CORA MILLER HALL, located 10 blocks west of ESU's main campus and on the grounds of Newman Regional Health, houses the Newman Division of Nursing. The building was named in honor of Miss Cora A. Miller, R.N., who was the first superintendent of the hospital when it opened in 1922 and who directed the education and practice of the nurses and student nurses. The W.S. and E.C. Jones Nursing Skills Laboratory, the Frances Stout Auditorium, classrooms, faculty offices, two computer laboratories, and the Newman Division of Nursing Library are located in Cora Miller Hall.

CREMER HALL was named for R.C. Cremer, a former dean of business administration, who served the university from 1925 to 1965. Completed in 1964, it houses the School of Business and the Kansas Business Hall of Fame. This building contains fully equipped laboratories and other specialized rooms. The Emporia State Printing Services and Technology and Computing Services are also located here.

THE EARL CENTER has been the home of the Department of Counselor Education and Rehabilitation Programs since March 1999. Located at 1601 State Street, just two blocks west of the main campus, the Earl Center was dedicated in October 2000 in honor of Emporian Earl Sauder, whose family donated the building to ESU. In addition to offices and classroom space, the Earl Center is the home of a state-of-the-art Counselor Clinic, which provides training for students and service to the community. The Earl Center also houses the Jones Institute for Educational Excellence.

THE HUTCHINSON FAMILY PAVILION is a three-tiered complex on the west side of Welch Stadium dedicated in 1997 that gives ESU one of most the state-of-the-art facilities on the NCAA Division II level. The First Floor NationsBank Theatre Box provides indoor seating for all events held at the complex. The Sauder Family President's Box has four luxury boxes, which allow the University to host special guests. The Emporia State Bank Media Center provides work facilities for print and electronic media as well as events staff.

KING HALL, formerly the Humanities Building, was renamed for former President John E. King in the summer of 1981. It was occupied in 1966 and provides facilities for art, speech, and theatre. The Karl C. Bruder Theatre, seating 402, and the Norman R. Eppink Art Gallery and Gilson Room, are features of the building.

THE MEMORIAL UNION stands as a memorial to Emporia State students who died in service to their country and honors all who served. It is the eighth student union building in the U.S. The Union is the heart of campus life for its students outside the classroom. The Center for Student Involvement and the M.U. Bookstore are major elements in the state-of-the-art building. The Hornet Nest residential dining hall and conveniently located retail food venues are part of the Union. The building hosts the ESU Admissions Office, Career Services, and the Office of International Education. Features include the elegant KSTC Colonial Ballroom and the grand Webb Hall which anchor an array of meeting rooms for campus and community use. In 2012, an \$18.5 million renovation was completed in the Memorial Union's 90th year.

THE MORSE RESIDENTIAL AREA is a coeducational residential facility overlooking Lake Wooster. The first unit is named for a former dean of women, Abigail Morse. Four additions to the original building accommodate 720 students, the Department of Residential Life and other student service administrative offices.

Take a step back in time with a visit to the **ONE ROOM RURAL SCHOOL**, which is located on the northwest corner of the ESU campus near 18th Avenue and Merchant Street. This classic, cut-stone one-room rural school house is typical of those that filled Kansas at the turn of the century. Donated by Mr. and Mrs. Harvey Kruse in 1966, the 93-year-old building was moved from a site that is now Marion Reservoir in Marion County. The refurbished bell was donated by the Wichita School System. ESU was established as Kansas State Normal School, the state's first public school for training teachers. With its collection of early school furnishings, books, and equipment, the one-room school preserves part of the educational heritage of Kansas. Admission is free, however, advance arrangements are required. Dr. Bill Samuelson, professor of education, presents a program about the history of the school dressed in 19th century fashion. Please call Dr. Samuelson, 341-5773 for an appointment.

THE PHYSICAL EDUCATION BUILDING, completed in 1973, includes five instructional gymnasiums, six handball courts, an Olympic-size pool, an adaptive pool, and specialized rooms for combative activities. Also included are areas for dancing, physical therapy, weight conditioning, human performance study, and adaptive physical activity, as well as classrooms and offices.

THE PRESIDENT'S RESIDENCE is located east of the main campus, overlooking the Neosho River valley. In addition to serving as a home for the president's family, the residence includes a living-dining area for entertaining official guests.

PRESTON B. PLUMB MEMORIAL HALL is an administration and classroom building. Located in the heart of the campus, the building was named for Preston B. Plumb, who was one of Emporia's founders and a United States Senator from Kansas. Extensive renovation was completed in 1993.

ROOSEVELT HALL was originally constructed as a laboratory high school, Roosevelt High School. The College of Liberal Arts and Sciences inhabited the building in 1970 when Roosevelt's 90 students were slowly phased into the Emporia school system. The building was renamed Roosevelt Hall in 1996 in memory of Roosevelt High School and its alumni, who inhabited the building from 1953-70. The building has been converted for general classroom use and the offices for the Department of Modern Languages and Literatures, and the Department of Communication and Theatre. In 2002, the former gymnasium was renovated into two spaces: The Ronald Q. Frederickson Theatre, an intimate black box theatre with flexible seating configuration that seats around 120, and the Inez Friesen Rehearsal Studio, used for theatre rehearsals and performance classes.

THE SAUDER ALUMNI CENTER was constructed in 1991 as a tribute to the more than 47,000 Emporia State University alumni. The building was funded completely by private donations, including a major gift to name the building from Earl Sauder, an Emporia businessman, to honor his wife. The Sauder Alumni Center houses the University Advancement offices, including the ESU Foundation and the Alumni Association. It also is the location for major alumni functions and reunions on campus. The Sauder Alumni Center is located at 1500 Highland Street.

THE SCIENCE HALL COMPLEX includes S. Winston Cram Hall, built in 1959, and John W. Breukelman Hall, which was completed in 1968. These facilities were named for retired department chairs. The Department of Biological Sciences, Department of Mathematics and Computer Science, and Departments of Physical Sciences also are located in this complex. The Schmidt Natural History Museum is housed in the basement area of Breukelman Hall, the Johnston Geology Museum is located on the first floor of Cram Hall, and the Peterson Planetarium is in the basement of Cram Hall.

STORMONT MAINTENANCE CENTER houses shops, an automobile servicing area, storage, and office space for the university facilities department of the university. The building was named for Riley Stormont, who served as superintendent of the Physical Plant from 1954 through 1972.

STUDENT RECREATION CENTER celebrated its grand opening in February of 2002. The new 45,000-square-foot center

features a 28,000-square-foot open recreation area with a three-lane jog/walk track around its exterior. The free weight and multipurpose exercise areas are equipped with state of the art cardiovascular, variable resistance, and free weight equipment. The cardiovascular exercise area is utilized to provide activities such as cardio kickboxing, hip-hop dance, body sculpting, and fat burning and toning. The commons area provides a social area with tables and chairs, two 70-inch big screen televisions suspended from the ceiling, and a state of the art sound system. The university also has an Olympic-sized swimming pool, racquetball courts, and locker rooms located in the nearby Physical Education Building. Outdoor facilities include softball fields, tennis courts, track, multipurpose green areas, par exercise course, King and Wilson lakes, soccer fields, flag football fields, and a rugby field.

TRUSLER SPORTS COMPLEX, located northeast of the Emporia State University campus with easy access to I-35 and Burlingame Road, is a comprehensive sports facility with three softball fields and a baseball diamond arranged in a quad configuration. In the center is a multipurpose building housing offices, concession stand, press boxes, restrooms, and storage. The baseball diamond is named in honor of former President Robert E. Glennen. The softball diamonds are named in honor of three Trusler Board Members, Joe Cannon, Tom Thomas, and Mike Turnbull. The Trusler Foundation donated more than \$700,000 toward completion of the complex. Trusler was the site of the 1996 NCAA Division II Women's Softball Championships. The Hanna Clubhouse was constructed in 2006 and houses the varsity baseball and softball locker rooms on the ground level. The upper level provides a viewing area and offices.

TOWERS RESIDENTIAL AREA was built in three stages during the period from 1959 to 1971. The first and second units are known as Singular-Trusler Hall, named in honor of a former registration officer and a former faculty member. The area provides space for 800 residents, two to a room. The newest unit is designed to be coeducational and may accommodate families during summer terms or workshops. Social, recreational, and study facilities are provided throughout. North and South Tower renovations were completed in 2007 to replace mechanical and electrical systems. Remodeling provided newly designed student rooms, lounges and common spaces, and restrooms/shower facilities.

VISSER HALL, named for former President John E. Visser, was completed in 1979 and is one of the most modern education buildings in the country. It provides classrooms, offices, and laboratories for The Teachers College and facilities for Technology and Computing Services. In 1995, the atrium was named in honor of retiring Teachers College Dean Jack Skillett. It also houses the national headquarters of the Renaissance Group, a consortium of universities known for their teacher education programs, the Great Plains Center for National Teacher Certification, the Jones Institute for Educational Excellence, which publishes research and policy recommendations on a variety of educational topics, and the National Teachers' Hall of Fame.

WELCH STADIUM, named in honor of Francis G. "Fran" Welch, long-time coach and athletic director at ESU, is located just north of Lake Wooster. Approximately 7,000 spectators can be accommodated in the stadium. The stadium has a new three-story, state-of-the-art pavilion, which includes a press facility, private suites, and indoor theatre seating. The stadium is the home of the

ESU football team, the spring commencement, the state high school football championships, and numerous other events. (Also see the Zola Witten Track.)

WILLIAM ALLEN WHITE LIBRARY, completed in 1951 and named in memory of William Allen White, noted author and editor of the Emporia Gazette, houses the main library collections and library services of the university. Also contained in the building are the offices, classrooms, and library of the School of Library and Information Management and the Mary White Room (children's library). Books, original manuscripts, and personal belongings of Mr. White are located on the ground floor, along with other special collections. The May Massee Collection, which includes manuscripts, books, and original art work illustrating creative publishing for children, is located on the third floor. An addition, completed in 1970, doubled the size of the library.

THE ZOLA WITTEN TRACK in Welch Stadium, site of the 1995 and 1999 NCAA Division II Track and Field Championships, is the result of a \$350,000 renovation project completed in the fall of 1993. The track is named in honor of the mother of former ESU professor, Dr. Gerald Witten (BSE '56, MS '58). Witten donated \$50,000 to the renovation campaign and served on the steering committee for the project. The facility is open to the public 24 hours a day (except during varsity practices, physical education classes, or meets) for recreational use, with security lighting provided between dusk and dawn. The track features an all-weather polyurethane surface, eight lanes, and is handicap-accessible. Regulations and restrictions regarding track usage are posted near the entrance on the northeast corner of the stadium.

The **COUGHLEN NATURAL AREA**, consists of 44 acres of tall-grass prairie located nine miles southwest of Emporia along the Kansas Turnpike. Undisturbed prairie, old fields in various stages of succession, a spring, a stream, and a small impoundment makes this a useful area for class field trips and for student research.

READING WOODS, acquired by the university in 1971, is the western most penetration of a segment of the eastern deciduous forest biome in Kansas; it is located about 15 miles northeast of Emporia (2 mile west and 1 2 mile north of Reading). Because of its unique plant and animal life, ecology and geology, it is kept as a preserve in a relatively undisturbed state. University use of this land is limited to class and research studies by faculty members and students through approval by the Department of Biological Sciences.

THE F.B. AND RENA G. ROSS NATURAL HISTORY RESERVATION is a 200-acre outdoor classroom-laboratory located approximately 14 miles northwest of the university campus. The area was deeded to the university in 1961 by Mr. and Mrs. Felix B. Ross of Emporia. Primary functions of the reservation are to provide an area for education and research in the sciences and to preserve, in a natural state, a segment of the tall grass prairie community. In addition to the 200 acres deeded to the state, the Ross's have made available on a lease basis, adjoining tracts totaling 840 acres. The reservation contains a variety of habitat types among which are virgin tall grass prairie, woods, old fields in various stages of succession, a prairie stream, a small lake, and a large pond. Physical facilities include two large classroom-laboratory buildings, a shelter house, small experimental ponds, a weather station, many animal enclosures, a 40-foot

observation tower, and wildlife feed patches. In addition to the classes regularly scheduled at the reservation, numerous undergraduate and graduate research projects are in progress in the area; each spring and summer hundreds of elementary and secondary students, scouts, and adult groups take guided nature tours along the reservation nature trail.

WILSON PARK, is located on land northeast of the main campus buildings. The grounds are used, according to the wishes of the donors, for recreational purposes. This 4 3/4 acre tract was donated in 1937 by Dr. Clyde Wilson and his children, in memory of Dr. Wilson's wife, Laura Kreamer Wilson.

SCHOOL OF BUSINESS

Kristie Ogilvie, Dean and Interim Chair of Faculty

Marian Riedy, Acting Associate Chair

John Rich, Director of Student Affairs and Alumni

Alisha Lyons, Graduate Coordinator

Web Address: <http://www.emporia.edu/business/>

E-Mail: bizhornet@emporia.edu

This section of the catalog includes school and departmental information, explanations of the various degrees and programs available, and descriptions of the courses offered.

COMPOSITION AND ORGANIZATION

The school is composed of one department. The department is under the direct supervision of the chair. All questions concerning any phase of department policies, procedures, or programs should be directed to the chair. The chair involves faculty and students in the planning and operation of the department. Advisory committees composed of distinguished alumni, successful business persons, and friends of the university are also utilized in the continuous improvement of procedures, equipment, and programs in the school.

FACULTY

Professor:

Kalyan Chakraborty
 Mohammad Chowdhury
 Kevin Coulson
 M. George Durler
 Dipak Ghosh
 Kevin Johnson
 John Rich
 Thomas E. Slocombe
 James Waegelein

Associate Professors:

Dean Edmiston
 Larry Falcetto
 Ronald Freeze
 Sharath Sasidharan
 Tanja Steigner
 Jun Yu

Assistant Professors:

Ahmad Abu Shanab
 Bartlomiej Hanus
 Shawn Keough
 Kamal Lamsal
 Steven Lovett
 Lakshman Mahadevan
 Jeffrey Muldoon
 Anand Pore
 Marian Riedy
 Satvir Singh
 Joyce Zhou

PROGRAMS

The School of Business offers undergraduate and graduate

programs of study which lead to the degrees outlined below. A description of these programs, along with requirements for each, can be found in the course sections of this catalog. The School's Bachelor of Science in Business, Master of Accountancy and Master of Business Administration degree programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Only students who are pursuing a Bachelor of Science in Business degree or a Bachelor of Science in Education, Business Education Teaching Field, are permitted to take more than 30 credit hours of business courses. This limitation applies to a non-business degree student even though the student is pursuing a minor in the School of Business. For more information, students should visit with their advisor.

The School of Business also offers a Bachelor of Science in Computer Science. This program is designed for students who desire a major in computer science based on a sound foundation in mathematics. It is designed to prepare the student for graduate work as well as career opportunities in industry, education, business, and government.

Baccalaureate Level Programs

Bachelor of Science in Business with majors in:

Accounting
 Business Administration
 E-Commerce (Concentration)
 Entrepreneurship (Concentration)
 Financial Services (Concentration)
 Human Resource Management (Concentration)
 International Business (Concentration)
 Marketing Communication (Concentration)
 Sales Management (Concentration)
 Information Systems
 Computer Information Systems (Track)
 Management Information Systems (Track)
 Management
 Marketing
 Bachelor of Science in Education (Secondary)
 Business Education teaching field
 Bachelor of Science Computer Science

BACHELOR OF SCIENCE IN BUSINESS

In the School of Business, theories acquired in the classroom are tested via internships, computer-based business decision simulations, case studies, seminars, and discussions with business practitioners, faculty, and students.

Student organizations and groups include: Beta Alpha Psi – a national honor society for accounting, finance, and information systems majors; Beta Gamma Sigma - a national honor society for business students at AACSB-accredited institutions; Marketing Club; Information Systems Club; MBA Club; ENACTUS; Phi Beta Lambda - a national business fraternity for all business majors; and Pi Omega Pi - a national honor society for business education majors.

Business facilities encompass all five floors of Cremer Hall. Instructional programs include the use of the latest computer equipment and software in the Richel Business Computer Laboratory and the computing classroom (CH 320).

General Requirements for the **Bachelor of Science in Business** degree are as follows:

1. A student earning a Bachelor of Science in Business degree must have a major. A major consists of approximately 60 hours of business courses. An outline for suggested sequences of courses and specific requirements may be obtained from the Business Advising Center or the office of the chair.

2. The student must complete the university's general education program (48-53 hours). Additional non-business courses must be completed to bring the total non-business component to at least 50 percent (usually 62 credit hours) of the 124 credit hours required for the degree program. These hours may include up to nine credit hours of economics and up to six credit hours of statistics or quantitative courses even though these courses may be offered through the School of Business.

3. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. The 124 semester hours must include at least 45 hours of course work numbered 300 or above.

4. The student must complete **from Emporia State University** at least 50 percent of the business credit hours required for the degree. At least 15 of these credit hours must be in the student's major.

5. The student must meet the admission requirements and be admitted to the School of Business. (See School of Business admission requirements in the School of Business section.)

6. For students entering any college for the first time as a full-time student in the Fall of 2008 and thereafter, a minimum 2.35 cumulative grade-point average is required.

7. For students admitted to the School of Business in the fall of 2008 and thereafter, a minimum cumulative grade-point average of 2.35 is required in the business core curriculum.

8. The student must achieve at least a minimum score of 135 out of 200 on the Major Field Test in Business.

9. The student must meet competency requirements in reading, writing, and mathematics. (See competency examination requirements in the undergraduate degrees section).

Admission to the School of Business

Admission to the School of Business is required before enrolling in courses numbered 300 or above in the Bachelor of Science in Business disciplines (AC, BC, BU, FI, IS, MG, and MK) for students pursuing a Bachelor of Science in Business or a Bachelor of Science in Education, Business Education Teaching Field. If a student is placed on academic probation or in required withdrawal status, the student's admission to the School of Business will be rescinded.

Admission Requirements:

1. Cumulative grade-point average of 2.35, effective for students entering ESU, another four-year institution, or a community college for the first time as a full-time student in the Fall of 2008 and thereafter.

2. Completion of 51 hours.

3. Completion of the following courses:

AC	223	Financial Accounting
BC	103	Principles of Economics I
EG	101	Composition I
EG	102	Composition II
IS	113	Intro to Microcomputer Applications
MA	110	College Algebra

4. It is strongly recommended that the following courses be completed prior to admission to the School of Business.

BC	104	Principles of Economics II
IS	213	Management Information Systems

SP 101 Public Speaking

If these courses are not completed prior to admission, the student must enroll in these courses the first semester after admission and every semester thereafter (including summer semesters) until these courses are successfully completed.

5. Prior to being admitted to the School of Business, each student will be encouraged and assisted in developing comprehensive knowledge of University and School of Business curriculum and degree requirements.

Minors in the School of Business

A student may complete a minor in accounting, information systems, management, marketing, entrepreneurship, integrated marketing communications or general business. The general business minor is available for non-business majors only. A minor must include a minimum of 9 credit hours in upper-level courses from Emporia State in the minor area.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a Business teaching field are restricted to no more than 30 hours of business courses. This limitation applies to a non-business degree student even though the student is pursuing a minor in the School of Business. For more information, students should visit with an academic advisor in the Business Advising Center (CH 301), or by calling 620/341-5523.

ESU – Kansas City & Online

The School of Business offers majors in accounting and business administration in the Bachelor of Science in Business degree program at the ESU – KC facility in Overland Park, KS (a suburban area of Kansas City). Students may complete all required junior and senior business courses without coming to Emporia. These students must meet all Emporia State requirements. ESU – KC students have access to placement services, advising, financial aid, and other university services.

The School of Business also offers the Master of Accountancy program at the ESU – KC facility as a combination of online and face-to-face courses. This program has been designed so that students can complete the program in 1 year.

A fully online Masters in Business Administration program is also available. The online MBA program follows the guidelines already established in our standard MBA program. Additional information is available in the Master Level Programs section.

Business Core

The common business core curriculum includes 12 courses (36 credit hours) and is required for all majors in the Bachelor of Science in Business degree. The business core curriculum is as follows:

Business Core Requirements (36 hours):

AC	223	Financial Accounting	3 hours
AC	233	Managerial Accounting I	3 hours
BC	104	Principles of Economics II	3 hours
BE	301 *	Business Communication	3 hours
BU	255	Business Statistics	3 hours
BU	353 *	Legal Environment of Business	3 hours
FI	301 *	Financial Management	3 hours
IS	213	Mgmt Information Systems Concepts	3 hours
MG	301 *	Principles of Management	3 hours
MG	423 *	Operations Management	3 hours
MG	473 *	Business Policy**	3 hours

MK 301 * Principles of Marketing 3 hours

*Courses require a minimum of a “C” grade to fulfill BSB and major/minor program requirements.

**Concurrent enrollment required in BU 099-Major Field Test in Business (No Credit)

Courses Offered by the School of Business:

Prerequisite courses must be completed prior to enrollment in all business courses. Students other than those meeting the school's admission requirements, must have achieved junior status (60 credit hours) prior to enrolling in classes numbered 300 and above in the School of Business.

Double Counting of Hours

Business majors may count no more than six (6) hours of non-core, upper-level business courses on two different majors. Business majors may count no more than three (3) hours of non-core, upper-level business courses on a minor/concentration which is in addition to a major. Double counting of a course is allowed on either a second major or a minor/concentration but not both.

Transfer Students

Each student who receives a Bachelor of Science in Business degree must complete from Emporia State University at least 50 percent of the business credit hours required for the degree. At least 15 of these credit hours must be in the student's major.

Any transfer student receiving a minor in the school must include a minimum of 9 credit hours of upper-level courses in the minor area from Emporia State.

The following general policy applies to the acceptance of credits earned at accredited community colleges toward majors and minors offered by the school.

Students entering a community college and subsequently transferring into the School of Business will be allowed to transfer the equivalent of the following courses toward a School of Business major or minor:

AC 223	Financial Accounting	3 hours
AC 233	Managerial Accounting I	3 hours
BU 255	Business Statistics	3 hours
BC 103	Principles of Economics I	3 hours
BC 104	Principles of Economics II	3 hours
IS 113	Intro to Microcomputer Applications	3 hours
IS 213	Mgmt Information Systems Concepts	3 hours
MA 110	College Algebra	3 hours
SP 101	Public Speaking	3 hours

Other Courses Numbered 100-299 at ESU

Courses from community colleges similar to other business courses numbered from 100-299 at ESU may be accepted as equivalent courses, pending a review of course information from the community college.

Courses Numbered 300-399 at ESU

Up to 6 credit hours of business courses from community colleges similar to courses numbered from 300-399 at ESU **may** be accepted as equivalent to ESU business courses, upon successful completion of a validating procedure. Validation can be accomplished by earning a passing score on an examination prepared and graded by ESU faculty from the appropriate subject

matter. Upon validation, appropriate documentation will be placed in the student's advisement folder with a copy to remain in the department office. Degree Analysis will be notified that the validated course is to be accepted as equivalent to an ESU course. If validation of these courses is not achieved, the courses will be acceptable for elective credit at ESU.

Courses Numbered 400 and above at ESU

Courses numbered 400 and above in ESU's School of Business are senior and graduate-level courses and are not equated to community college courses.

Concurrent Enrollment – Transient Students

Students actively enrolled at ESU are discouraged from taking courses concurrently at other institutions. Any ESU student desiring to take business courses as a “transient student” from another college or university must have the course approved in **advance** on an officially signed “Prior Approval Form”. Students will not be allowed to enroll in overloads through schedules at more than one institution without the normal overload approval process being completed. Courses taken as a transient student not approved in advance will be accepted only as elective credit.

BACHELOR OF SCIENCE IN EDUCATION

Business Teaching Field

See detailed information about this program in the Bachelor of Science in Education section.

BACHELOR OF SCIENCE COMPUTER SCIENCE

This program is designed for students who desire a major in computer science based on a sound foundation in mathematics. It is designed to prepare the student for graduate work as well as career opportunities in industry, education, business, and government. See detailed information about this program in the Bachelor of Science Computer Science section.

See the general education requirements in the General Education section of this catalog.

MASTER LEVEL PROGRAMS

Master of Accountancy

The Master of Accountancy program is offered to prepare students for the 150 hour requirement to sit for the CPA exam in Kansas as well as other states. The program is designed for careers in professional accounting in the areas of government, management, and public accounting. Classes are offered on the ESU campus, fully online and at the Emporia State University Campus – Kansas City. For more information about the Master of Accountancy, see www.emporia.edu/business/programs/masters-in-accounting/.

Master of Business Administration

The Master of Business Administration (MBA) degree provides advanced education in business administration to those seeking advancement to middle and upper managerial and executive positions. For students who have an undergraduate background in business, the degree usually involves 36 graduate hours. Concentrations in accounting, enterprise resource planning (ERP), and information systems are available as options for MBA students. The accounting concentration within the MBA is available to assist

accounting majors in meeting the 150-credit-hour CPA examination requirement and the MBA requirements at the same time. The enterprise resource planning concentration provides knowledge of ERP methodology and implementation, giving students hands-on access to the SAP enterprise application software. The information systems concentration prepares graduates for positions with significant information system knowledge. The School has been authorized to offer the MBA and the concentrations on the ESU campus, at ESU – KC and online. See www.emporia.edu/business/programs/mba for more information about the MBA.

Master of Science in Business Education

The Master of Science in Business Education program is offered for business and computer teachers who desire advanced educational preparation to enhance their professional competencies, and for professional business people, such as those who administer corporate training initiatives. Depending on the amount of undergraduate work in business or business education, the degree requires 35 hours of graduate work. The major provides both thesis and non-thesis plans. The entire three-year, part-time program is offered through distance education/directed study venues. The Master of Science in Business Education degree is accredited by North Central Association of Teacher Education. See www.emporia.edu/business/programs/msbusedu for more information about the Master of Science in Business Education degree.

INTERNSHIP PROGRAMS

An internship involves the student in a business position for one or more academic terms. The work is directly related to the student's major course of study. The student intern may receive a salary from the employing firm or organization and academic credit. The internship provides an opportunity to apply the theory, practice, and strategies acquired in course work and to gain first-hand knowledge of business practices.

CONSULTING SERVICES

The school will make every effort to provide personnel for workshops, institutes, conferences and other consulting services to educational, business, industry, community and social organizations in our region of Kansas. Requests for such services may be made to the department chair or to the dean of the School of Business.

OUTREACH ACTIVITIES

The School of Business houses a number of centers that provide outreach services to the public. These centers are:

Center for Business and Economic Development

The Center for Business and Economic Development provides research, technical assistance, and workforce development services using faculty, staff, and community resources to support and develop entrepreneurship, family businesses, and small- and medium-sized business (SMEs) as well as other organizations in the extended community of the University. The Center also coordinates activities related to government grants, foundations, and other philanthropic entities and activities. See the Center website: <http://www.emporia.edu/business/ibed/center/>.

Small Business Development Center

The Small Business Development Center (SBDC) offers free, confidential consulting services to existing and potential small business owners. The SBDC also sponsors low-cost training programs, maintains a resource library, and provides referrals to other small business service providers.

Kansas Business Hall of Fame

The Kansas Business Hall of Fame recognizes Kansans who have distinguished themselves through significant accomplishments in business, leadership roles, philanthropy, and contributions to society. New inductees are announced each year at the Kansas Annual Awards Banquet. The Hall of Fame is located in Cremer Hall 205 on the ESU campus. Also, visit the KBHF Web site at <http://www.emporia.edu/business/community/kbhf/>

SCHOLARSHIPS

Many individuals, businesses and organizations have provided endowed scholarship funds for School of Business students.

BACHELOR OF SCIENCE IN BUSINESS

This section outlines each of the majors offered for the Bachelor of Science in Business along with the available minors and concentrations. Each major requires 24 hours of coursework for that major. Required courses and available electives are available in the appropriate major section.

Degree Pattern for All Majors:

General Education	48 hours
Business Core Requirements	36 hours
Major Requirements	24 hours
Electives	<u>16 hours</u>
	124 hours

A minimum of 62 hours of the 124 hours needed for graduation must be in non-business courses. For this computation, up to 9 hours of economics and 6 hours of statistics are considered to be non-business.

ACCOUNTING

The accounting program is designed to prepare students for careers in public, private or governmental accounting. An accounting internship program is an optional experience available to majors as well.

<http://www.emporia.edu/business/programs/accounting/>

Accounting Courses Required (24 hours):

AC	302	Prof Dev & Ldrshp for Acctng Majors	2 hours
AC	304	Intermediate Accounting I	4 hours
AC	313	Intermediate Accounting II	3 hours
AC	333	Cost Accounting	3 hours
AC	353	Accounting Information Systems	3 hours
AC	413	Auditing	3 hours
AC	423	Federal Income Tax Accounting I	3 hours

At least one 500 level Accounting Course **3 hours**

Electives (9-16 hours):

Once enrolled at Emporia State University, any accounting courses transferred in to fulfill accounting major requirements must be from an AACSB-accredited institution and be approved in advance by the department chair.

BUSINESS ADMINISTRATION

The business administration program provides the student with a broad preparation in business including accounting, business law, e-commerce, economics, entrepreneurship, finance, information systems, international business, management, marketing, marketing communications, quantitative methods and sales management. This major produces a business generalist with the flexibility to qualify for entry-level employment in corporations, small businesses, non-profit institutions, and government.

<http://www.emporia.edu/business/programs/busadmin/major.html>

Business Administration Related Electives (24 hours):

For the Business Administration major, the student, with the active advice and consent of an advisor, selects a tentative list of courses to meet the 24-credit-hour requirement to create a coherent academic program. With advisor approval, the student must select two courses (300 and above) from four of the eight disciplines AC, BC, BE, BU, FI, IS, MG, MK.

In addition, students can meet this requirement by selecting two of the seven concentrations outlined in the Concentrations section.

Elective Courses (9-16 hours)

INFORMATION SYSTEMS

The information systems major is designed to prepare students for careers in business and industry where utilization of information systems is a major function. This program has a solid foundation in the business curriculum and emphasizes computer systems and programming. www.emporia.edu/business/programs/is/

Students have the option of choosing the Computer Information Systems (CIS) Track or the Management Information Systems (MIS) Track for the Information Systems Major.

CIS Track (24 hours)

A. Required Courses (21 hours):

IS	283	COBOL Programming	3 hours
IS	333	Business Computer Systems Analysis	3 hours
IS	343	Web-Based Business Applications	3 hours
IS	393	Advanced Web-Based Applications	3 hours
IS	413	Data Base Concepts	3 hours
IS	473	Telecommunications and Networking Applications	3 hours
IS	493	Information Systems Design & Project Management	3 hours

B. Select 3 hours from the following:

IS	253	Visual Basic Programming	3 hours
IS	373	Principles of Electronic Commerce	3 hours
IS	463	Enterprise Systems	3 hours
IS	490	Independent Study in Info Systems	3 hours
IS	500	Internship in CIS	3 hours
IS	505	Special Topics	3 hours
IS	453	Business Intelligence	3 hours

MIS Track (24 hours)

A. Required Courses (21 hours):

IS	253	Visual Basic Programming	3 hours
IS	333	Business Computer Systems Analysis	3 hours
IS	373	Principles of Electronic Commerce	3 hours
IS	413	Data Base Concepts	3 hours
IS	463	Enterprise Systems	3 hours
IS	473	Telecommunications & Networking Applications	3 hours

IS	493	Information Systems Design & Project Management	3 hours

B. Select 3 hours from the following:

IS	283	COBOL Programming	3 hours
IS	343	Web-Based Business Applications	3 hours
IS	490	Independent Study in Info Systems	3 hours
IS	500	Internship in CIS	3 hours
IS	505	Special Topics	3 hours
IS	453	Business Intelligence	3 hours

Electives (9-16 hours):

At least 3 of the 16 elective hours must be upper level (courses numbered 300 or above.) If IS 253 or IS 283 is taken as an IS elective from Section B, at least 6 of these elective hours must be upper level (courses numbered 300 or above).

MANAGEMENT

The management program draws knowledge from the areas of general business, information systems and economics. Students are exposed to the foundations of supervision, personnel and human resource management, operations, organizational behavior, small business management and international issues. Students qualify for entry-level positions in general management, human resource management and various other fields, in both profit and non-profit organizations and government agencies.

Management Major Requirements (24 hours):*

MG 433*	International Management	3 hours
MG 443*	Organizational Behavior	3 hours
MG 444*	Human Resource Management	3 hours

Other Business Courses:

Select a minimum of 15 hours from the following:

BE 540*	Electronic Communications	3 hours
BU 573*	Law of Commerce	3 hours
BU 540*	Business & Society	3 hours
FI 303*	Personal Financial Planning	3 hours
FI 313*	Personal Investing	3 hours
IS 453*	Business Intelligence	3 hours
MG 305*	Special Topics in Management	3 hours
MG 343*	Supervisory Management	3 hours
MG 370*	Small Business Management	3 hours
MG 505*	Special Topics in Management	3 hours
MG 553*	Entrepreneurial Management	3 hours
MK 451*	Consumer Behavior	3 hours
MK 462*	Promotional Management	3 hours
MK 521*	Services Marketing	3 hours
	Other Management Related Courses	3 hours

Electives (9-16 hours)

*All management major program courses must be completed with a minimum of a "C" grade to fulfill management major program requirements.

MARKETING

The marketing major combines a business foundation with specific preparation for a career in marketing. With their selection of electives, students can prepare themselves for an entry-level position in such areas as advertising, marketing research, physical distribution, merchandising, international marketing, marketing management, and sales.

Marketing Major Requirements (24 hours):

MK 451*	Consumer Behavior	3 hours
MK 453*	Marketing Research	3 hours
MK 464*	Marketing Management	3 hours

Other Business Courses:**Select a minimum of 15 hours from the following:**

MK 420*	Distribution Management	3 hours
MK 430*	Retail Management	3 hours
MK 433*	International Marketing	3 hours
MK 455*	Personal Selling	3 hours
MK 460*	Sales Management	3 hours
MK 462*	Promotional Management	3 hours
MK 521*	Services Marketing	3 hours
MK 530*	Electronic Marketing	3 hours
BC 305*	Intermediate Microeconomics	3 hours
BC 550*	International Economics	3 hours
BE 303*	Multi-Media Applications	3 hours
FI 303*	Personal Financial Planning	3 hours
IS 373*	Principles of Electronic Commerce	3 hours
MG 370*	Small Business Management	3 hours
Other related business or non-business courses*		3 hours

Electives (9-16 hours)

*All marketing major program courses must be completed with a minimum of "C" grade to fulfill marketing program requirements.

ACCOUNTING MINOR

The accounting minor is awarded to students majoring in some area other than accounting who complete the 16 hours required.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a teaching field in Business Education are restricted to no more than 30 hours of business courses. This limitation applies to a non-business degree student even though the student is pursuing a minor in the School of Business. For more information, students should visit with their advisor.

Required Courses:

AC 223	Financial Accounting	3 hours
AC 233	Managerial Accounting I	3 hours
AC 304	Intermediate Accounting I	4 hours
AC 333	Cost Accounting	3 hours

At least one of the following courses:

AC 313	Intermediate Accounting II	3 hours
AC 353	Accounting Information Systems	3 hours
AC 423	Federal Income Tax Accounting I	3 hours

Note: Any transfer student receiving this minor must have at least 9 credit hours of upper-level accounting courses at ESU.

BUSINESS MINOR

A general minor in business is available to all students with a major outside the School of Business. Students may elect a business minor to complement their major field of study and increase employment opportunities. This minor consists of a minimum of 18 credit hours of which at least one-half must be in upper-level courses and be completed at Emporia State University.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a teaching field in Business are restricted to no more than 30 hours of business courses. This limitation applies to a non-business degree student even though the student is pursuing a minor in the School of

Business. For more information, students should contact the School of Business Advising Center, 301 Cremer Hall, or by calling (620)341-5523.

Required Courses (12 hours):

AC 223*	Financial Accounting	3 hours
BU 353*	Legal Environment of Business	3 hours
MG 301*	Principles of Management	3 hours
MK 301*	Principles of Marketing	3 hours

Electives (6 hours): Students should choose 6 hours of Business electives from the following business courses in consultation with an advisor in the Business Advising Center (Cremer Hall 301)

AC 233*	Managerial Accounting I	3 hours
BE 301*	Business Communications	3 hours
BU 255*	Business Statistics	3 hours
IS 113*	Intro to Microcomputer Applications	3 hours
IS 213*	Management Information Systems	3 hours
FI 301*	Financial Management	3 hours
MG 423*	Operations Management	3 hours

*Requires a minimum grade of a "C".

ENTREPRENEURSHIP MINOR

The entrepreneurship minor will provide students who wish to start and own their own business enterprise the opportunity to be educated and is open to all students on campus. Therefore, it will provide business and entrepreneurship education to both business students and non-business students.

Required Courses (12 hours):

MG 301*	Principles of Management	3 hours
MK 301*	Principles of Marketing	3 hours
MG 370*	Small Business Management	3 hours
MG 553*	Entrepreneurial Management	3 hours

Select 2 courses from the following (6 hours)

AC 223*	Financial Accounting	3 hours
AC 333*	Cost Accounting	3 hours
AC 423*	Federal Income Tax Accounting I	3 hours
BU 353*	Legal Environment of Business	3 hours
BU 530*	Business, Law, and Sustainability	3 hours
BU 540*	Business & Society	3 hours
IS 343*	Web-based Business Applications	3 hours
IS 373*	Principles of Electronic Commerce	3 hours
FI 301*	Principles of Finance	3 hours
MG 443*	Organizational Behavior	3 hours
MK 451*	Consumer Behavior	3 hours
MK 455*	Personal Selling	3 hours
MK 462*	Promotional Management	3 hours
MK 505*	Special Topics in Marketing	3 hours
MK 521*	Services Marketing	3 hours
MK 530*	Electronic Marketing	3 hours

*Requires a minimum grade of a "C".

INFORMATION SYSTEMS MINOR

The information systems (IS) minor is awarded to students majoring in some area other than IS who complete the 15 hours required.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a teaching field in Business Education are restricted to no more than 30 hours of business courses. This limitation applies to a

non-business degree student, even though the student is pursuing a minor in the School of Business. For more information, students should visit with their advisor.

Required Courses:

IS 113	Intro to Microcomputer Applications	3 hours
IS 213	Mgmt Information Systems Concepts	3 hours
IS 333	Business Computer Systems Analysis	3 hours

Select 6 hours from the following:

IS 343	Web-Based Business Applications	3 hours
IS 373	Principles of Electronic Commerce	3 hours
IS 393	Advanced Web-Based Applications	3 hours
IS 413	Data Base Concepts	3 hours
IS 463	Enterprise Systems	3 hours
IS 473	Telecom and Networking Applications	3 hours
IS 453	Business Intelligence	3 hours

Note: Any transfer student receiving this minor must have at least 9 credit hours of upper-level IS courses at ESU.

INTEGRATED MARKETING COMMUNICATION MINOR

The integrated marketing communication minor is awarded to students majoring in some area other than marketing who complete the 18 hours required.

Required Courses (9 hours):

BE 303*	Multimedia Applications for Business	3 hours
MK 301*	Principles of Marketing	3 hours
MK 462*	Promotional Management	3 hours

Select 3 courses from the following:

SP 305*	Principles of PR	3 hours
SP 405*	Case & Campaign	3 hours
SP 355	PR Writing	3 hours
(Substitutions of the above communication courses are possible)		
AR 102*	2-Dimensional Design	3 hours
AR 240*	Graphic Design Processes	3 hours
AR 340*	Graphic Design Systems	3 hours

*Requires a minimum grade of a "C".

MANAGEMENT MINOR

The management minor is awarded to students majoring in some area other than management who complete the 15 hours required.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a teaching field in Business Education are restricted to no more than 30 hours of business courses. This limitation applies to a non-business degree student even though the student is pursuing a minor in the School of Business. For more information, students should contact the School of Business Advising Center, 301 Cremer Hall, or by calling (620) 341-5523.

Required Courses (15 hours):

MG 301*	Principles of Management	3 hours
MG 433*	International Management	3 hours
MG 443*	Organizational Behavior	3 hours
MG 444*	Human Resource Management	<u>3 hours</u>
		12 hours

Select one MG course from the following (3 hours):

MG 343*	Supervisory Management	3 hours

MG 370*	Small Business Management	3 hours
MG 505*	Special Topics in Management	3 hours
MG 553*	Entrepreneurial Management	3 hours

*Requires a minimum grade of a "C".

MARKETING MINOR

The marketing minor is awarded to students majoring in some area other than marketing who complete the 15 hours required.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a teaching field in Business Education are restricted to no more than 30 hours of business courses. This limitation applies to a non-business degree student, even though the student is pursuing a minor in the School of Business. For more information, students should contact the School of Business Advising Center, 301 Cremer Hall, or by calling (620) 341-5523.

Required Courses (15 hours):

MK 301*	Principles of Marketing	3 hours
MK 451*	Consumer Behavior	3 hours

Select 3 courses from the following:

MK 420*	Distribution Management	3 hours
MK 430*	Retail Management	3 hours
MK 433*	International Marketing	3 hours
MK 453*	Marketing Research	3 hours
MK 455*	Personal Selling	3 hours
MK 460*	Sales Management	3 hours
MK 462*	Promotional Management	3 hours
MK 464*	Marketing Management	3 hours
MK 505*	Special Topics in Marketing	3 hours
MK 521*	Services Marketing	3 hours
MK 530*	Electronic Marketing	3 hours
BE 303*	Multi-Media Applications	3 hours

*Requires a minimum grade of a "C".

CONCENTRATIONS

Seven different concentrations are offered with respect to the Business Administration major. Each of the concentrations requires 12 hours, and it is possible to have two concentrations. All of the concentrations require that a minimum of 62 hours of the 124 required for graduation must be non-business courses. In addition, an asterisks (*) indicates that a Courses require a minimum of a "C" grade to fulfill BSB and major/minor program requirements.

NOTE: Should a specific concentration, or combination of two concentrations, be selected which require one or more non-business course(s) (PY432, PY440, SP305, SP332), or which contain duplicate courses, students will need to elect 3-9 hours of additional business courses to fulfill BSB program requirements for graduation.

All concentrations require 9-16 hours of electives with the exception of the International Business Concentration.

E-Commerce Concentration

E-Commerce Concentration Requirement (24 hours):

Required Courses (12 hours):

IS 343 *	Web-Based Business Applications	3 hours
IS 373 *	Principles of Electronic Commerce	3 hours
MK 530 *	Electronic Marketing	3 hours

Also, choose one of the following:

IS 333 * Business Computer Systems Analysis	
IS 453 * Business Intelligence	<u>3 hours</u>
	12 hours

*Requires a minimum grade of a "C".

Complementary courses from other disciplines (12 hours):

Select one additional course numbered 300 or above from four of the following prefixes (AC *, BC *, BU *, IS *, MG * & MK *), or select one additional 12 hour business administration concentration (Entrepreneurship, Financial Services, Human Resources, International Business, Marketing Communication or Sales Management) for a total of 24 hours.

Entrepreneurship Concentration

Entrepreneurship Concentration Requirement (24 hours):

Required Courses (12 hours):

BU 540 * Business and Society	3 hours
MG 370 * Small Business Management	3 hours
MG 553 * Entrepreneurial Management	3 hours
MK 530 * Electronic Marketing	<u>3 hours</u>
	12 hours

*Requires a minimum grade of a "C".

Complementary courses from other disciplines (12 hours):

Select one additional course numbered 300 or above from four of the following prefixes (AC *, BC *, BU *, IS *, MG * & MK *), or select one additional 12 hour business administration concentration (E-Commerce, Financial Services, Human Resources, International Business, Marketing Communication or Sales Management) for a total of 24 hours.

Financial Services Concentration

The financial services concentration is available within the business administration major. This concentration is designed to provide students with the opportunity to have some breadth in business but concentrating on financial services.

Financial Services Concentration Requirement (24 hours):

Required Finance Courses (12 hours):

Four Finance courses (300 or above) will be chosen which must include:

FI 448 * Financial Institutions	3 hours
FI 449 * Investment Analysis	3 hours
FI ____ *	3 hours
FI ____ *	<u>3 hours</u>
	12 hours

*Requires a minimum grade of a "C".

Complementary courses from other disciplines (12 hours):

Select one additional course numbered 300 or from four of the following six disciplines (AC *, BC *, BU *, IS *, MG * & MK *) or select one additional 12 hour Business Concentration: (E-Commerce, Entrepreneurship, Human Resources, International Business, Marketing Communication or Sales Management) for a total of 24 hours.

Human Resource Management Concentration

Human Resource Management Concentration Requirement (24 hours):

Required Courses (12 hours):

BE 583 * Training, Development, and IT Teaching Methods	3 hours

MG 444 * Human Resource Management	3 hours
PY 440 * Psychological Testing	3 hours
PY 432 * Introduction to I-O Psychology	<u>3 hours</u>
	12 hours

*Requires a minimum grade of a "C".

Complementary courses from other disciplines (12 hours):

Select one additional course numbered 300 or above from four of the following prefixes (AC *, BC *, BU *, IS *, MG * & MK *), or select one additional 12 hour business administration concentration (E-Commerce, Entrepreneurship, Financial Services, , International Business, Marketing Communication or Sales Management) for a total of 24 hours.

International Business Concentration

The international business concentration is available within the business administration major. This concentration is designed to provide a background in global business.

International Business Concentration Requirement (24 hours):

Required Courses (12 hours):

BU 550 * Legal Environment of Int'l Business	3 hours
FI 433 * International Finance	3 hours
MG 433 * International Management	3 hours
MK 433 * International Marketing	<u>3 hours</u>
	12 hours

*Requires a minimum grade of a "C".

Complementary courses from other disciplines (12 hours):

Select one additional course numbered 300 or above from each of the following disciplines (BU *, FI *, MG *, & MK *) or select one additional 12 hour Business Concentration: (E-Commerce, Entrepreneurship, Financial Services, Human Resources, Marketing Communication or Sales Management) for a total of 24 hours.

Two semesters of foreign language (10 hours):

(If 5 hours are used to meet the General Education Multicultural Perspective requirement, 5 hours would be added to electives)

Select ONE course from the following (3 hours):

HI 300 Topics in World History	3 hours
PO 425 Politics of the Developing Areas	3 hours
PO 427 Government & Politics of Latin America	3 hours
SP 350 Intercultural Communications	<u>3 hours</u>
	12 hours

Electives (0-3 hours)

Marketing Communications Concentration

Marketing Communications Concentration Requirement (24 hours):

Required Courses (12 hours):

BE 303 * Multimedia Applications for Business	3 hours
MK 455 * Personal Selling	3 hours
MK 462 * Promotional Management	3 hours
SP 305 * Principles of PR	<u>3 hours</u>
	12 hours

*Requires a minimum grade of a "C".

Complementary courses from other disciplines (12 hours):

Select one additional course numbered 300 or above from four of the following prefixes (AC *, BC *, BU *, IS *, MG * & MK *), or

select one additional 12 hour business administration concentration (E-Commerce, Entrepreneurship, Financial Services, Human Resources, International Business or Sales Management) for a total of 24 hours.

Sales Management Concentration

Sales Management Concentration Requirement (24 hours):

Required Courses (12 hours):

MK 451 *	Consumer Behavior	3 hours
MK 455 *	Personal Selling	3 hours
MK 460 *	Sales Management	3 hours
SP 332 *	Theories of Persuasion	<u>3 hours</u>
		12 hours

*Requires a minimum grade of a "C".

Complementary courses from other disciplines (12 hours):

Select one additional course numbered 300 or above from four of the following prefixes (AC *, BC *, BU *, IS *, MG * & MK *), or select one additional 12 hour business administration concentration (E-Commerce, Entrepreneurship, Financial Services, Human Resources, International Business or Marketing Communication) for a total of 24 hours.

BACHELOR OF SCIENCE COMPUTER SCIENCE

This program is designed for students who desire a major in computer science based on a sound foundation in mathematics. It is designed to prepare the student for graduate work as well as career opportunities in industry, education, business, and government.

See the general education requirements in the General Education section of this catalog.

Required Courses (46 hours):

CS 220	Introduction to Computer Science	3 hours
CS 260	Programming & Problem Solving	3 hours
CS 340	Algorithms & Data Structures I	3 hours
CS 542	Discrete Structures	3 hours
CS 555	Principles of Computer Organization	3 hours
CS 557	Operating Systems	3 hours
CS 561	System Programming	3 hours
IS 333	System Analysis & Design	3 hours
IS 413	Database Concepts	3 hours
MA 161	Calculus I	5 hours
MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
MA 322	Introduction to Linear Algebra	3 hours
MA 380	Probability and Statistics	3 hours

*A student not sufficiently prepared for MA 161 may be required to take MA 110 first.

Required Courses (select 6 hours):

CS 355	Unix	3 hours
CS 501	Advanced Computer Programming	3 hours
CS 552	Principles of Software Engineering	3 hours
CS 570	Theory of Computation	3 hours
IS 473	Telecommunications and Networking	3 hours
PH 550	Digital Electronics	3 hours
PH 551	Digital Electronics Lab	2 hours

Electives (18 hours):

Any computer science course listed above that has not been applied toward the 6 hour requirement may be taken as an elective. In addition, the following courses may be taken for elective credit.

CS 315	Java Programming	3 hours
CS 320	Computer Networks & Internets	3 hours
CS 325	HTML Programming	3 hours
CS 345	Algorithms & Data Structures II	3 hours
CS 350	Programming Languages	3 hours
CS 386	Internship in CS	3 hours
CS 410	Seminar in Computer Science	3 hours
CS 480	Independent Study Computer Science	3 hours
CS 523	Artificial Intelligence	3 hours
CS 775	Compiler Design	3 hours
CS 780	File Structures	3 hours
IS 283	COBOL Programming	3 hours
IS 343	Web Applications	3 hours
IS 393	Advanced Web Applications	3 hours
MA 263	Calculus III	3 hours
MA 335	Differential Equations I	3 hours
MA 425	Abstract Algebra	3 hours
MA 532	Mathematical Statistics I	3 hours
MA 727	Groups, Rings, and Fields	3 hours
MA 728	Vector Spaces	3 hours
MA 733	Mathematical Statistics II	3 hours
MA 734	Complex Variables	3 hours
MA 735	Advanced Calculus I	3 hours
MA 736	Advanced Calculus II	3 hours
MA 740	Number Theory	3 hours
MA 760	Numerical Analysis	3 hours
MA 762	Optimization Techniques	3 hours
MA 763	Simulation Techniques	3 hours
MA 764	Regression Analysis	3 hours
MA 765	Numerical Linear Algebra	3 hours

COMPUTER SCIENCE MINOR

A minor in computer science consists of 21 semester hours. Fifteen of these hours are specified, and the remaining 6 hours are selected from an approved list of computer science electives.

Required Courses (21 hours):

CS 115	Elements of Computer Science	3 hours
OR		
CS 220	Introduction to Computer Science	3 hours
CS 260	Programming & Problem Solving	3 hours
CS 340	Algorithms & Data Structures I	3 hours
CS 345	Algorithms & Data Structures II	3 hours
CS 561	System Programming	3 hours
	Computer science electives	6 hours

BACHELOR OF SCIENCE IN EDUCATION BUSINESS TEACHING FIELD

This program is designed to prepare business and computer teachers. The following areas of concentration are available for students interested in business and computer teaching careers at the junior-high, middle school, secondary, or post-secondary levels:

Business Teaching Field

The business teaching field is designed to promote specialization in teaching business and computer subjects on the junior high and secondary levels. Students are prepared to teach accounting, office procedures, computer studies, keyboarding, desktop publishing, entrepreneurship, business law, and general business.

Degree Pattern for Business Education Majors:

General Education requirements	52/56 hours
Business Courses	30 hours
Professional Education	36/38 hours
Electives	<u>0/6 hours</u>
	124 hours

*IS113 Introduction to Microcomputer Applications (3 hours) and BU241 Personal Finance (3 hours) are required General Education courses for Business Education majors.

Business Education Core Requirements (15 hours):

AC 223	Financial Accounting	3 hours
BE 301	Business Communication	3 hours
BU 353	Legal Environment of Business	3 hours
MG 301	Principles of Management	3 hours
MK 301	Principles of Marketing	3 hours

Business Education Major Required Courses (15 hours):

BE 344	Office Systems Applications	3 hours
BE 473 *	Business Curriculum & Teaching Methods	3 hours
IS 213	Management Info Systems Concepts	3 hours
IS 373	Principles of Electronic Commerce	3 hours
MG 370	Small Business Management	<u>3 hours</u>
		30 hours

*Minimum grade of "B" required to enter Phase II

Professional Education Requirements (36/38 hours):

See the general education requirements in the General Education section for information regarding admission to teacher education and for professional education requirements. To enter Phase II in business education and to be a certified teacher, students are required to have a minimum grade of "B" (3.0) in each of the methods of teaching courses in business education prior to student teaching.

Electives (0-6 hours)

The department also offers a master's degree. For more information see the Graduate Office web site, <http://emporia.edu/grad/>.

ACCOUNTING**AC 205. SPECIAL TOPICS IN ACCOUNTING 1-5 HRS.**

This course is for the study of various special topics and experimental course offerings at the undergraduate level in the Accounting program

AC 223. FINANCIAL ACCOUNTING 3 HRS.

An introduction to financial accounting concepts with emphasis on financial statements, their components, and their inter-relationships. Accounting for corporations, non-corporate organizations, and financial statement analysis are introduced. Emphasis is on analysis and decision-making.

AC 231. COMPUTERIZED ACCOUNTING 1 HR.

(Prerequisites, AC 223 and IS 113.) The accounting cycle is presented as a general model for collecting and processing financial information. Emphasis will be placed on using popular accounting software to prepare and analyze financial reports.

AC 233. MANAGERIAL ACCOUNTING I 3 HRS.

(Prerequisites, AC 223, IS 113 and MA 110 or concurrent enrollment with MA110.) An introduction to the concepts and tools associated with providing accounting information to management. Major topics include: cost behavior, cost estimation, cost accumulation and assignment; budgeting, responsibility accounting, and the uses of accounting information for control.

AC 302. PROFESSIONAL DEVELOPMENT & LEADERSHIP FOR ACCOUNTING MAJORS 2 HRS.

(Pre or Co-Requisite for AC 313 Intermediate Accounting II) The course is designed to introduce students to the accounting & information systems professions. The primary objectives of the course are to allow the students to learn about the role of accounting and IS in business, learn about career opportunities in accounting and IS, and learn about job search strategies and preparation.

AC 304. INTERMEDIATE ACCOUNTING I 4 HRS.

(Prerequisites, MA 110, AC 223, AC 233, or the equivalent of these courses, and junior standing.) A study of the conceptual and technical aspects of financial accounting theory and the procedures of application. A comprehensive review of the accounting cycle including manual and electronic practice sets is included. Attention is given to the theory and procedures of financial statements, cash, receivables, inventories, tangible and intangible fixed assets and revenue recognition.

AC 313. INTERMEDIATE ACCOUNTING II 3 HRS.

(Prerequisites, AC302 or concurrent enrollment, AC304 and junior standing.) This course provides the student with an in-depth study of accounting concepts, principles and procedures. Areas to be studied include stockholders' equity, long-term investments, current and long-term liabilities, statement of cash flows, pensions, leases, accounting for income taxes, accounting changes and analysis of errors.

AC 333. COST ACCOUNTING 3 HRS.

(Prerequisites, AC 233, MA 110, and junior standing.) This course provides an analysis of cost accounting principles and procedures. Topics include: terminology, cost accumulation systems, cost allocation, budgeting, and cost-volume profit analysis.

AC 353. ACCOUNTING INFORMATION SYSTEMS 3 HRS.

(Prerequisites, AC 233, IS 213, and junior standing.) This course is designed to provide an introduction to the objectives, concepts, techniques, tools, and controls of accounting-focused information systems. Emphasis will be placed on the ability of the system to capture, process and summarize accounting information for decision-making and financial statement preparation.

AC 413. AUDITING 3 HRS.

(Prerequisites, AC 304, AC 353, BU 255.) This course is a study of basic theory and underlying principles of auditing financial statements for the purpose of rendering an opinion on the fairness of representations made therein. The purposes and procedures of tests of transactions and balances are presented. The scope of these procedures is considered in relation to the assessment of internal controls and audit risk.

AC 423. FEDERAL INCOME TAX ACCOUNTING I 3 HRS.

(Prerequisites, AC 223 and junior standing.) This course introduces the study of federal tax law as it applies to individuals and various business entities (including C Corporations, S Corporations and Partnerships). Emphasis is placed on the determination of income, deductions, and credits, and the tax consequences of property transactions.

AC 490. INDEPENDENT STUDY IN ACCOUNTING 1-4 HRS.

(Prerequisites, Completion of a minimum of 12 hours of accounting including AC 304, and permission of the Department Chair.) This course provides an opportunity to develop more extensive, in-depth knowledge of a topic than is available through the existing accounting curriculum. Students desiring to do an independent study in accounting should provide the Department Chair with a well developed proposal for the study including an outline of the work to be done and the learning activity to be completed from the project including sources of information to be used.

AC 500. INTERNSHIP IN ACCOUNTING 1-4 HRS.

(Prerequisites, completion of 21 hours of accounting, a 3.0 in accounting courses and overall GPA, and senior standing.) Qualified students work full-time for public accounting firms, businesses or governmental agencies gaining valuable experience. Work progress is coordinated through visitation, discussion, and writings.

AC 505. SPECIAL TOPICS IN ACCOUNTING 1-5 HRS.

A course for the study of special topics and experimental course offerings in the accounting program.

AC 513. MANAGEMENT CONTROL SYSTEMS 3 HRS.

(Prerequisites, AC 333 and BU 255.) This course is a class in management control systems and seeks to prepare students to be a trusted business advisor in the organization. Topics covered include corporate governance, executive compensation, project management, the balanced scorecard, reengineering, cost behavior and management, transfer pricing, management of internal controls, and strategic systems planning.

AC 523. FEDERAL INCOME TAX ACCOUNTING II 3 HRS.

(Prerequisite, AC 423.) Advanced study of taxation as it applies to sole proprietorships, C and S Corporations, partnerships, limited liability entities, and fiduciaries including the tax implications of forming, operating, and dissolving such entities. Also covers advanced topics such as financial tax accounting concepts, employee compensation, related party transactions, and tax planning.

AC 533. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 HRS.

(Prerequisite, AC304) This course is an introduction to accounting and reporting standards for local governmental units and not-for-profit entities. Entities to be covered include municipal and state governments and various non-profit organizations. The objective of this course is to provide the student with an understanding of Generally Accepted Accounting Principles for governmental and not-for-profit entities. Students should develop an understanding of the basic concepts of fund accounting, be able to contrast accounting concepts of governmental and non-profit organizations with that of for-profit organizations, and have a basic knowledge of state and local government financial reporting requirements. In addition, students should have a basic awareness of the different requirements for local governments in Kansas.

AC 563. ADVANCED FINANCIAL ACCOUNTING 3 HRS.

(Prerequisites, AC 313 or concurrent enrollment with AC 313.) This course covers the financial accounting topics of business combinations; international accounting transactions and translations; and fund accounting. Other special topics are included to meet current business requirements.

AC 805. SPECIAL TOPICS IN ACCOUNTING 1-3 HRS.

(Prerequisite, permission of instructor.) This course is for the study of various special topics and experimental course offerings at the graduate level by the accounting program.

AC 820. FEDERAL INCOME TAXATION OF CORPORATIONS AND SHAREHOLDERS 3 HRS.

(Prerequisite, AC423.) This course is designed to provide a thorough understanding of corporate taxation.

- (1) The course provides an in-depth look at corporate redemptions, liquidations, and reorganizations. The tax consequences of transactions, for both the corporation and its shareholders, will be highlighted.
- (2) The course extends students' understanding of corporate tax returns.

AC 821. FEDERAL TAX RESEARCH 3 HRS.

(Prerequisite, AC423.) This course in federal taxation is designed to introduce students to the discipline of federal tax research and planning. It is a hands-on research class. The goal of this course is to assist students in building mastery of the Internal Revenue Code, Regulations, Rulings, and Procedures.

AC 830. FRAUD EXAMINATION 3 HRS.

(Prerequisite, AC304.) This course is a study of concepts of fraud examination and forensic accounting related fraud, asset theft and financial statement misstatements. Topics covered include: the nature of fraud, fraud prevention, detection methods, investigation procedure, and types of fraud.

AC 833. ADVANCED AUDITING 3 HRS.

(Prerequisite, AC413.) Study of how an external audit is performed by a team of auditors. This includes the documentation, testing and evaluation of internal controls, and the design and implementation of corroborative substantive tests. In addition to external auditing, other topics include governmental, internal, and operational auditing as well as issues of current interest in the auditing literature.

AC 840. ADVANCED MANAGEMENT ACCOUNTING 3 HRS.

(Prerequisites, AC233 and BU255.) This course deals with advanced management accounting issues. Topics covered include: cost behavior, activity-based costing, budgeting, pricing, strategic cost management, activity-based management, the Balanced Scorecard, quality cost management, environmental cost management, capital investment, inventory management, and ethical control.

AC 843. ACCOUNTING INFORMATION FOR MANAGEMENT 3 HRS.

(Prerequisite, background in Accounting [Financial and Managerial].) The case method is used for a comprehensive review of financial and managerial accounting from a user's perspective. Topics include financial statement preparation and analysis, cash management, product costing, decision analysis, operational budgeting, capital budgeting, and management control systems. Computer spreadsheets are developed, and communication skills emphasized.

AC 850. INTERNATIONAL ACCOUNTING 3 HRS.

(Prerequisite, AC233.) The objective is to understand international accounting issues from a strategic decision point of view and to practice problems with an ERP system in an international setting.

AC 853. ACCOUNTING THEORY 3 HRS.

(Prerequisites, 15 hours of accounting, including AC 313 or equivalent.) This course examines the conceptual basis of generally accepted

accounting principles within the context of policy setting and the economics of financial reporting regulation. The course will discuss the theoretical rationale for the treatment of elements of the financial statements.

AC 860. ADVANCED ACCOUNTING INFORMATION SYSTEMS 3 HRS.

(Prerequisite, AC353.) This course is an advanced accounting systems class and seeks to examine the linkages between information systems and accounting and to prepare students to be a trusted business advisor. The course provides an overview of how to understand, analyze, and control computerized information systems.

BUSINESS EDUCATION

BE 104. WORD PROCESSING 1 HR.

A course designated to provide an understanding of the fundamentals of word processing. Students will understand document formats and develop speed and accuracy in keyboarding.

BE 300. SPECIAL TOPICS IN BUSINESS EDUCATION 1-5 HRS.

(Prerequisite, junior standing.) A course for the study of special topics and experimental course offerings at the undergraduate level in the Business Education program.

BE 301. BUSINESS COMMUNICATION 3 HRS.

(Prerequisites: IS 113 and junior standing.) A study of communication theory and the behavioral approach to problem-solving skills in communications. Development of ability to communicate ideas and thought in oral and written expression with particular relevance to the work of business. Major emphasis on the skills involved in letter, memo and report writing. Students must earn a minimum of "C" to meet degree requirements.

BE 303. MULTIMEDIA APPLICATIONS FOR BUSINESS 3 HRS.

(Prerequisites, IS 113 and junior standing.) A course designed to introduce basic graphic design principles; provide hands-on experience with desktop publishing, photo-editing and web editor software; and use digital cameras to create images. Using various multimedia technologies, students will create both printed and web-based documents.

BE 310. DESIGNING COMPUTER PRESENTATIONS 1 HR.

(Prerequisite, junior standing.) This course is designed to teach students to create computer presentations using the latest presentation software and graphics programs and to use effective design principles.

BE 344. OFFICE SYSTEMS APPLICATIONS 3 HRS.

(Prerequisites, IS 113 and junior standing.) This course is designed to provide future office systems managers with practical experience in using office systems technologies (hardware and software). It provides an opportunity to evaluate and analyze office systems software through experiential activities.

BE 485. METHODS OF TEACHING MARKETING AND DISTRIBUTIVE EDUCATION 1 HR.

Students assess their competency in the ten basic instructional areas of marketing and distributive education, describe the typical secondary and post-secondary programs, demonstrate their knowledge of the major teaching techniques and equipment, identify the major instructional materials and periodicals, and identify the job duties of students.

BE 505. SPECIAL TOPICS IN BUSINESS EDUCATION 1-5 HRS.

This course is for the study of various special topics and experimental course offerings by the Business Education program.

BE 540. ELECTRONIC COMMUNICATIONS 3 HRS.

(Prerequisite, junior standing.) A course designed to develop an understanding of the role of electronic communications in office systems as the integrator of office systems technologies. Topics include communications media, telephone systems, protocols, network architectures, local area networks, audio and video conferencing, and telemarketing.

BE 543. MANAGERIAL COMMUNICATIONS 3 HRS.

(Prerequisite, junior standing.) A course designed to develop writing and communications competencies in handling internal business communications situations. Areas to be covered: abstracts/summaries, objectives, proposals, reports, non-written communications, and electronic/technological communications.

BE 550. OFFICE INFORMATION SYSTEMS 3 HRS.

(Prerequisite, junior standing.) This course is designed to develop knowledge and skills needed by business and computer specialists for strategic office planning. This course covers new office technology for business and education, strategies for measuring and increasing business and school productivity, and long-range planning and implementation for office systems design.

BE 573. BUSINESS CURRICULUM AND TEACHING METHODS 3 HRS.

(Prerequisites, Junior level standing and admittance to the School of Business.) This course will focus on the business curriculum development process, state and federal funding and program approval processes as well as principles of teaching accounting and basic business courses such as accounting, entrepreneurship, marketing, business law, and personal finance. Current business curricula curricular issues, and trends related to business education will be covered. Teaching and assessment methods and resources in the business field will also be included. Educational opportunities and careers in business and computer fields will be reviewed.

BE 583. TRAINING DEVELOPMENT AND IT TEACHING METHODS 3 HRS.

(Prerequisites, IS 113 and junior standing.) Essential training principles covered include adult learning theory, needs assessment, development of training objectives, selection of training methods and resources, creation and sequencing of learning materials, and training assessment. Instructional strategies and assessment techniques for teaching computer and information technology courses in the information technology career cluster are also covered.

BE 682. LEGAL REQUIREMENTS FOR CAREER/ TECHNICAL PROGRAMS 1 HR.

(Prerequisite, upper-division or graduate standing.) Develops the competencies needed to plan, manage, control, and evaluate career and technical education programs. Special emphasis is placed on developing program proposals and completing forms and reports.

BE 683. COORDINATION OF BUSINESS/EDUCATION PARTNERSHIPS 1 HR.

(Prerequisite, upper-division or graduate standing.) Develops the competencies needed to plan and manage cooperative education, in-house training, and apprenticeship programs. Selection of training

materials and training sites as well as evaluation of students will be covered.

BE 684. METHODS AND MATERIALS IN MARKETING

EDUCATION 1 HR.
(Prerequisite, seniors or graduate standing.) This course will develop knowledge of the learning process, select and use the most appropriate learning materials and methods for vocational education, write behavioral objectives, understand the learning system, provide for individual differences, plan related study, develop curriculum and courses of study, and evaluate student achievement.

BE 701. PC TROUBLESHOOTING 1 HR.

This course covers ordinary problems that teachers may have with computers in the classroom. The course covers troubleshooting problems on PCs, laser printers, WINDOWS, LANs, PC to LCD panel connections including identification of components, preventive maintenance, memory problems, power supplies, and diagnostic software.

BE 702. METHODS OF TEACHING COMPUTER STUDIES 2 HRS.

This course will assist students in reviewing computer textbooks and other instructional materials, teaching appropriate applications software, reading computer periodicals for current trends and information, securing instructional materials for teaching secondary computer studies courses, creating lesson plans for computer courses, and writing a unit plan.

BE 705. SPECIAL TOPICS IN BUSINESS EDUCATION 1-5 HRS.

(Prerequisite, graduate standing.) A course for the study of special topics or experimental offerings in the field of business education.

BE 710. DESIGNING COMPUTER PRESENTATIONS 2 HRS.

Students will design charts, transparencies, slides, and presentation software. The course covers evaluation of media for various target audiences, advantages and disadvantages of various presentation methods/media, principles of design, and analysis of cost and quality of presentations.

BE 711. ENTREPRENEURSHIP EDUCATION 2 HRS.

Entrepreneurship education will be directed toward educators who will develop and teach entrepreneurship courses on the secondary, post secondary, and adult levels. It will be a summary of the background information, curricula options, and teaching techniques for entrepreneurship.

BE 721. WINDOWS FOR TEACHERS 1 HR.

Provides teachers with an understanding of the basic functions of Windows software and appropriate methods of teaching Windows software. Through hands-on instructions, students will learn to run software programs, open and close windows and use windows accessories, utilities, and many other functions. Appropriate content for unit plans will also be covered as well as preventive maintenance and rudimentary troubleshooting procedures.

BE 740. PRACTICUM IN BUSINESS AND INDUSTRY 3 HRS.

(Prerequisite, graduate standing in business.) Students will interact with industry through planned semester-length experiences in order to research, observe, and otherwise study developing industry technology

and management practices. These experiences are designed to aid in the improvement of teaching and learning for business and industry training programs.

BE 743. BUSINESS REPORT WRITING 2 HRS.

(Prerequisite, graduate standing.) A study of the basic techniques in writing clear, concise, convincing and correct business reports. Preparation of memoranda, informational, analytical, periodical, conference, convention, and other common business reports. Includes a study of different report writing styles and formats.

BE 798. WORKSHOP IN BUSINESS EDUCATION 1-6 HRS.

Emphasizes the development of current teaching methods and materials in business education. Group organization and planning, followed by the selection of projects for individual and group study. Lectures, demonstrations, committee work, individual conferences.

BE 805. SPECIAL TOPICS IN BUSINESS EDUCATION 1-5 HRS.

(Prerequisite, graduate standing.) A course for the study of special topics or experimental offerings in the field of business education.

BE 830. TECHNOLOGY TOOLS FOR EDUCATION/ BUSINESS 3 HRS.

(Prerequisite, graduate standing.) A course for students to study the use of technology in schools and business using an experimental approach. Students will be provided with fundamental knowledge of interactive video (teleconferencing/distance learning, computer hardware and software selection, multimedia hardware and software, LANs, electronic mail, modems and bulletin boards, and scanners.

BE 840. INSTRUCTIONAL TECHNOLOGY SELECTION AND FACILITIES DESIGN 3 HRS.

Students will review guidelines for installation & use of instructional technologies in classrooms. The course will also cover the selection of various types of technologies including computer networks, computer work stations, scanners, and other peripheral devices. Students will design a facility that includes various instructional technologies.

BE 850. EMERGING ISSUES IN BUSINESS AND COMPUTER EDUCATION 3 HRS.

Students will investigate and analyze issues found in literature related to computer and business education. A seminar approach will be utilized including group research, discussion, and oral and written reports.

BE 861. EDUCATION/TRAINING PROGRAM DESIGN 3 HRS.

Development of competencies in various job analysis methods in order to develop both firm and industry wide training programs. Emphasis will be upon manpower planning, developing program objectives, content, learning activities, and evaluation techniques. Also included will be program articulation, budgeting, and public relations.

BE 882. COMPUTER & BUSINESS CURRICULUM DEVELOPMENT 3 HRS.

A study of the growth, development and present status of business and computer education. Evaluation of present curricular practices and trends. Principles and practices involved in curriculum construction as applied to the elementary, intermediate, secondary, and post-secondary schools.

BE 883. FIELD STUDY**1-6 HRS.**

Independent study in business and business education. Opportunities for special study or experience in area of the student's special interest. The amount of credit granted depends upon the nature and extent of the study.

BE 884. BUSINESS EDUCATION TEACHING METHODS**3 HRS.**

(Prerequisite, graduate standing.) This course covers new methodologies for teaching marketing, accounting, business law, computer applications, desktop publishing, multimedia, entrepreneurship, e-commerce, international business, and web application development courses. Designed for inservice teachers, students will apply research findings to teaching methodologies, compile sources for teaching materials, and create course syllabi, lesson plans, and unit plans.

BE 885. BUSINESS EDUCATION/TRAINING PROGRAM MANAGEMENT**3 HRS.**

This course is a study of basic management theory as it applies to program supervision. The management functions of planning, organizing, staffing, directing, and controlling are applied through the case problem method to managing a business education program at all school levels.

BE 890. RESEARCH IN BUSINESS AND COMPUTER EDUCATION**3 HRS.**

A review of research in business and computer education, study of research methods and techniques, and the determination of a research proposal. The completion of the first two chapters of a research project, the procedures for data gathering and writing, the summary conclusions and recommendations, and the evaluation of completed research problems.

BE 897. RESEARCH PROJECT IN BUSINESS EDUCATION**1-3 HRS.**

(Prerequisite, BE 890 or equivalent.) The development and completion of a research project in business education.

BE 898. THESISCM.S.**1-5 HRS.**

(Prerequisite, BE 890 or equivalent.) An independent investigation of a problem or project in business or business education. Optional requirement for the masters degree.

BUSINESS**BU 099. MAJOR FIELD TEST IN BUSINESS****0 HR.**

(Prerequisite, Major Field Test in Business co-requisite MG 473.) An "S" grade in this course indicates the student has achieved an acceptable score on the Major Field Test in Business consistent with The School of Business requirements for all students receiving the Bachelor of Science in Business degree.

BU 105. SPECIAL TOPICS IN BUSINESS**1-6 HRS.**

This course will serve as an umbrella course on the lower division level so that students may enroll in special topics or experimental courses in business.

BU 140. BUSINESS DYNAMICS & PROFESSIONALISM: A FIRST YEAR SEMINAR**3 HRS.**

(Prerequisite, open to freshmen and sophomores only.) The purpose of this course is threefold: (1) to prepare students to deal effectively with the challenges of contemporary life, including business-society

relationships, business history, world events, economic implications, and future expectations; (2) to help students to develop the skills they need to understand the principles and processes of everyday business life; and (3) to introduce students to the academic opportunities and activities offered by the School of Business.

BU 241. PERSONAL FINANCE**3 HRS.**

Designed for business and non-business majors. This course is concerned with the personal financial choices of the individual consumer. Areas of study include personal financial planning and managing, purchasing, insuring, investing, protecting and controlling resources.

BU 255. BUSINESS STATISTICS**3 HRS.**

(Prerequisite, MA 110 with grade of C or higher, MA 161, or MA 165.) A course designed to introduce the student to both descriptive and inferential statistics as applied to business. Includes the use of descriptive measures, probability, discrete and continuous distributions, sampling distributions, estimation, hypothesis testing, and regression. A statistical software package is utilized.

BU 293. ETHICS, SOCIAL RESPONSIBILITY & SUSTAINABILITY**3 HRS.**

Students will increase awareness of the ethical dimensions of social and business conduct; develop insight into the professional standards and responsibility related to future careers; develop analytical and decision-making skills for identifying and resolving ethical and social responsibility issues in society, and will develop problem-solving skills for seeking alternative methods of sustaining the environment.

BU 305. SPECIAL TOPICS IN BUSINESS**3 HRS.**

(Prerequisite, junior standing.) A course for the study of special topics and experimental course offerings at the undergraduate level in business programs. Students must earn a minimum of a "C" grade to meet major requirement.

BU 353. LEGAL ENVIRONMENT OF BUSINESS**3 HRS.**

(Prerequisite, junior standing.) An overview of the U.S. Legal system and laws that apply to business activities. The areas of law covered include the court system, constitutional law, contract law, tort law, product liability, international law, agency law, law of corporations, antitrust and securities law, plus several other areas. The class also includes coverage of ethical principles, both separately and as part of several other topics. Students must earn a minimum of a "C" grade to fulfill degree requirements.

BU 490. INDEPENDENT STUDY**1-3 HRS.**

(Prerequisites, junior standing, consent of chair.) Business students are given an opportunity to develop in depth a problem relating to business discovered in a previous business class. Students must have a topic in mind before enrolling in the course and a developed plan with supervising instructor.

BU 505. SPECIAL TOPICS IN BUSINESS**1-5 HRS.**

(Prerequisite, senior or graduate standing.) A course for the study of special topics and experimental course offerings in business. Students must earn a minimum of a "C" grade in BU 505 to fulfill major/minor requirements.

BU 520. ADVANCED BUSINESS STATISTICS**3 HRS.**

(Prerequisite, BU 255 and senior or graduate standing.) This is an advanced course dealing with the application of quantitative procedures to business decision making. It includes the business application of analysis of variance, multiple regression analysis, covariance and

decision theory. Students must earn a minimum of a "C" grade in BU 520 to fulfill major/minor requirements.

BU 528. INTERNSHIP IN BUSINESS **1-5 HRS.**
(Prerequisites, senior or graduate standing.) Professional employment experience in a business occupation coordinated through visitations, discussions, and written analysis. Students are employed by business firms, government offices, and nonprofit organizations. Student and employer and supervising instructor develop plan. Students must earn a minimum of a "C" grade in BU 528 to fulfill major/minor requirements.

BU 530. BUSINESS, LAW AND SUSTAINABILITY **3 HRS.**
(Prerequisite, Senior or graduate standing.) This course reviews the legal measures taken by governments in the United States to promote a sustainable business environment; explores how and why businesses adopt sustainability as a measure of performance; and analyzes selected industry sectors with the objective of identifying barriers to and opportunities for achieving sustainable growth, emphasizing the legal environment within which these industries operate.

BU 540. BUSINESS AND SOCIETY **3 HRS.**
(Prerequisite, senior or graduate standing.) A study of the history, philosophy, and social responsibility of business; the relationship between business and a dynamic social, political, and economic environment; and the issues of poverty, ecology, and consumerism. Students must earn a minimum of a "C" grade in BU 540 to fulfill major/minor requirements.

BU 550. LEGAL ENVIRONMENT OF INTERNATIONAL BUSINESS **3 HRS.**
(Prerequisite, senior or graduate standing.) A law-based course that explores the legal environment a business person will encounter in international business transactions, including various legal systems and the International Code on the Sale of Goods. Students must earn a minimum of a "C" grade in BU 550 to fulfill major/minor requirements.

BU 573. LAW OF COMMERCE **3 HRS.**
(Prerequisite, senior or graduate standing.) This class covers, in detail, the common law of contracts, sale law (UCC), negotiable documents, secured transactions, property law, bailments, trusts and estates, and bankruptcy law. The class is intended to give students more detailed coverage of important areas of law for businesses and to prepare accounting majors for the CPA exam. Students must earn a minimum of a "C" grade in BU 573 to fulfill major/minor requirements.

BU 705. SPECIAL TOPICS IN BUSINESS **1-5 HRS.**
A course for the study of special topics or experimental offerings in the field of business.

BU 758. BUSINESS CASE STUDY **1-3 HRS.**
(Prerequisite, consent of chair.) To provide an opportunity for research into a felt, sensed, or known business problem under academic supervision. Designed to give the graduate student an insight into the ways in which principles and theories studied have actuality and reality in business situations.

BU 770. OPERATIONS RESEARCH **3 HRS.**
(Prerequisite, BU 255.) Utilization of quantitative methods as a basis for allocation of resources. An analysis of quantitative models such as Program Evaluation and Review Technique, transportation linear programming, simplex linear programming, and Bayesian statistics.

BU 810. CORPORATE COMMUNICATIONS **3 HRS.**
Designed to develop effective communication skills of managers.

Analysis and application of communication strategy; oral presentation, listening, and writing skills; corporate communications strategy; and communication with the media. Survey and analysis of the major theories and research dealing with communication between people of different cultural backgrounds. Role of communication in crisis development and intervention.

BU 820. QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS **3 HRS.**
(Prerequisite, BU 255 Business Statistics) Quantitative Analysis for Business Decisions is a graduate course designed to introduce the student to quantitative approaches in business decision making. It includes decision analysis, regression analysis in forecasting, linear and integer programming, transportation, assignment and transshipment problems, project scheduling, inventory management, simulation, and multi-criteria decision problems. The software packages Management Scientist, Excel, and/or SAS/SPSS are used to solve quantitative business analysis problems.

BU 858. BUSINESS CASE STUDY **1-3 HRS.**
(Prerequisite, consent of chair.) A study of an actual case in business and the development of a practical solution to the situation.

COMPUTER SCIENCE

CS 115. ELEMENTS OF COMPUTER SCIENCE **3 HRS.**
(Prerequisites, 1 year of high school algebra, MA 098, or permission.) This course covers the computer and computer applications at the introductory level. Topics include the history of computing, hardware, components, software, problem solving, data types and structures, acquisition and selection of equipment and software, social and economic implications, and careers in computing. The course is designed for students who will utilize the computer in other disciplines and students desiring general information about computers and their applications.

CS 201. CURRENT TOPICS IN COMPUTER SCIENCE **1-3 HRS.**
This course will provide a study of selected topics in computer science not currently found in other computer science courses. It may be repeated with different topics for a maximum of six credits. See Schedule of Classes for specific topics.

CS 220. INTRODUCTION TO COMPUTER SCIENCE **3 HRS.**
(Prerequisite, high school algebra.) An overview of the discipline of Computer Science. Topics to be covered will consist of introductions to the "traditional" areas of computer science such as data structures, assemblers and compilers, theory of computing, artificial intelligence, theory of data bases, and programming languages. This is intended as a first course for computer science majors.

CS 234. SOFTWARE IMPLEMENTATION AND UTILIZATION **3 HRS.**
(Prerequisites, CS 130 and CS 220.) This course will introduce the secondary education student to use of software technologies and provide a framework for utilizing software products in an educational setting. The course will provide its participants with strategies for employing these technologies to assist the secondary classroom teacher and learning community.

CS 250. INTRODUCTION TO COMPUTER PROGRAMMING**3 HRS.**

(Prerequisite, MA 110.) This course is designed to introduce students to the discipline of computer science. Major emphasis will be placed on problem solving by decomposition top-down design of algorithms, elementary control and record structures, array, string, and file processing, recursion and pointer variables.

CS 260. PROGRAMMING AND PROBLEM SOLVING**3 HRS.**

(Prerequisite, MA 110.) This course is designed to introduce students to the discipline of computer science. Major emphasis is placed on problem solving and program development skills. Students write computer programs in a high-level language. Major topics include program design, control structures, subprograms, arrays, pointers, and class construction.

CS 301. FLUENCY WITH INFORMATION TECHNOLOGY**3 HRS.**

An overview of Information Technology and its relation to society. Through a hands-on approach, students will learn fundamentals of computer architecture, operating systems, computer communications, an overview and limitation of programming languages, and applications software. Students will have the opportunity to reflect on the integration of computer technology and society (past/present/future.)

CS 315. JAVA PROGRAMMING**3 HRS.**

(Prerequisites, CS 260 or instructor permission.) Java is an object-oriented language that has become an important language for use on the Internet. This course will give an introduction to programming in Java.

CS 320. COMPUTER NETWORKS AND INTERNETS**3 HRS.**

(Prerequisite, MA 110.) This course answers the basic question, "How do computer networks and internets operate?" in the broadest sense. The course provides a comprehensive, self-contained tour through all of networking from the lowest levels of data transmission and wiring to the highest levels of application software.

CS 325. HTML PROGRAMMING**3 HRS.**

This course provides the student with the information necessary to create HTML documents for the World Wide Web. The course will cover syntax and design issues as well as techniques and technologies which promote information transmission across the Internet.

CS 340. ALGORITHMS AND DATA STRUCTURES I**3 HRS.**

(Prerequisites, CS 260.) Basic concepts of data structures and algorithms. Design and analysis of algorithms and analysis of the data structures which are appropriate to the implementation of particular algorithms. The effect of data structures and algorithms on program development, efficiency and maintenance will be covered. Applications of data structures such as lists, strings, arrays, trees, stacks, queues, and graphs in file processing and bulk data storage will be covered.

CS 345. ALGORITHMS AND DATA STRUCTURES II**3 HRS.**

(Prerequisite, CS 340 or consent of instructor.) Continuation of CS 340. The analysis of a variety of algorithms which arise frequently in computer applications. Basic principles and techniques for analyzing and improving algorithms in areas such as List Searches, Sorting, Pattern Recognition, Polynomial and Matrix Computations.

CS 350. PROGRAMMING LANGUAGES**3 HRS.**

(Prerequisite, CS 340.) The study of the general concepts and principles of underlying computer programming languages. Case studies of specific computer languages which illustrate these general concepts and principles.

CS 355. UNIX**3 HRS.**

This course provides an overview of the commands, utilities and supporting architecture used in the UNIX operating system. This course provides the student with skills needed to operate UNIX-based computers on the Internet and perform file/system operations on graphics workstations and servers. Topics include installation, common utilities, making files, creating and manipulating databases, servers, editors, and the C, Bourne, and Korn shells.

CS 386. INTERNSHIP: COMPUTER SCIENCE**1-3 HRS.**

(Prerequisite, 20 hours in computer science courses.) An academic course to provide students with an opportunity to gain field experience in computer science through professional experience. The academic experience is developed jointly by the student and the faculty advisor. No more than 3 hours in CS 386 may be counted toward the computer science major.

CS 410. SEMINAR IN COMPUTER SCIENCE**1-4 HRS.**

(Prerequisite, permission of mathematics department.) A seminar involving various topics in computer science.

CS 444. DATABASE ORGANIZATION**3 HRS.**

(Prerequisite, CS 260 or instructor permission.) Investigations of strategies for deploying database application. Overview of database architectures, including the Relational, Hierarchical, Network and Object Models. Database interfaces, including the SQL query language. Issues such as security, integrity, and query optimization. Database design using the Entity-Relationship Model. Develop familiarity with modeling, design and implementation techniques used in the construction of database applications.

CS 472. TEACHING COMPUTER SCIENCE**2 HRS.**

(Prerequisites, CS 130 and CS 115.) A methods course to aid the prospective computer science teacher in high school and junior high school with aspects of hardware and software selection and evaluation; use of the computer in other disciplines and in the home; organization of computer topics for presentation; design of computer projects; careers in the computer science field; computer architecture; practicum in the teaching of computer science.

CS 480. INDEPENDENT STUDY COMPUTER SCIENCE**1-4 HRS.**

(Prerequisite, permission of mathematics department. Open only to qualified juniors and seniors.) Topics of special interest in some area of computer science study not included in regularly listed courses.

CS 501. ADVANCED COMPUTER PROGRAMMING**1-3 HRS.**

(Prerequisite, CS 260 or consent of instructor.) Elementary and advanced programming techniques for a particular language will be studied along with applications of the language. The student will have many opportunities to learn these skills through frequent programming assignments. Course may be repeated for credit.

CS 520. MICROCOMPUTER PROJECTS**3 HRS.**

(Prerequisites, MA 161 or MA 165 & CS 130 or instructor's

permission.) This course is designed to introduce students to additional features and capabilities of microcomputers, such as cassette tape or floppy disk storage and retrieval, used to solve scientifically oriented problems. With minimal instruction, students are required to complete advanced projects, primarily using the programming language BASIC, on each of the available micro-computers.

CS 523. ARTIFICIAL INTELLIGENCE 3 HRS.
(Prerequisites, CS 501 and CS 345, or equivalent course work.) This course includes problem solving methods, game playing, and knowledge representation.

CS 542. DISCRETE STRUCTURES 3 HRS.
(Prerequisite, MA 240.) Computer-oriented course. Theory and applications with regard to trees, graphs, partial orders, lattices, Boolean algebra, finite groups and combinatorics.

CS 545. DATABASE THEORY 3 HRS.
(Prerequisites, MA 240, CS 345.) This course will provide a rigorous treatment of database theory and the implementation of database structures. Topics will include: data modeling, relational algebra, relational calculus, dependencies and normalization theory, and external implementations of data structures such as B-Trees and hash tables.

CS 552. PRINCIPLES OF SOFTWARE ENGINEERING 3 HRS.
(Prerequisite, CS 345.) This course covers the phases of software development including formalization of requirements, architectural and detailed design, implementation, testing, and maintenance.

CS 554. PRINCIPLES OF COMPUTER ARCHITECTURE 3 HRS.
(Prerequisites, CS 345 and CS 542.) A lecture-laboratory course where students will learn the hierarchical structure of computer architecture. A hands on experience will be included.

CS 555. PRINCIPLES OF COMPUTER ORGANIZATION 3 HRS.
(Prerequisite, CS 345.) This course stresses the hierarchical structure of computer architecture. Levels of computer organization include digital logic, microprogramming, machine language, macro language, operating systems. Topics covered are instruction execution, memory, registers, addressing, input/output, control, instruction sets, data flow, control flow, interrupts, and multitasking. Hands on experience will include assembly language programming using macros, linkers, and loaders.

CS 557. OPERATING SYSTEMS 3 HRS.
(Prerequisite, CS 345.) This course is designed to study the principles and problems involved in the development of an operating system of a computer. Overview of the development of operating systems, sequential and concurrent processes, cooperation, communication and mutual exclusion, synchronization constructs: monitors, conditional critical regions, semaphores; deadlocks, resource allocation, scheduling policies, storage management, case study of the operating system of a personal computer.

CS 561. SYSTEMS PROGRAMMING 3 HRS.
(Prerequisite, CS 340.) Organization of a computer system. Internal representation of data. Memory management, input/output and interrupts. Utilizing system software in order to program the system via assembling, linking, and debugging.

CS 563. COMPUTER ATTACK ESSENTIALS 3 HRS.
When talking about Network Security, we have to acknowledge that all systems have vulnerable points. This course examines the fundamental and historical perspective of hacking methodology and psyche. The hacking topics are explored in order to examine the current systems associated with these vulnerable points. This course researches and studies the techniques and tools to detect and evaluate these vulnerable points of known exploits in network and operating systems. Types of hackers include those that snoop around networks, vandalize websites or even steal proprietary information by the use of well-known schemes, such as viruses, worms, Trojan horses, denial-of-service attacks and buffer overflows.

CS 564. NETWORK DEFENSE AND COUNTERMEASURES 3 HRS.
Network Defense and Countermeasures focuses on students' understanding of the architecture for network defense. Students will work with layered network defense structures and implement firewalls on various platforms. Students will also gain a working knowledge of Virtual Private Networks and Intrusion Detection Systems, perform packet and signature analysis, identify different methods of risk analysis, and create a security policy.

CS 565. COMPUTER FORENSICS 3 HRS.
This course examines procedures and tools for identifications, preservation, and extraction of electronic evidence, auditing and investigation of network and host system intrusions, analysis and documentation of information gathered, and preparation of expert testimonial evidence.

CS 569. DATA SECURITY PRACTICUM 3 HRS.
This course takes a practical look at using good security practices in software. We take a broad look at the issues of correctly implementing security strategies, including why some strategies fail. Students will apply concepts from software engineering, cryptography, and security theory. Students will study state-of-the-art implementation techniques and learn appropriate conditions under which these techniques apply (or not). Students will implement a non-trivial project that will stress correct secure programming techniques.

CS 570. THEORY OF COMPUTATION 3 HRS.
(Prerequisite, CS 542.) This course covers the basic theoretical principles of computer science embodied in finite automata, context free grammars, computability, and computational complexity.

CS 580. INTRODUCTION TO COMPUTER NETWORKS 3 HRS.
(Prerequisite, CS 345, MA 161.) An introductory examination of the Open System Interconnection Reference Model (OSI). Special emphasis will be given to real world implementations of the various sub-levels of the OSI model.

CS 584. RAPID APPLICATION DEVELOPMENT 3 HRS.
This course introduces the student to Rapid Application Development Languages as well as the theory and practice of using these programs to access the internet.

CS 620. COMPUTER NETWORKS AND INTERNETS 3 HRS.
(Prerequisite, MA 110.) This course answers the basic question "How do computer networks and internets operate?" in the broadest sense. The course provides a comprehensive, self-contained tour through all of networking from the lowest levels of data transmission and wiring to the highest levels of application software.

CS 625. HTML PROGRAMMING**3 HRS.**

This course provides the student with the information necessary to create HTML documents for the World Wide Web. The course will cover syntax and design issues as well as techniques and technologies which promote information transmission across the Internet.

CS 775. COMPILER DESIGN**3 HRS.**

(Prerequisites, CS 350, CS 345, and CS 561.) The course is designed to study various theoretical aspects involved in construction of a compiler. Compiler organization--overview, lexical analysis, symbol tables, representation of data types in a compiler, syntactic analysis, attribute grammars, semantic analysis, address assignment, code generation, error handling, storage management; large programming project/case study or a language used on a personal computer.

CS 780. FILE STRUCTURES**3 HRS.**

(Prerequisites, CS 345.) Basic physical characteristics of peripheral storage devices. File organization and processing methods for sequential, direct, indexed, B-trees and other tree structured file organizations. Application of data structure concepts to logical and physical file organization. Performance analysis. Elements of advanced data base systems.

CS 810. SEMINAR IN COMPUTER SCIENCE**0-3 HRS.**

Directed reading and research in Computer Science.

ECONOMICS (BUSINESS)**BC 103. PRINCIPLES OF ECONOMICS I****3 HRS.**

An introduction to important economic concepts and applications of these concepts to current economic problems in the areas of individual and public welfare, business organization, and the role of government. This macroeconomics course devotes considerable emphasis to national income analysis and the functions of money in facilitating economic processes.

BC 104. PRINCIPLES OF ECONOMIC II**3 HRS.**

(Prerequisite, BC 103.) Basic micro-economic theory applied to the analysis of prices, markets, production, wages, interest, rents and profits. Attention also is given to international trade and finance and to current economic problems.

BC 353. MONEY AND BANKING**3 HRS.**

(Prerequisites, BC 103 and BC 104 or equivalent and junior standing.) This course examines the theory of money and credit. Particular emphasis is placed upon the role of banks in money supply expansion and upon the impact of changes in the quantity of money on other economic aggregates, i.e. national income, employment, and the general level of prices.

BC 361. CURRENT ECONOMIC PROBLEMS**1-3 HRS**

(Prerequisites, BC 103 and BC 104 or equivalent and junior standing.) This course is designed to aid students in understanding economic principles in relation to current economic problems and forces within the framework of a free enterprise economy. Students are introduced to the economic literature that is relevant to current problems and controversies.

BC 550. INTERNATIONAL ECONOMICS**3 HRS.**

(Prerequisites, BC 103 and BC 104 or equivalent and junior standing.) The causes and consequences of the international movement of goods and services. Comparative advantage, the terms of trade, welfare effects,

factor price and resource mobility implications are considered. The economics of tariffs, quotas and other artificial barriers to trade are considered. A consideration of international finance includes: the balances of payments, foreign exchange markets, international financial arrangements and the adequacy of international reserves and system of payments.

BC 807. MANGERIAL ECONOMICS**3 HRS.**

This course is an extension of microeconomic analysis to enterprises in the private and public sectors of the economy. Major emphasis is placed on the application of statistics and economic theory to decision making in the firm. Background in Economics (Micro and Macro) and background in Statistics, and graduate standing are required for this course.

BC 810. RESEARCH PROBLEM IN ECONOMICS**1-3 HRS.**

(Prerequisites, six hours of Economics, plus consent of instructor and the department chair.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

BC 820. INTERNATIONAL ECONOMICS**3 HRS.**

(Prerequisites, BC103 and BC104.) Discuss the causes and consequences of the international movement of goods and services. Comparative advantage, the terms of trade, welfare effects, factor price and resource mobility implications are considered. The economics of tariffs, quotas and other artificial barriers to trade are considered.

FINANCE**FI 301. FINANCIAL MANAGEMENT****3 HRS.**

(Prerequisite: AC 223, BU 255, junior standing.) An introductory study of the finance function of business firms from an internal point of view. Emphasis is placed on the financial systems, time value of money, risk and return, working capital, cash management, capital budgeting, cost of capital, and short-and long-term financing. Students must earn a minimum of a "C" grade in FI 301 to fulfill BSB degree and major/minor requirements.

FI 303. PERSONAL FINANCIAL PLANNING**3 HRS.**

(Prerequisite, junior standing.) This course is an in-depth study of the process of personal financial planning undertaken by a professional for consumers or families to help determine their financial objectives; consider alternatives; consider alternate plans for accomplishing those objectives; and help select, implement, review, and adjust those plans. Students must earn a minimum of a "C" grade in FI 303 to fulfill major/minor requirements.

FI 305. SPECIAL TOPICS IN FINANCE**1-5 HRS.**

(Prerequisite, FI 301 and junior standing.) A course for the study of special topics in the finance area for finance and non-finance majors. Students must earn a minimum of a "C" grade in FI 305 to fulfill major/minor requirements.

FI 313. PERSONAL INVESTING**3 HRS.**

(Prerequisite, junior standing.) This course provides the student with an understanding of the investment decision and a description of available investment securities. Special emphasis is given to the use of mutual funds to provide for the needs of the individual investor. The course is intended for non-finance majors as well as an elective course for finance majors. Students must earn a minimum of a "C" grade in FI 313 to fulfill major/minor requirements.

FI 346. RISK MANAGEMENT**3 HRS.**

(Prerequisites, FI 301 and junior standing.) The purpose of this course

is to acquaint the student with the nature and uses of insurance. This shall include the structure, management and regulation of types of insurance carriers, economic risks, and the principles of personal, property, life, and casualty insurance. Students must earn a minimum of a "C" grade in FI 346 to fulfill major/minor program requirements.

FI 355. REAL ESTATE 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course offers a presentation of facts, principles, and practices of the real estate industry. This background should enable the student to engage in purchase, transfer, lease, and finance of land and buildings. Site selection, floor planning, and construction are included as part of the course. Students must earn a minimum of a "C" grade in FI 355 to fulfill major/minor program requirements.

FI 390. INTERMEDIATE FINANCIAL MANAGEMENT 3 HRS.
(Prerequisites, FI 301 and junior standing.) Second-level course in financial management to provide more depth in the study of asset pricing corporate valuation, capital structure, dividend policy, working capital management, growth through mergers, and leasing. Emphasis is on the development of problem solving and financial decision making capabilities to prepare students for Advanced Corporate Finance and Bank Management. Students must earn a minimum of a "C" grade in FI 390 to fulfill major/minor program requirements.

FI 410. INTERNSHIP IN FINANCE 1-6 HRS.
(Prerequisites, FI 301 and junior standing.) An academic offering that provides special employment for student who wish to gain career-related experience before graduation. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in FI 410 to fulfill major/minor program requirements.

FI 433. INTERNATIONAL FINANCE 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course provides students with an understanding of the impact of international transaction on financial decisions. Special emphasis is placed on the need to control exchange rate risk using such alternatives as exchange rate options and futures. Students must earn a minimum of a "C" grade in FI 433 to fulfill major/minor program requirements.

FI 445. FINANCIAL STATEMENT ANALYSIS 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course will enable students to understand and analyze financial statements and make comparative assessments of performance and risk of a firm. Students will study industry economics and firms' strategies. Students will learn how to use financial ratios and to incorporate accounting data into their financial evaluation. Students must earn a minimum of a "C" grade in FI 445 to fulfill major/minor program requirements.

FI 446. BANK MANAGEMENT 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course is designed to provide students with an understanding of bank management. The course prepares students for the internal management of banks. The course provides the fundamental principles underlying the management of commercial banks; capital funds; assets and liability management; value maximization; regulation, legal and operational constraints. Students must earn a minimum of a "C" grade in FI 446 to fulfill major/minor program requirements.

FI 448. FINANCIAL INSTITUTIONS AND MARKETS 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course is designed to provide students with an understanding of what the various financial institutions active in the United States do and why they play their

particular roles in the economy. The course blends the internal management approach with the macro approach. Students must earn a minimum of a "C" grade in FI 448 to fulfill major/minor program requirements.

FI 449. INVESTMENT ANALYSIS 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course provides the student with an understanding of the investment analysis process. The student will examine the basis of financial theory as applied to investment theory, study financial markets, and study the process of investment analysis. The student will be required to engage in the process of investment analysis. Students must earn a minimum of a "C" grade in FI 449 to fulfill major/minor program requirements.

FI 450. ADVANCED CORPORATE FINANCE 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course provides the student with an understanding of the investment analysis process. The student will examine the basis of financial theory as applied to investment theory, study financial markets and study the process of investment analysis. The student will be required to engage in the process of investment analysis. Students must earn a minimum of a "C" grade in FI 450 to fulfill major/minor requirements.

FI 505. SPECIAL TOPICS IN FINANCE 1-5 HRS.
(Prerequisites, FI 301 and senior or graduate standing.) A course for the study of special topics and experimental course offerings in the finance area. Students must earn a minimum of a "C" grade in FI 505 to fulfill major/minor requirements.

FI 805. SPECIAL TOPICS IN FINANCE 1-3 HRS.
(Prerequisite, FI 301.) A course at the graduate level for the study of special topics and experimental course offerings in the finance discipline.

FI 850. ADVANCED FINANCIAL MANAGEMENT 3 HRS.
(Prerequisites, background in Finance, Accounting, and Statistics is required.) An MBA-level course that examines the finance function of a firm from the viewpoint of the internal financial manager. The course emphasizes the conceptual and quantitative tools used to accomplish financial analysis, financial planning and control, management of working capital and long-term assets, determining cost of capital and planning financial structures.

INFORMATION SYSTEMS

IS 110. MICROCOMPUTER APPLICATION LAB 0 HRS.
(Prerequisite, concurrent enrollment in IS 113. The computer lab section requirement for IS 113 Introduction to Micro-Computer Applications.) This course is designed to help students learn technology concepts and essential business applications through a combination lecture and hands-on lab setting. Students will develop proficiency in the latest Microsoft Office products. Students will apply business logic and software expertise to solve real world business problems. This three credit hour course is delivered with a one hour lecture (IS 113) and two one hour lab format (IS 110). The lectures and labs are coordinated with all course credit deriving from the lecture portion of the course. The syllabus describes the course requirements that are delivered through both the lectures and labs.

IS 113. INTRODUCTION TO MICROCOMPUTER APPLICATIONS 3 HRS.
This course is designed to help students learn basic computer concepts and microcomputer applications in the Microsoft Windows environment. Students will utilize word processing, spreadsheet,

database and presentation graphics software to solve realistic business problems. Students will also be exposed to Internet access and navigation, ethical concepts and security.

IS 205. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS 1-5 HRS.

This course is for the study of various special topics and experimental course offerings at the undergraduate level in the Information Systems program.

IS 213. MANAGEMENT INFORMATION SYSTEMS CONCEPTS 3 HRS.

(Prerequisite, IS 113.) This course provides an understanding of information systems utilized to manage an enterprise. Topics include the importance of computer and information literacy, an overview of system development methodologies, types of information systems, telecommunications, social and ethical issues, relational databases and other personal productivity tools.

IS 253. VISUAL BASIC PROGRAMMING 3 HRS.

(Prerequisite, IS 113.) An introductory course presenting the Visual Basic language and programming methodology. The course presents the analysis and planning of microcomputer applications in a visual environment using object-based methodology.

IS 283. COBOL PROGRAMMING 3 HRS.

(Prerequisite, IS 113.) Instruction in the fundamentals of the COBOL programming language to include moving and printing data, report preparation, computing, selection, iteration, debugging, data validation, table processing, sequential file processing, control break programming, program logic and design, and principles of structured programming. Students are required to process assigned programs on the mainframe computer.

IS 333. BUSINESS COMPUTER SYSTEMS ANALYSIS 3 HRS.

(Prerequisites, IS 213 and junior standing.) A course to provide an understanding of the systems development life cycle used to develop computer-based information systems. The life cycle approach, prototyping, and rapid application development are studied. Team-orientated projects are utilized to aid in understanding how systems concepts are developed in the business world.

IS 343. WEB-BASED BUSINESS APPLICATIONS 3 HRS.

(Prerequisite, IS 213 or IS 253 or IS 283) This course prepares the student to create and maintain web pages for personal and business purposes. Special emphasis is placed on java and vb.net business applications involving the Internet and Intranets, including electronic commerce and online stores.

IS 373. PRINCIPLES OF ELECTRONIC COMMERCE 3 HRS.

(Prerequisite, IS 213.) This course explores the role of information technology and communication technology in the conduct of business activities with an emphasis on the implications of business-to-business and business-to-consumer connection as a result of electronic communications, particularly the Internet.

IS 383. ADVANCED COBOL PROGRAMMING 3 HRS.

(Prerequisites, IS 283 and junior standing.) This is a continuous study of the COBOL programming language. Students will process assigned programs on the mainframe computer including sorting and further study of Sequential File Maintenance and Updating, Indexed files and interactive menu/screen driven update programs and subprogram.

IS 393. ADVANCED WEB-BASED APPLICATIONS 3 HRS.
(Prerequisite, IS 343.) Students will design and create advanced web-based applications. Content will consist of hands-on experience with advanced Java and scripting language applications. Topics will include the development of applications to provide web-based interfaces for relational databases.

IS 413. DATABASE CONCEPTS 3 HRS.

(Prerequisites, IS 333 or concurrent enrollment with IS333 and junior standing.) The basic objectives of this course are to develop an understanding of database development including data modeling, normalization, and implementation in the relational model using SQL, to develop an understanding of database administration, and to explore other database models including the object-orientated model and client-server implementations.

IS 423. C/C++ CLIENT/SERVER APPLICATION PROGRAMMING 3 HRS.

(Prerequisite, a programming language.) An introduction to the programming language C/C++ and its use in the development of business information applications. Emphasis will be given to the development of C/C++ programs which use embedded SQL to access shared databases, particularly in a Client/Server environment.

IS 453. BUSINESS INTELLIGENCE 3 HRS.

(Prerequisite, IS 113.) This course is designed to enhance and expand knowledge and skill to apply Business Intelligence (BI) in the areas of spreadsheet and database design. Students will generate their own data (for example, in a business simulation environment) with which to apply BI applications. Current BI techniques (including Data Mining) will be learned and applied to each student's database about their company. Prior basic skills in spreadsheet design and database use are required.

IS 463. ENTERPRISE SYSTEMS 3 HRS.

(Prerequisite, IS 213.) A study of the management of information technology as it is practiced in organizations today. Traditional organizations are moving toward a more interconnected or networked business environment. A major focus is understanding the role and use of complex technology in the support of individual, workgroup, enterprise, inter-enterprise and international computing. This course will utilize case studies and business problem solving techniques.

IS 473. TELECOMMUNICATIONS AND NETWORKING APPLICATIONS 3 HRS.

(Prerequisite, IS 213.) This course presents an examination of the history of telecommunications as well as current telecommunications and networking technology.

IS 490. INDEPENDENT STUDY IN INFORMATION SYSTEMS 1-4 HRS.

(Prerequisites, Senior standing, completion of a minimum of 12 hours of information systems including IS 333.) This course provides an opportunity to develop more extensive, in-depth knowledge of a topic than is available through the existing information systems curriculum. Students desiring to do an independent study in information systems should provide the Department Chair with a well-developed proposal for the study including an outline of the work to do done and the learning activity to be completed from the project including sources of information to be used.

IS 493. INFORMATION SYSTEMS DESIGN AND PROJECT MANAGEMENT 3 HRS.

(Prerequisites, IS 333 and IS 413.) This is the capstone course for IS majors. Students will utilize the skills and knowledge from their

previous IS courses, and their general business education. In the course, students will build a complete and working system in a realistic environment utilizing project management techniques.

IS 500. INTERNSHIP IN COMPUTER INFORMATION SYSTEMS

1-4 HRS.

(Prerequisites, IS 333 and any programming course.) Work experience in computer information systems coordinated through visitation, discussion, and written analysis. Students are employed by business firms, government offices, and nonprofit organizations.

IS 505. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS

1-5 HRS.

This course covers various special topics and experimental course offerings.

IS 805. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS

1-3 HRS.

(Prerequisite, permission of instructor.) This course covers various special topics and experimental course offerings at the graduate level.

IS 813. INFORMATION TECHNOLOGY PROJECT MANAGEMENT

3 HRS.

(Prerequisites, IS 113 or equivalent.) This course will present project management techniques, potential problems, and overall decision making associated with software development projects. Specific topics will address planning, organizing, scheduling, and controlling information technology projects, current tools and techniques, and the roles and responsibilities of project managers.

IS 823. SYSTEMS ANALYSIS AND DESIGN

3 HRS.

(Prerequisite, IS 113 or equivalent) This course provides a detailed analysis of the System Development Life Cycle (SDLC). Emphasis is placed on the tools and techniques that a project leader and systems analyst would use to analyze, design and document an information systems with the object-oriented approach as well as traditional approach. The course will also emphasize the importance of various skills, which the systems analyst should possess, including: communication, problem solving and project management. Team-oriented projects are utilized to aid in understanding how systems concepts are developed in the business world.

IS 833. KNOWLEDGE MANAGEMENT

3 HRS.

(Prerequisite, Background in computing.) Knowledge Management encompasses a broad range of activities in an organization and is firmly dependent upon the human factor for the enhancement and success of knowledge use. Knowledge is used to improve the decision making of individuals in an organization. KNOWLEDGE, AT THE RIGHT TIME, IN THE RIGHT PLACE is required for more effective decision-making. This course will review the breadth of activities associated with knowledge from the organizational level to the individual knowledge worker level. These activities include knowledge transfer from an inter- and intra-organizational perspective, IT enhanced knowledge transfer, knowledge capability enhancement and knowledge sharing cultural perspectives.

IS 834. NURSING AND HEALTHCARE SYSTEMS TECHNOLOGY INTEGRATION

3 HRS.

Information technology and information efficiency are studied across multiple aspects of patient care delivery within a healthcare organization. Particular attention will be focused on how participants of the healthcare system interact with the use of technology to improve healthcare efficiency and health outcomes. The themes of privacy, confidentiality, and information security are woven throughout the course content.

IS 835. NURSING AND HEALTHCARE INFORMATICS APPLICATIONS

3 HRS.

(Prerequisite, IS834.) This applications course integrates informatics concepts with tools used in nursing & healthcare informatics practice. The focus will be on the development and construction of software applications and website user interface design in nursing & healthcare settings. The development and construction will be in the context of critiquing existing tools and using development tools for conceptual modeling and data presentation. Topics include web applications, website design, data presentation, concept mapping, workflow analysis, and solution modeling.

IS 843. ELECTRONIC COMMERCE

3 HRS.

(Prerequisite, background in Information Technology.) This course explores the role of information technology and communication technology in the conduct of business activities with an emphasis on the implications of business-to-business and business-to-consumer connection as a result of electronic communications, particularly, the Internet.

IS 853 BUSINESS ANALYTICS

3 HRS.

This course is designed to enhance and expand the knowledge and skill of students interested in careers in Business Analytics (BA). A primary method of learning these skills will be the application areas of spreadsheet and database design in multiple application environments. A predominant method for the development of these skills will be in a Business Simulation environment in which the students will run their own organization to generate the data with which to apply business analytics. The Business Simulation will be executed at various times during the semester to provide the database used in the various BA applications.

IS 863. ENTERPRISE RESOURCE PLANNING FOUNDATIONS (ERP)

3 HRS.

This course serves as an introduction to the world of Enterprise Resource Planning and also provides a solid foundation for many disciplines in common business processes and how they are supported by modern information systems. By studying both successful and unsuccessful implementation examples, students examine how and why an ERP system is implemented and how it is integrated with existing business processes. Students examine the impact of ERP on the organization and how change can be managed. An ERP system such as SAP will be used to experience several business processes and the software first hand. Consent of Instructor.

IS 873. INFORMATION SYSTEMS FOR MANAGERIAL DECISION MAKING

3 HRS.

A study of the management of information technology as it is practiced in organizations today. Traditional organizations are moving toward a more interconnected or networked business environment. A major focus will be understanding the role and use of complex technology in the support of individual, workgroup, enterprise, inter-enterprise, and international computing. A background in Information Technology is required.

IS 883. ENTERPRISE RESOURCE PLANNING CONFIGURATION (ERP)

3 HRS.

(Prerequisite, IS 863.) The objective of this course is to allow students an opportunity to gain experience in configuring an ERP system such as SAP. Emphasis is placed on data needs and understanding complex organizational structures. Students learn to configure business rules and policies into the ERP system. Once they each have a company configured, they work in groups to process Business-to-Business (B2B) transactions. Configuration topics such as business process integration are also covered in the class.

IS 893. SAP TERP10 CERTIFICATION ACADEMY 3 HRS.
(Prerequisite, IS 883) The SAP TERP10 Certification Academy is a means for students to acquire SAP Certification. The course provides an overview of how to navigate through the SAP system, how to enter and extract data and reports, how to push a process forward in an IS environment and how different functions use the same system in different contexts in ways that are similar but tailored towards specific requirements. This course shows that each business function is integrated into a cohesive whole so that one business area can directly gain access to relevant information created by another business area. Emphasis is placed on data needs and understanding complex organizational structures.

MANAGEMENT

MG 301. PRINCIPLES OF MANAGEMENT 3 HRS.
(Prerequisite: Junior standing.) This course introduces the functions of management in business organizations as well as the behavior of individuals and groups in organizational settings. Concepts such as authority, decision-making, diversity, power, ethics, responsibility, and accountability are included. Students must earn a minimum of a "C" grade in MG 301 to fulfill BSB degree and major/minor requirements.

MG 305. SPECIAL TOPICS IN MANAGEMENT 3 HRS.
(Prerequisites, MG 301 and junior standing.) This course is designed for undergraduate management majors who have an interest in learning about emerging management concepts and issues. Students must earn a minimum of a "C" grade in MG 305 to fulfill major/minor requirements.

MG 343. SUPERVISORY MANAGEMENT 3 HRS.
(Prerequisites, MG 301 and junior standing.) This course introduces and describes the concept of supervision in today's workplace. It emphasizes the changing role of first-line management in an increasingly complex business environment. Content of the course includes coverage of fundamentals of supervision, continuous quality improvement, teamwork, and interpersonal communication skills. Students must earn a minimum of a "C" grade in MG 343 to fulfill major/minor requirements.

MG 370. SMALL BUSINESS MANAGEMENT 3 HRS.
(Prerequisites, junior standing.) A direct practical study of the activities and skills needed to successfully manage a small independent business. Emphasis is on decision making in the areas of: expenses, price determination, sales promotion, purchasing, essential records, financial management, inventory control, accounts receivable, investment, and considerations in starting or buying a business. Students must earn a minimum of a "C" grade in MG 370 to fulfill major/minor requirements.

MG 410. INTERNSHIP IN MANAGEMENT 1-6 HRS.
(Prerequisites, MG 301 and junior standing.) An academic offering that provides special employment for students who wish to gain career-related experience before graduation. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in MG 410 to fulfill major/minor requirements.

MG 411. COMPARATIVE MANAGEMENT STUDIES THROUGH INTERNSHIPS 1-3 HRS.
(Prerequisite, MG 301 and junior standing.) An academic offering that provides special employment opportunities for students from foreign universities. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in MG 411 to fulfill major/minor requirements.

MG 423. OPERATIONS MANAGEMENT 3 HRS.
(Prerequisites, BU 255, MG 301 and junior standing) This course follows a service and/or product from its design to where and how it will be produced using concepts of concurrent engineering, total quality management, and statistical process control ending with an evaluation of the different inventory control systems available. Students must earn a minimum of a "C" grade in MG 423 to fulfill BSB degree and major/minor program requirements.

MG 433. INTERNATIONAL MANAGEMENT 3 HRS.
(Prerequisites, MG 301 and junior standing.) This course is designed as a study of the generating, maintaining, and controlling of international flows of people, information, funds, and goods and services for a commercial purpose. The content takes into account international differences in economics, culture, and value systems. Students must earn a minimum of a "C" grade in MG 433 to fulfill major/minor requirements.

MG 443. ORGANIZATIONAL BEHAVIOR 3 HRS.
(Prerequisites, MG 301 and junior standing.) This course follows the behavior of individuals in an organization, develops the behavior changes found in work groups, the behavior of groups in intergroup conflict and goal setting, and finally how behavior is a consideration of organizational design and organizational change. Students must earn a minimum of a "C" grade in MG 443 to fulfill major/minor requirements.

MG 444. HUMAN RESOURCE MANAGEMENT 3 HRS.
(Prerequisites, MG 301 and junior standing.) A review of human resource management in the organization. Topics include: legal aspects of employment practices, recruitment, training, performance appraisal, compensation and benefits, and collective bargaining. Comparisons include human resource management in small, large, and international firms. Students must earn a minimum of a "C" grade in MG 444 to fulfill major/minor requirements.

MG 459. COMPENSATION AND BENEFITS 3 HRS.
(Prerequisites, MG 301 and junior standing.) This course will examine compensation and benefits programs and how they inter-relate with other strategic programs of the organization. Students will view these programs from both the management and the employee perspective, using both theory and practice to grow in their understanding. Students must earn a minimum of a "C" grade in MG 459 to fulfill major/minor requirements.

MG 473. BUSINESS POLICY AND STRATEGY 3 HRS.
(Prerequisites, Completion of all upper-division (300-400 level) business core courses with a minimum of a "C" grade in each course, senior standing; BU 099 as a corequisite.) The primary goal of this course is to give students the opportunity to integrate the functions of business by focusing on case problems with particular emphasis on long-range planning. The course is designed to develop conceptual skills through written and oral presentations, and to bridge the gap between theory and practice. Students must earn a minimum of a "C" grade in MG 473 to fulfill BSB degree, and major/minor requirements.

MG 505. SPECIAL TOPICS IN MANAGEMENT 1-5 HRS.
(Prerequisites, MG 301 and senior or graduate standing.) A course for the student of special topics and experimental course offerings in the management area. Students must earn a minimum of a "C" grade in MG 505 to fulfill major/minor requirements.

MG 520. BUSINESS SIMULATION 3 HRS.
(Prerequisites, Must have completed MG301 and one course in at least two of the following areas: marketing, accounting and finance.) This course simulates the experience of managing a manufacturing

organization over a period of several years. Working in teams and individually, students consider information about their company and competing firms and make decisions regarding marketing, finance, research and development, productions, etc. Their decisions are evaluated in simulated competition with other firms.

MG 530. SUPPLY CHAIN MANAGEMENT 3 HRS.

(Prerequisites, MK 301 and MG 301, or equivalent.) This course focuses on facility location, inventory management, warehousing and transportation as the basic components of a supply chain system. Supply Chain Management is vital in maintaining and enhancing a firm's competitive advantage.

MG 553. ENTREPRENEURIAL MANAGEMENT 3 HRS.

(Prerequisites, senior or graduate standing.) Analysis of management in the entrepreneurial venture during the start-up phase. Topics include characteristics of entrepreneurs, organization life cycle, the business plan, financial projections, product/service research, and the professional manager in the transition from start-up to growth stage. Students must earn a minimum of a "C" grade in MG 553 to fulfill major/minor requirements.

MG 805. SPECIAL TOPICS IN MANAGEMENT 1-3 HRS.

This course is designed to provide special advanced study in appropriate topics in management theory and/or applications for graduate students.

MG 833. INTERNATIONAL STRATEGIC MANAGEMENT 3 HRS.

This course is designed to provide graduate students with an understanding and experience (simulation) in strategic thinking in the international arena. International business has to do with generating, maintaining, and controlling international flows of people, information, funds, goods, and services for a commercial purpose. Special emphasis will be given to identifying information sources, collecting and analyzing data, strategic planning, implementation and evaluation in the international environment.

MG 841. PLANNING FOR NEW PRODUCT/SERVICE FACILITIES 3 HRS.

This course is designed to follow a product and/or service from the discovery of a need through its design process. It reconciles the target market, forecasts product volume, and examines requirements for the production processes. This course is designed to provide a cross-functional, concurrent approach to operations management.

MG 845. MANAGEMENT AND ORGANIZATIONAL THEORY 3 HRS.

A graduate course in the theory supporting organization design and structure. Topics include: organization purpose, dimensions, alternative methods and designs, systems theory, the effects of cycle, size, scope, and transition from a domestic to a global organization.

MG 853. BEHAVIORAL ASPECT OF MANAGEMENT 3 HRS.

Behavior of humans--individually, in groups, and in organizations--is examined for managerial aspects. Particular attention is paid to the effects caused by diversity, reorganization, and current environmental conditions.

MG 863. SEMINAR IN HUMAN RESOURCE MANAGEMENT 3 HRS.

An in-depth study of contemporary issues and trends impacting and affecting human resource management in organizations today. An emphasis will be placed on field-based research and professional periodical publications to address the current needs and problems in staffing organizations.

MG 899. BUSINESS POLICY AND STRATEGIC MANAGEMENT 3 HRS.

(Prerequisite, student must be enrolled in the final semester of study for the MBA.) This course provides the graduate student with an understanding of the managerial role in the policy-formulation process and development of strategies to attain objectives.

MARKETING

MK 301. PRINCIPLES OF MARKETING 3 HRS.

(Prerequisites, junior standing.) Introductory course designed to acquaint students with general marketing principles and practices. Emphasis is placed on developing marketing skills and understanding marketing's role in the strategic of the organization. Students must earn a minimum of a "C" grade in MK 301 to fulfill BSB degree and major/minor requirements.

MK 305. SPECIAL TOPICS IN MARKETING 3 HRS.

(Prerequisites, MK 301 and junior standing.) This course focuses on the critical issues and challenges encouraged at different states in the processes of marketing planning and management. Students must earn a minimum of a "C" grade in this course to fulfill major/minor requirements.

MK 410. INTERNSHIP IN MARKETING 1-6 HRS.

(Prerequisite, MK 301 and junior standing.) An academic offering that provides special employment for students who wish to gain career-related experience before graduation. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in MK 410 to fulfill major/minor requirement.

MK 420. DISTRIBUTION MANAGEMENT 3 HRS.

(Prerequisites, MK 301 and junior standing.) The course is designed to provide an overview of the elements of logistical support necessary for successful marketing. Topics covered in the class will include: customer service, logistics functional areas, logistics information systems, international logistics, and supply chain management. Students must earn a minimum of a "C" grade in MK 420 to fulfill major/minor requirements.

MK 430. RETAIL MANAGEMENT 3 HRS.

(Prerequisite, MK 301 and junior standing.) Provides the student an opportunity to develop knowledge and skills related to the selection, buying, and management of merchandise. Emphasis in retail accounting includes: stock turnover, inventory control, and pricing strategies. Methods of forecasting customer demand, accessing the trade area, retail site analysis, and vendor evaluation. Students must earn a minimum of a "C" grade in MK 430 to fulfill major/minor requirements.

MK 433. INTERNATIONAL MARKETING 3 HRS.

(Prerequisites, MK 301 and junior standing.) A study of marketing products or services beyond the domestic environment into international and global markets. Emphasis will be put on the changing marketing environmental issues such as history, culture, politics, laws, and economic development. Market analysis and marketing strategy development are analyzed in the international context. Students must earn a minimum of a "C" grade in MK 433 to fulfill major/minor requirements.

MK 451. CONSUMER BEHAVIOR 3 HRS.

(Prerequisites, MK 301 and junior standing.) A course designed to study how consumers purchase and use products or services and the influencing factors with emphasis on the components of attitudes, beliefs, information processing, and the decision process. The strategies

organizations employ to affect and respond to consumers' decisions are also studied. Students must earn a minimum of a "C" grade in MK 451 to fulfill major/minor requirements.

MK 453. MARKETING RESEARCH 3 HRS.
(Prerequisites, MK 301, BU 255 and junior standing.) A study of the systematic collection, tabulation, analysis, and presentation of marketing information to support decision making in marketing activities. Emphasis will be put on the marketing research environments, the acquisition of data, measurement, and the analysis of data. Students must earn a minimum of a "C" grade in MK 453 to fulfill major/minor requirements.

MK 455. PERSONAL SELLING 3 HRS.
(Prerequisites, MK 301 and junior standing.) A course directed toward the development of selling concepts, skills, knowledge, techniques, and attitudes. Practical sales materials, techniques, and philosophy are used to develop an understanding of sales relationship, the buyer, product knowledge, sales techniques, communications, and persuasion. Students must earn a minimum of a "C" grade in MK 455 to fulfill major/minor requirements.

MK 460. SALES MANAGEMENT 3 HRS.
(Prerequisites, MK 301 and junior standing.) This course is intended to give the student a broad perspective and penetrating understanding of wholesale and industrial selling-its social and economic functions, its role in purchasing and sales, and its relationship to the total business picture. Students must earn a minimum of a "C" grade in MK 460 to fulfill major/minor requirements.

MK 462. PROMOTIONAL MANAGEMENT 3 HRS.
(Prerequisites, MK 301 and junior standing.) A basic course offering insights into the role of promotion and advertising within the context of integrated marketing communications. The course examines the history, social impact, objectives, strategies, and the evaluation of promotional effort. Budget methods, communication techniques, media analysis, and consumer response are developed for national and local campaigns. Students must earn a minimum of a "C" grade in MK 462 to fulfill major/minor requirements.

MK 464. MARKETING MANAGEMENT 3 HRS.
(Prerequisites, MK 301 and senior standing.) Decision-making activities of marketing executives in product planning, market analysis and consumer selection, promotion, sales force management, pricing, and distribution channels. Emphasis is placed on the growing fields of international marketing, new quantitative tools, and behavioral science contributions. Students must earn a minimum of a "C" grade in MK 464 to fulfill major/minor requirements. MK 464 is the marketing major capstone course and is recommended to be taken in the final semester.

MK 505. SPECIAL TOPICS IN MARKETING 1-3 HRS.
(Prerequisites, MK 301 and senior or graduate standing.) An experimental marketing course initiated by the marketing faculty or others with interest. The course will reflect new substantive trends that will enhance the students' skills and competitiveness. Students must earn a minimum of a "C" grade in MK 505 to fulfill major/minor requirement.

MK 521. SERVICES MARKETING 3 HRS.
(Prerequisite, MK 301.) This course integrates the problems and concerns of a services marketing network and will be of interest to students of both product and services marketing. Most product offerings have services that add value and must be marketed and managed in a different way than products. The course content is applied to the service marketer's context, and each student has the

opportunity to assist the service marketer and the service marketer helps the student understand the "real world" issue.

MK 530. ELECTRONIC MARKETING 3 HRS.
(Prerequisites, MK 301 and junior or graduate standing.) This course explores the emerging business models, rules, tactics, and strategies associated with the Internet medium, stressing integration with other channels and marketing operations in both the business-to-business and business-to-consumer markets.

MK 805. SPECIAL TOPICS IN MARKETING 3 HRS.
This course is an advanced study of key aspects of the marketing function within an organization.

MK 820. MARKETING CHANNELS 3 HRS.
(Prerequisites, MK 301 and graduate standing.) This course will take a systems management approach to the design of logistics functions. Emphasis will be placed on the use of logistics as a means to create a sustainable competitive advantage. Students will be asked to analyze the development of micro and macro logistics systems using both qualitative and quantitative techniques.

MK 833. GLOBAL MARKETING STRATEGIES 3 HRS.
(Prerequisites, MK 301 and graduate standing.) This course will examine the globalization of the marketing environment and the resultant changes in marketing activities. Emphasis will be placed on both a strong cultural understanding of global markets and strategic marketing planning.

MK 864. MARKETING STRATEGY 3 HRS.
The tasks of marketing are reviewed and analyzed within the context of a cross-functional and a marketing-oriented organization. Emphasis is placed on the dynamic environment of the organization and marketing with the intent to recognize, understand and integrate changes into the marketing process. Students are required to engage in critical thinking and expository writing.

COLLEGE OF LIBERAL ARTS AND SCIENCES

R. Brent Thomas, Dean

<http://www.emporia.edu/las/>

The College of Liberal Arts and Sciences consists of the following departments and centers:

Department of Art
Department of Biological Sciences
Department of Communication and Theatre Arts
Department of English, Modern Languages, and Journalism
Department of Interdisciplinary Studies.
Department of Mathematics and Economics
Department of Music
Department of Nursing
Department of Physical Sciences
Department of Social Sciences
Department of Sociology, Anthropology and Crime & Delinquency Studies
Center for Economic Education
Center for Great Plains Studies
Newman Nursing Library
Science and Mathematics Education Center

Each department is composed of faculty responsible for one or more curricula. Several programs are interdisciplinary in nature; faculty from various departments cooperate in curriculum, instruction, and scholarship/research. Pre-medicine and other health-related programs (pre-dentistry, pre-osteopathy, pre-pharmacy, pre-nursing, pre-medical technology, etc.), pre-law, and pre-engineering are all such interdisciplinary programs. Information about the College of Liberal Arts and Sciences or any of its programs and activities may be obtained from the office of the dean, 104 Roosevelt Hall, <http://www.emporia.edu/las/>, or by calling 620/341-5278.

This section of the catalog includes college and departmental information, explanations of the various degrees and programs available, and descriptions of the courses offered.

LIBERAL ARTS AND SCIENCES MISSION STATEMENT

The College of Liberal Arts and Sciences is the intellectual foundation of Emporia State University. The faculty members of the college endeavor to educate students to be leaders and active citizens in increasingly diverse local, national, and international communities. By applying the principles and academic values of the liberal arts and sciences, the faculty members prepare their students to meet aesthetic, social, political, and environmental issues that face all humanity.

The College of Liberal Arts and Sciences aspires to be a community of teacher-scholars who value collaboration and interaction across traditional academic boundaries. It is committed to exceptional teaching, scholarship, and service. It endeavors to educate its students to be lifelong learners who will advance knowledge and serve the world through the application of humanistic values and scientific principles. College of Liberal Arts

and Sciences faculty members are models of academic and pedagogical excellence, helping prepare students for their personal, professional and academic futures.

With the aim of helping students become thoughtful world citizens, the College of Liberal Arts and Sciences provides a wide range of undergraduate and graduate courses of study, professional programs, and specialized centers. The college faculty endeavors to promote intellectual curiosity and to encourage students to attain a contemporary, global perspective on the arts, human cultures, the sciences, and the natural environment. The faculty encourages students to explore the social and political issues faced by all individuals, and to appreciate the contributions of diverse ethnic and cultural groups throughout history.

The College of Liberal Arts and Sciences seeks to accomplish these goals in a student-centered environment by emphasizing a personalized education and successful careers. The college is committed to continuing a tradition of providing students with opportunities to work side by side with outstanding faculty members both in and beyond the classroom. In the College of Liberal Arts and Sciences, students have significant opportunities for involvement in co-curricular activities and for international experiences and study. The college's many opportunities for growth, involvement, and leadership enhance its faculty's excellent classroom instruction.

The College of Liberal Arts and Sciences dedicates itself to achieving prominence among liberal arts and sciences colleges in comprehensive universities as the premier college of its type in the region. To that end, the college challenges its students, faculty, and staff to reach their full potential as lifelong learners, teachers, and scholars.

THE CENTER FOR ECONOMIC EDUCATION

The mission of the ESU Center for Economic Education is to deliver high-quality teacher-training programs and curriculum materials which facilitate knowledge of essential economic concepts and economic reasoning ability of kindergarten through senior high school students, especially in the center's service area which extends to Topeka. Although teachers are welcome to visit the center, its lending library is available to teachers by telephone 620/341-5678 or e-mail catlett@emporia.edu with economic education materials at no charge (except for return postage). Undergraduate and graduate students in teacher education programs are also welcome to use the center's lending library.

The center offers courses, workshops, and other teacher-training activities through the Department of Mathematic, Computer Science, and Economics in the College of Liberal Arts and Sciences at ESU. In addition, the ESU center is supported by the Kansas Council on Economic Education (KCEE), which frequently provides partial tuition scholarships for K-12 teachers taking economic education courses. The center is fortunate to have an extensive and diverse array of partner organizations donating their facilities along with their leaders and key individuals in delivering economic education workshops; these partners include virtually every major employer in Topeka and Emporia along with many others. The center has achieved the highest standard of affiliation with the National Council on Economic Education (NCEE).

CENTER FOR GREAT PLAINS STUDIES

The Great Plains of North America is one of the world's most important grassland regions. The vast distances, meld of grass and

sky, and cycles of nature nourish a distinct regional character and vision. Indeed, the Great Plains has strongly influenced American history and society, as well as large portions of the rest of the world. Americans and those from other lands alike think of this nation largely in terms of its Great Plains heritage.

Situated in the tallgrass country, near trails traversed by Indian peoples since the era of prehistory, in the place where the cowboy and cattle culture flourished, and where an agricultural frontier boomed, ESU has always seen the study of the grasslands as a primary responsibility to Kansas and the region. The responsibility became an exclusive one for ESU in 1977, when the Kansas Board of Regents approved the creation of the Center for Great Plains Studies. ESU is one of the few universities in the United States with extensive academic programs, teacher outreach, public service activities, and research projects designed to inform, interest, and promote appreciation of North America's sprawling and colorful midcontinental grasslands.

Academic fields throughout the campus offer courses in cooperation with the Center. A combination of these courses can be used to obtain the Great Plains academic emphasis, which is recorded on the student's transcript. An undergraduate in any baccalaureate degree program is eligible to elect the Great Plains concentration along with any major, minor, or teaching field. Use of the region's natural environment and institutions as an academic laboratory and presentation of original subjects by the faculty are strong features of the curriculum.

Subjects are best understood by explaining their parts and then studying how they relate to a whole. The natural sciences, fine arts, humanities, and behavioral and social sciences join in the curriculum for a broad and complementary study of the Great Plains. The way humans adapted to life on the Great Plains serves as an illustration of how the curriculum is designed. Courses in geography, biology, and earth science describe aspects of the physical environment that necessitated new ways of living. Fields like history, anthropology, and sociology examine the many human adjustments. Literature, music, and art are among the academic disciplines that consider how people perceived and felt about their environment and expressed the culture it fostered.

Faculty members from art to zoology teach courses in the Great Plains curriculum. They examine the common and uncommon features of the region and explain the reasons for its special human texture and spirit, relating the Plains to the broader American society and the world as a whole.

GREAT PLAINS CONCENTRATION REQUIREMENTS

1. Minimum of 15 semester hours.
2. At least two of the following categories must be represented: Fine Arts; Humanities, Social and Behavioral Sciences; Natural Sciences; College Wide.
3. Specific courses that may be applied to the emphasis are listed in the Great Plains section of the class schedule each semester. Examples of the Great Plains courses in each category are these:

Humanities:

HI 112	United States History Since 1877 (designated section)	3 hours
EG 207	Introduction to Literature (designated section)	3 hours

Social and Behavioral Sciences:

AN 101	Introduction to Anthropology	3 hours

Natural Sciences:

ES 110/111	Intro to Earth Science/Lab	5 hours
EB 259	Great Plains Environment	3 hours

THE SCIENCE AND MATHEMATICS EDUCATION CENTER

Overview of the Center

The ESU Science and Mathematics Education Center (SMEC), located in Science Hall Room 177, contains more than 8,500 items available for checkout. Most SMEC materials can be searched using the Kellogg on-line catalog of the ESU William Allen White Library.

The major types of activities conducted by the Science and Mathematics Education Center include dissemination of curriculum materials, hand-on outreach activities, staff development, curriculum consultation, research within school districts, state-wide research, and science and mathematics curriculum development.

Mission and Goals

The general mission of the Science and Mathematics Education Center is the improvement of pre-service and in-service preparation of teachers in the sciences and mathematics. More specific goals and objectives are as follows:

1. To maintain a comprehensive repository of up-to-date K-12 science and mathematics curriculum materials, including activity resource books, children's literature, videos, computer software, manipulatives, textbooks, lab books, journals, catalogs, kits, and other science and mathematics teacher materials.
2. To assist in the coordination of programs and courses leading to teacher licensure in biological, physical, and mathematical sciences, and teacher education, including elementary, middle school, and secondary levels of science and mathematics teaching.
3. To sponsor and direct staff development projects, workshops, and special courses in science and mathematics education for K-12 teachers from area school districts.
4. To coordinate the efforts of ESU professors in the Departments of Biological Sciences; Physical Sciences; and Mathematics, Computer Science, and Economics; and the Teachers College who regularly serve as consultants and resource persons to the classroom teachers and administrators of state, regional and national educational organizations.
5. To coordinate proposals (and their writing) submitted by the University to outside agencies for funding of special projects for enrichment of K-12 science and mathematics teaching.
6. To maintain an ongoing research program in science and mathematics education with the primary purpose of gathering data concerning the needs and direction of pre-college science and mathematics education programs in Kansas.
7. To serve as a regular meeting place for the advisory committee, department faculty meetings, committee meetings, and executive committee meetings of statewide mathematics and science teacher organizations.

History

Emporia State University has a tradition that is deeply rooted in teacher education. Founded as Kansas State Normal School in 1863, the teacher education tradition endured from 1923 to 1974 as Kansas State Teachers College. The teacher preparation mission remains strongly rooted at Emporia State University.

Out of a long-standing tradition of excellence in the preparation of teachers of science and mathematics at Emporia State University, the Science and Mathematics Education Center was formally established in the mid-1970s by a committee formed from the College of Liberal Arts and Sciences with representatives from the Teachers College.

During the academic year 1976-77, the Department of Biological Sciences made space available for the Center from a converted laboratory, Science Hall room 177. The collection was started with K-12 science and mathematics curriculum materials. All current materials are available for use by university students and faculty as well as teachers from area school districts.

Gradual expansion of the Center's mission led to the establishment of a half-time director's position in 1981. During the 1990-1 academic year, the Center's name was changed to the Science and Mathematics Education Center to better reflect the mission of the Center. The Director of the Center is assisted by an advisory committee consisting of representatives of the Departments of Biological Sciences; Mathematics, Computer Science, and Economics; Physical Sciences; and the Teachers College. In 2005-6, the director's position became full-time.

The Kansas Science Teacher, an annual publication serving science and mathematics teachers, was begun in 1984. It continues (as an e-journal) as a means of publishing original articles that address the goals of improving science and mathematics teaching K-12, and bringing hands-on experiences to existing science and mathematics curricula. The current edition and archives will be available on-line beginning Fall 2007 from a link on the SMEC homepage at www.emporia.edu/scimath/

NEWMAN NURSING LIBRARY

The Nursing Library is located on the second floor of Cora Miller Hall, the building housing the Department of Nursing, 1127 Chestnut Street. The Library contains a concentrated collection of nursing and healthcare books, journals, indexes, videos and computer software supplementing the holdings of ESU's William Allen White Library. Collection information is available through ESU's online Kellogg Catalog. The Nursing Library also serves the staff at Newman Regional Health and other Emporia area healthcare professionals. The library staff is available for consultation on research projects and health-related searches. Call 620/343-6800, Ext. 5650, for reference questions or hours.

DEPARTMENT OF ART

Patrick Martin, Interim Chair

Professors: Dan R. Kirchhefer, Patrick Martin. **Associate Professors:** Eric Conrad, James Ehlers, Roberta Eichenberg, Monica Kjellman-Chapin. **Assistant Professors:** Patricia Kahn, Derek Wilkinson. **Instructors:** Michael Bird, Stephanie Lanter. **Lecturers:** Deb Maxwell, Fletcher Russell.

<http://www.emporia.edu/art/>

The Department of Art offers the student an opportunity to select from a variety of programs. These are designed to help prepare a student for a career in studio art, in the engraving arts, in graphic design, in teaching art in elementary or secondary schools, in art therapy, or in other fields of art.

The art curriculum offers a major in art leading to the following degrees:

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Science in Education

Students in art are encouraged to design the most intensive art program possible. This is especially important for students with future plans for studying art on the graduate level.

NOTE: Art faculty may retain examples of class work produced by each student during his or her undergraduate study. Also, certain classes have supply fees to cover the cost of expendable supplies.

BACHELOR OF ARTS

ART MAJOR

The degree Bachelor of Arts is designed for students wanting a broad liberal arts education in art. Such a degree can help prepare a student to enter careers in art which demand experience in many areas.

For the basic structure of this degree, see the degree Bachelor of Arts in this catalog.

The student must earn a minimum grade of "C" in all art courses (AR) and a minimum cumulative grade point average of 2.5 in all art courses (AR) required for the Bachelor of Arts, Art Major.

At least 45 hours in courses numbered 300 or above must be completed for the degree.

In addition to the following courses, all art majors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Art Major Requirements:

Forty-five hours of art courses (AR) and at least 12 hours in another program of study.

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 235	Art History II	3 hours
AR 322	Life Drawing	3 hours
AR 327	Intermediate Drawing	3 hours
AR 345	20th Century Art History: 1880-1945	

OR	3 hours
AR 355 Art Since 1945	
Approved Art Electives, 300 level or above	14 hours
Other Approved Art Electives	10 hours

All art majors must satisfactorily complete AR 099, Art Forum, every semester, up to 8 semesters.

AR 095, First Year Experience, and AR 098, Mid-Program Portfolio Review, are required for all art majors.

Multicultural Experience Requirement: The degree plan for the BA requires the student to take 10 hours of one foreign language to satisfy the Multicultural Experience Requirement. (Test out by established means is possible.)

Second field (minimum of 12 credit hours): Program to be established by the department administering the chosen second field discipline. The second field may be Art History.

Free and unrestricted electives: (21 credit hours, may include art.)

BACHELOR OF FINE ARTS ART MAJOR

This degree is designed to prepare students to work professionally in an art field or to study at the advanced level at a graduate or professional school.

See the core curriculum general education requirements in the General Education section of this catalog.

The student must earn a minimum grade of "C" in all art courses (AR) and a minimum cumulative grade point average of 2.5 in all art courses (AR) required for the Bachelor of Fine Arts, Art Major.

At least 45 hours in courses numbered 300 or above must be completed for the degree.

In addition to the following courses, all art majors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Art Major Requirements (57 hours):

AR 101 Basic Drawing	3 hours
AR 102 Two-Dimensional Design	3 hours
AR 103 Three-Dimensional Design	3 hours
AR 235 Art History II	3 hours
AR 322 Life Drawing	3 hours
AR 323 Sculpture I	3 hours
AR 345 20 th Century Art History: 1880-1945	

OR 3 hours

AR 355 Art Since 1945

Choose 4 courses from below (12 hours):

AR 302 Glass Forming I	3 hours
AR 305 Intro to Digital Imaging	3 hours
AR 309 Engraving I	3 hours
AR 310 Painting I	3 hours
AR 313 Printmaking I	3 hours
AR 314 Ceramics I	3 hours
AR 315 Photography I	3 hours
AR 327 Intermediate Drawing	3 hours

Art History Elective	3 hours
Approved Art Electives, 300 level or above	9 hours
Other Approved Art Electives	12 hours

All art majors must satisfactorily complete AR 099, Art Forum, every semester, up to 8 semesters.

AR 095, First Year Experience, and AR 098, Mid-Program Portfolio Review, are required for all art majors.

In addition to the 57 hours required above, students interested in ceramics, engraving, graphic design, glass forming, painting, photography, printmaking, or sculpture complete coursework focused on one of these concentrations as outlined below.

CERAMICS CONCENTRATION

Additional Requirements (18 hours):

AR 303 Sculpture II	3 hours
AR 316 Ceramics II	3 hours
AR 496 Projects in Ceramics	6 hours
AR 595 Advanced Studio (Ceramics)	6 hours

ENGRAVING ARTS CONCENTRATION

Additional Requirements (18 hours):

AR 309 Engraving I	3 hours
AR 329 Engraving II	3 hours
AR 409 Projects in Engraving	6 hours
AR 595 Advanced Studio (Engraving)	6 hours

GLASS CONCENTRATION

Additional Requirements (18 hours):

AR 302 Glass Forming I	3 hours
AR 312 Glass Forming II	3 hours
AR 412 Projects in Glass Forming	9 hours
AR 595 Advanced Studio (Glass)	3 hours

GRAPHIC DESIGN CONCENTRATION

Additional Requirements (18 hours):

AR 240 Graphic Design Processes	3 hours
AR 340 Graphic Design Systems	3 hours
AR 341 Graphic Design Formats	3 hours
AR 440 Advanced Typography	3 hours
AR 441 Art Direction	3 hours
AR 540 Senior Project/Senior Portfolio	3 hours

PAINTING CONCENTRATION

Additional Requirements (18 hours):

AR 330 Painting II	3 hours
AR 411 Painting III	3 hours
AR 491 Projects in Painting	9 hours
AR 501 Advanced Drawing I	3 hours

PHOTOGRAPHY CONCENTRATION

Additional Requirements (18 hours):

AR 315 Photography I	3 hours
AR 317 Photography II	3 hours
AR 320 Photography III	3 hours
AR 321 Photography IV	3 hours
AR 495 Art Projects (Photography)	3 hours
AR 595 Advanced Studio (Photography)	3 hours

PRINTMAKING CONCENTRATION

Additional Requirements (18 hours):

AR 326 Printmaking II	3 hours
AR 497 Projects in Printmaking	9 hours
AR 501 Advanced Drawing	3 hours
AR 595 Advanced Studio (Printmaking)	3 hours

SCULPTURE CONCENTRATION

Additional Requirements (18 hours):

AR 333	Sculpture II	3 hours
AR 493	Projects in Sculpture	9 hours
AR 595	Advanced Studio (Sculpture)	3 hours

Additionally, an approved 3 hour, 300 level or above, studio elective in a field other than sculpture is required for this concentration.

BACHELOR OF SCIENCE

ART MAJOR

The degree Bachelor of Science is designed for students wanting a broad exposure to studio arts as well as course work in related fields. Many students who elect this degree program enter some field of business related to the arts or the field of art therapy.

See the core curriculum general education requirements in the general education section of this catalog.

The student must earn a minimum grade of "C" in all courses (AR) and a minimum cumulative grade point average of 2.5 in all art courses (AR) required for the Bachelor of Science in Art.

At least 45 hours in courses numbered 300 or above must be completed for the degree.

In addition to the following courses, all art majors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Art Major Requirements:

Fifty-one hours of art courses (AR) and 24 hours of approved courses in a related field

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 322	Life Drawing	3 hours
AR 235	Art History II	3 hours
AR 323	Sculpture I	3 hours
AR 313	Printmaking I	3 hours
AR 310	Painting I	3 hours
AR 314	Ceramics I	3 hours
AR 327	Intermediate Drawing	3 hours
Approved Art Electives, 300 level or above		21 hours
Related Field		24 hours

All art majors must satisfactorily complete AR 099, Art Forum, every semester, up to 8 semesters.

AR 095, First Year Experience, and AR 098, Mid-Program Portfolio Review, are required for all art majors.

ART THERAPY PREPARATION:

While no undergraduate degree or minor in art therapy is available, students interested in pursuing the MS in Art Therapy should complete the BS in Art and the courses listed below.

See the core curriculum general education requirements in the general education section of this catalogue.

The student must earn a minimum grade of "C" in all courses (AR), and a minimum cumulative grade point average of 2.5 in all art courses (AR) required for the Bachelor of Science in Art. At least 45 hours in courses numbered 300 or above must be completed for the degree.

In addition to the following courses, all art majors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Art Requirements (51 hours):

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 204	Fibers I OR AR 206 Metals I	3 hours
AR 235	Art History II	3 hours
AR 310	Painting I	3 hours
AR 313	Printmaking I	3 hours
AR 314	Ceramics I	3 hours
AR 322	Life Drawing	3 hours
AR 323	Sculpture I	3 hours
AR 324	Elementary Art Education	

OR

2 or 3 hours

AR 334 Secondary Art Education

AR 501 Advanced Drawing 3 hours

Approved Art Electives, 300 level or above 15 or 16 hours*

**15 hours if AR 334 Secondary Art Education is taken, or 16 hours if AR 324 Elementary Art Education is taken.*

Art Therapy Preparation (24 hours):

PY 100	Introductory Psychology	3 hours
PY 210	Psychology of Development	3 hours
PY 303	Introduction to Art Therapy	3 hours
PY 427	Abnormal Psychology	3 hours
PY 626	Theories of Personality	3 hours
Approved Psychology Electives*		9 hours

**PY 300 Descriptive Research Methods and Statistics in Psychology is strongly recommended to enhance preparation for the Art Therapy Master's program at ESU.*

All art majors must satisfactorily complete AR 099 Art Forum every semester, up to 8 semesters.

AR 095 First Year Experience, and AR 098 Mid-Program Portfolio Review, are required for all art majors.

BACHELOR OF SCIENCE IN EDUCATION

ART TEACHING FIELD

This program prepares the student to teach PreK-12 art. The program assumes that nurturing qualified art teachers includes the specialized preparation to develop visual art skills; the art educator must be a competent active artist.

Satisfactory completion of the requirements for this degree entitles the graduate to a license to teach PreK-12 art, issued by the Kansas State Department of Public Instruction.

Requirements for admission to teacher education and recommendation for a teaching certificate are outlined under the degree Bachelor of Science in Education-Secondary Education Major. Students must successfully complete all Professional Education requirements.

Students must also complete all General Education requirements, as outlined in this catalog.

The student must earn a minimum grade of "C" in all art courses (AR), and must earn a minimum grade point average of 2.5 in all art courses (AR) required for the Bachelor of Science in Education, Art Teaching Field. In addition, a 2.75 overall GPA is required for admission to the professional education program.

At least 45 hours in courses numbered 300 or above must be completed for the degree.

PPST Examinations in reading (173), writing (172), and mathematics (174) must be passed to be admitted to Phase I of Teacher Education.

Principles of Learning Test: Students must pass the PLT for state licensure.

In addition to the following courses, all art majors are required to complete the course AR 225, Art History I, as part of the General Education requirements.

Basic Art Requirements (23 hours):

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 235	Art History II	3 hours
AR 322	Life Drawing	3 hours
AR 324	Elementary Art Education	2 hours
AR 334	Secondary Art Education	3 hours
AR 345	20th Century Art History	

OR

AR 355	Art Since 1945	3 hours

Additional Art Requirements (24 hours):

AR 204	Fibers I	3 hours
AR 206	Metals I	3 hours
AR 305	Intro to Digital Imaging	3 hours
AR 310	Painting I	3 hours
AR 313	Printmaking I	3 hours
AR 314	Ceramics I	3 hours
AR 315	Photography I	3 hours
AR 323	Sculpture I	3 hours

Elective Art Requirements (8 hours):

The student chooses 8 or more hours from the following:

AR 304	Fibers II	3 hours
AR 306	Metals II	3 hours
AR 311	Painting II	3 hours
AR 316	Ceramics II	3 hours
AR 317	Photography II	3 hours
AR 326	Printmaking II	3 hours
AR 330	Painting II	3 hours
AR 333	Sculpture II	3 hours

Students must take AR 099, Art Forum, every semester with the exception of the senior semesters.

AR 095, First Year Experience, and AR 098, Mid-Program Portfolio Review, are required for all art majors.

ART MINOR

This 18 hour program of studies offered by the Department of Art is designed to enhance a baccalaureate degree program, preparing students to work professionally in a field that may benefit from expanded study in the visual arts. Students may complete course work focused on a concentrated subject area. The student must earn a minimum grade of "C" in all art courses (AR).

In addition to the following courses, all art minors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Basic Art Requirements (12 hours):

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 235	Art History II	3 hours

Approved Art Electives 6 hours

NOTE: This minor does not constitute a teaching concentration. The minor in art is an enrichment program for students desiring recognition of accomplishments in the visual arts without the commitment required for a major in art.

ART HISTORY MINOR

This 18 hour program of studies offered by the Department of Art is designed to enhance a baccalaureate degree program, preparing students to work professionally in a field that may benefit from expanded study in the visual arts.

The student must earn a minimum grade of "C" in all art courses (AR).

In addition to the following courses, all art minors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Basic Art Requirements (12 hours):

AR 101	Basic Drawing	3 hours

AR 102	Two-Dimensional Design	

OR

AR 103	Three-Dimensional Design	

AR 235	Art History II	3 hours

AR 345	20 th Century Art History	

OR

AR 355	Art Since 1945	3 hours

Approved Art History Electives 300 or above 6 hours

Courses offered by the Department of Art:

ART

AR 095. FIRST YEAR EXPERIENCE SEMINAR 1 HR.

This course for all incoming freshmen in the Art Department will consist of eight discussion-based meetings during the fall semester. Each one-hour meeting will center on a different topic relevant to the experience of incoming art students. The purpose of this course is to inform students of Art Department policies, campus resources, and possible art related career choices, as well as build students' creative problem solving and time management skills.

AR 098. MID-PROGRAM PORTFOLIO REVIEW 1 HR.

The successful completion of AR 098, Mid-Portfolio Review, is required of all BSE, BFA, BS and BA majors. All Art Majors' work will be reviewed after completion of 18-24 studio hours. The purpose of the review is to evaluate the student's progress and to afford an opportunity for the student to reflect on his/her knowledge acquisition and artistic development. Assessment is based on the quality of both presentation and work. Students receive a grade of "S" or "U".

AR 099. ART FORUM 1 HR.

Art Forum is designed to expose students to the work of active professional artists and people working in related fields, in order to gain an understanding of their influences, thinking processes, and methods of working. Students must take Art Forum every semester they are declared as an Art major (up to eight semesters) in order to graduate. Art Forum is taught on a Satisfactory/Unsatisfactory basis.

AR 101. BASIC DRAWING 3 HRS.

The fundamental approach to all kinds of drawing including freehand drawing, perspective, specimen drawing, drawing from the imagination, object drawing, techniques involving the use of a variety of art media.

AR 102. TWO-DIMENSIONAL DESIGN 3 HRS.

Introduction to the elements and principles of design and the theory of color. Projects are directed toward the application of these theories to practical and aesthetic problems in composition.

AR 103. THREE-DIMENSIONAL DESIGN 3 HRS.

Study of the application of the principles of design and color with an introduction to three dimensional problems and related media.

AR 105. ART APPRECIATION 2 HRS.

The course discusses how and why art is made. The class covers how art is produced, discusses the visual principles involved in looking at art and the aesthetics of art, and covers some of the highlights of the history of art.

AR 200. WORKSHOP: (SUBJECT TITLE) 1-3 HRS.

(Special stipulations, if any, will vary depending on the nature of the workshop subject.) A course designed to give the undergraduate student an intensive experience of a specific nature within a studio area.

AR 202. DRAWING II 3 HRS.

(Prerequisite, AR 101.) Course outcomes will include the continued mastery of drawing skills and concepts learned in Drawing I, as well as the learning of advanced approaches to drawing. Creative projects will be used to introduce new media, concepts, and approaches as each student transitions towards more self-directed avenues of inquiry.

AR 204. FIBERS I 3 HRS.

(Prerequisites, AR 101, AR 102 and AR 103.) A course designed to introduce the student to loom and off-loom weaving, spinning, natural dyeing, and other techniques. Consent of instructor.

AR 206. METALS I 3 HRS

(Prerequisite, AR 101, AR 102, AR 103.) An introductory course designed to develop specific skills and basic techniques of working with metal and related materials used in the production of jewelry and other metal arts. Emphasis on design, craftsmanship, and functional use of materials. Consent of instructor.

AR 213. INTRODUCTION TO CERAMICS 1 HR.

Introduction to Ceramics for Spring and Fall semesters is a one hour credit class offered at night. This class is treated as a student directed class due to the wide range of experience, previous skill levels and abilities. Instruction in slab methods, coil methods and wheel throwing will be offered. After three absences a student will be dropped from the class unless other arrangements have been made prior to the absences. All absences will be expected to be made up in the ceramics lab at the student's convenience.

AR 214. INTRODUCTION TO METALS 1 HR.

This class is an introduction to the fundamental processes of contemporary metalworking. The focus of the projects will be on creating unique small three dimensional objects for either adorning the body or sculpture.

AR 215. INTRODUCTION TO PHOTOGRAPHY 1 HR.

This course teaches the technical aspects of camera use and black & white darkroom skills. Assignments are designed to teach camera functions and printing techniques with an emphasis on developing a visual language through photography.

AR 225. ART HISTORY I: PREHISTORIC TO RENAISSANCE 3 HRS.

A survey of the development of art from pre-history to the Middle Ages, with emphasis on the cultures of Egypt, Western Asia, Greece, Rome, and medieval Europe.

AR 227. SOFTWARE FOR VISUAL ARTIST 3 HRS.

(Prerequisites, AR 101, AR 102, AR 103, or permission of instructor.) Introduction level studio course concerned with basic issues and topics related to computer software made especially for visual artists. This course will introduce students to vector-based, paint-based, and page-layout software applications through studio lecture, in-class exercises, and project assignments.

AR 235. ART HISTORY II: RENAISSANCE TO MODERN 3 HRS.

A survey of the major monuments of Western art and architecture from the fourteenth through the twentieth century.

AR 240. GRAPHIC DESIGN PROCESSES 3 HRS.

(Prerequisites, AR 101, AR 102, AR 103, or permission of instructor.) Introduction level graphic design course to be concerned with fundamental issues and topics in graphic design. Basic, traditional and contemporary (digital) aspects of profession-oriented design composition, design preparation, design production, and time-based media will be included in the course.

AR 300. WORKSHOP: (SUBJECT TITLE) 1-3 HRS.

(Supply fee.) A course designed to give the undergraduate student an intensive experience of a specific nature within a studio area.

AR 302. GLASS FORMING I 3 HRS.

(Prerequisites, AR 101, AR 102, and AR 103 or permission of instructor.) This is a beginning level course which introduces glass as a fluid material for artistic expression. The student will be guided in familiarizing him/herself with various material properties of glass and basic methods for manipulating the material and translating into a visual image. Emphasis will be on the development of original and personal imagery made from molten glass.

AR 304. FIBERS II 3 HRS.

(Prerequisite, AR 204.) A course designed to take the student beyond the basic weaving techniques and concepts and allow them to explore some techniques in depth.

AR 305. INTRODUCTION TO DIGITAL IMAGING 3 HRS.

This is an introductory course in digital imaging that is specifically designed for the art student. At this level, students will be introduced to computers in general, vocabulary, and the development of digital images whether directly from a printed, scanned or plotted image, or working with computers as a tool in the development of artwork in other media. This course will begin with specific assignments designed to develop specific skills in developing ideas as well as knowledge of hardware and software. By mid-semester, students should be sufficiently advanced to pursue their own ideas and interests.

AR 306. METALS II 3 HRS.

(Prerequisite, AR 206.) Advanced work in metal and other materials with emphasis on individual needs and interests in special techniques and procedures.

AR 309. ENGRAVING I 3 HRS.

(Prerequisites: AR 101, AR 102, and AR 103.) Engraving I is an introductory course designed to develop specific skills and basic techniques in the area of engraving. Areas covered within the course include an introduction to engraving and the history of engraving, metal engraving in several styles, fine wood carving, glass engraving, inlay, and carving and engraving on a variety of other materials.

AR 310. PAINTING I 3 HRS.
(Prerequisites, AR 101, AR 102, and AR 103 or permission of instructor.) This course involves problems in painting based on historical and contemporary concerns in art. Students will learn the fundamentals of working with oil paint and will apply these techniques to specific aesthetic problems with an emphasis on mastery of skills and developing individual expression.

AR 312. GLASS FORMING II 3 HRS.
(Prerequisite, AR 302.) A second level glass forming class wherein the student is directed to develop competencies in glass forming procedures. The main focus of the student's efforts will be directed towards glass forming skills and appropriate decorative processes.

AR 313. PRINTMAKING I 3 HRS.
(Prerequisites, AR 101, AR 102, and AR 103 or permission of instructor.) This course is designed to be an introduction to the fine art of printmaking. Major printmaking processes are discussed and explored, with emphasis on woodcut, etching, and monotype techniques. At least seven different prints will be made during the semester.

AR 314. CERAMICS I 3 HRS.
(Prerequisites, AR 101, AR 102, and AR 103 or permission of instructor.) This is a rigorous beginning level course in the design and construction of functional and sculptural forms in clay. Course work includes the study of clay body composition, glaze research and wheel and hand forming processes.

AR 315. PHOTOGRAPHY I 3 HRS.
(Prerequisites, AR 101, AR 102, and AR 103.) Photography I teaches the aspects of camera use in film-based black and white darkroom skills. Classroom discussions include technical, historical, and artistic topics. Assignments are designed to teach camera functions with an emphasis on developing the visual language of photography. Consent of instructor.

AR 316. CERAMICS II 3 HRS.
(Prerequisite, AR 314.) Advanced study in the design and construction of functional and sculptural forms in clay, with emphasis on developing skill on the pottery wheel. Includes further study of the aesthetics and practical aspects of clay and glazes.

AR 317. PHOTOGRAPHY II: DIGITAL IMAGING 3 HRS.
(Prerequisite, AR 315) This course introduces the student to digital photography, with an emphasis on using computer software to control image quality. Color theory as it relates to the medium of photography is also addressed in this course. Consent of instructor.

AR 319. GRAPHIC DESIGN COLOR PRODUCTION 3 HRS.
The primary areas of study are the areas of color reproduction, plating and proofing techniques, graphic reproduction procedures using offset printing, and related binding and finishing. Students have the opportunity to spend additional time in an area of choice.

AR 320. PHOTOGRAPHY III 3 HRS.
(Prerequisite, AR 317) Photography III is a continuation of the development of visual content and creative thinking by exploring and emulating some of the traditional genres of photography and the directions that contemporary photographers are pushing the medium. Students may work in either analogue or digital formats. Consent of instructor.

AR 321. PHOTOGRAPHY IV 3 HRS.
(Prerequisite, AR 320) Photography IV teaches the fundamentals of studio techniques, such as lighting and view camera operation, while continuing to build skills in idea development, critical thinking, and expressive uses of the medium. Consent of instructor.

AR 322. LIFE DRAWING 3 HRS.
(Prerequisites, AR 101, AR 102, and AR 103. This course will help the student in developing technical and perceptual life drawing skills, along with a basic understanding of human anatomy. The student will use a variety of drawing media, while focusing on proportion, composition, and technique. Consent of instructor.

AR 323. SCULPTURE I 3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) The course explores and experiments with the possibilities of three-dimensional work. Students will learn the fundamentals of multiple sculptural techniques with an emphasis on mastery of skills and developing individual expression.

AR 324. ELEMENTARY ART EDUCATION 2 HRS.
(Prerequisite, AR 105.) A study of the nature of creative growth and development as it is related to art education and to general elementary school education. Also includes laboratory experiences with media and analysis of such problems as instructional techniques and general organization of the art program.

AR 325. GREAT PLAINS ART HISTORY 2 HRS.
An introduction to the development of the major trends and styles of art found depicting the Great Plains. A chronological approach will be utilized beginning with the art of seventeenth century Europe to the development of Western American Art independent of European influences.

AR 326. PRINTMAKING II 3 HRS.
(Prerequisites, AR 313 or permission of instructor.) This course builds on intaglio, relief and monotype techniques learned in Printmaking I, with an emphasis on combining printmaking processes and color printing while pushing student image making, subject matter, theme and style.

AR 327. INTERMEDIATE DRAWING 3 HRS.
(Prerequisites, AR 101, AR 102, and AR 103 or permission of instructor.) Course outcomes will include the continued mastery of drawing skills and concepts learned in Basic Drawing, as well as the learning of advanced approaches to drawing. Creative projects will be used to introduce new media, concepts, and approaches as each student transitions towards more self-directed avenues of inquiry.

AR 329. ENGRAVING II 3 HRS.
(Prerequisite, AR 309.) Engraving II is designed to enable students to develop advanced specific skills and basic techniques in the area of engraving. Areas covered within the course include metal engraving in several styles, fine wood carving, glass engraving, inlay, and carving and engraving on a variety of other materials.

AR 330. PAINTING II 3 HRS.
(Prerequisites, AR 310 or permission of instructor.) This course is intended to expand the students' experience with paint and lead them in gaining awareness of the creative process. Assignments allow for the application of traditional and contemporary methods of painting. Students are expected to apply their own creative ideas to these problems in conjunction with solid design skills.

AR 333. SCULPTURE II 3 HRS.

(Prerequisite, AR 323.) Advanced work in sculpture, specialization in two or more media for semester projects, continuing emphasis on mastery of skills in sculpture and further developing individual expression.

AR 334. SECONDARY ART EDUCATION 3 HRS.

(Prerequisite, 20 hours of art classes.) A basic background for secondary art teaching via participation and seminars. Curriculum, establishment and maintenance of an art program, roles of the art teacher, history of art education, creativity, art trends, and controversies are studied.

AR 340. TYPE AND DESIGN 3 HRS.

(Prerequisite, AR 240 recommended.) Application of design and type principles to the development of symbology. Selected topics in design; i.e. perception, figure ground, shape, visual dynamics, Gestalt Principles, and fundamentals of design.

AR 341. GRAPHIC DESIGN SYSTEMS 3 HRS.

(Prerequisites, concurrent enrollment with AR 240 and AR 340.) An understanding of digital technology as it relates to Visual Communications. Understanding of press, pre-press operations and terminology related to the printing process.

AR 345. 20th CENTURY ART: 1880-1945 3 HRS.

(Prerequisites, AR 225 or AR 235.) Study of the major movements in avant-garde art from the late 19th century to World War II in Western Europe and the United States, with particular emphasis on the impact of social, intellectual, and political developments on the art of the period. Consent of instructor.

AR 346. HISTORY OF GRAPHIC DESIGN 3 HRS.

(Prerequisites, AR 227, AR 235, and AR 240 or AR 305.) Intermediate-level graphic design lecture/readings/discussion course to be concerned primarily with effectively building depths of understanding concerning formal, conceptual, and historical issues and topics in graphic design. Primary course objectives will be to assess design movements relative to cultural significance, evaluate and determine designs' function in visual communications, and analyze the impact of technology and commerce on the development of new media.

AR 355. ART SINCE 1945 3 HRS.

This course is an introduction to the major artists, movements, and cultural contexts of art produced in the second half of the 20th century in Western Europe and the US. We will look not only at the artists' activities, but also the changing critical and interpretive frameworks of this period, with emphasis on the ideological constructions of modernism and postmodernism. AR 235 is recommended.

AR 408. PHOTOGRAPHY: COLOR AND STUDIO 3 HRS.

(Prerequisite, AR 317.) This class will explore the advanced techniques of color photography and color printing and will teach the fundamentals of studio lighting and view camera operation. Classroom discussions will include technical, historical, and artistic topics. Assignments will be designed to teach the use of equipment while developing the visual language of photography.

AR 409. PROJECTS IN ENGRAVING 3 HRS.

(Prerequisite, AR 309.) Projects in Engraving is designed to enable students to develop advanced skills and techniques in the area of engraving.

AR 411. PAINTING III 3 HRS.

(Prerequisite, AR 311.) Individual painting problems.

AR 412. PROJECTS IN GLASS FORMING 3 HRS.

(Prerequisite, AR 312.) An advanced glass forming class wherein the student is guided into highly personalized projects. The main focus of the student's creative endeavors will be directed towards two distinct series of glass forms.

AR 440. ADVANCED TYPOGRAPHY 3 HRS.

(Prerequisites, AR 341 or by instructor permission.) Advanced-level graphic design studio course to be concerned primarily with issues and topics in professional typographic conceptualization, composition, and execution. The course, building upon course work from *Graphic Design Processes*, *Graphic Design Systems*, and *Graphic Design Formats* will cover a very basic history of graphic design with special application to typographic design and visual communication design.

AR 441. ART DIRECTION 3 HRS.

(Prerequisite, AR 341.) Advanced, team-oriented graphic design studio course, concerned primarily with professional issues and topics in visual communication design. Work developed for the course will necessarily build upon both conceptual and pragmatic understandings developed in the courses *Graphic Design Processes*, *Graphic Design Systems*, *Graphic Design Formats*, and *Advanced Typography*. All projects assigned will involve design studio-business issues and topics.

AR 491. PROJECTS IN PAINTING 3 HRS.

(Prerequisite, AR 411.) Advanced problems for individual development in painting.

AR 493. PROJECTS IN SCULPTURE 3 HRS.

(Prerequisite, AR 303 or permission of instructor.) Advanced work in sculpture, specialization in two or more media.

AR 494. PROJECTS IN FIBERS 2-3 HRS.

(Prerequisites, AR 204 and AR 304.) A course designed to allow the student to explore an area of weaving or fibers in depth.

AR 495. INDEPENDENT STUDY 1-3 HRS.

(Prerequisite, permission of instructor.) Advanced work in a field of specialization for which the student can show sufficient background. Prior to enrollment, student must obtain approval of the instructor under whom s/he wishes to work, and together should devise an agreeable plan for the semester's outcomes.

AR 496. PROJECTS IN CERAMICS 2-3 HRS.

(Prerequisite, permission of instructor.) Individual projects in ceramics with emphasis on research and experimentation.

AR 497. PROJECTS IN PRINTMAKING 3 HRS.

(Prerequisite, AR 326.) Advanced work in the print medium of the student's choice.

AR 499. PROJECTS IN METALS 3 HRS.

(Prerequisites, AR 306 or permission of instructor.) Advanced projects involving exploration of historical motifs, development of series in form or media, in the areas of metalsmithing.

AR 500. WORKSHOP: (SUBJECT TITLE) 1-3 HRS.

(Special stipulations, if any, will vary depending on the nature of the workshop subject.) A course designed to give the upper division undergraduate student an intensive experience of a specific nature within a studio area.

AR 501. ADVANCED DRAWING 3 HRS.
(Prerequisite, AR 322 or AR 327.) The advanced levels of drawing are centered on each student's personal development through individually established aesthetic "problems." Open studio work with periodical group critiques are used to deal with the evolution and resolution of these problems within a series of drawings.

AR 514. ART EDUCATION 2-3 HRS.
(Prerequisite, permission of instructor.) Individual problems in art education. *Not for graduate credit.*

AR 535. HISTORY OF AMERICAN ART 3 HRS.
A lecture course using a standard textbook on American Art. The survey-type course covers American efforts in crafts, architecture, painting, and sculpture from the time of the first settlers to the present.

AR 540. SENIOR PROJECT/SENIOR PORTFOLIO 3 HRS.
(Prerequisites, AR 540 and AR 441, or permission of instructor.) Advanced-level Graphic Design studio course developed to display advanced student achievement. Work developed for the course will necessarily build upon both conceptual and pragmatic understandings developed in the courses Graphic Design Processes, Graphic Design Systems, Graphic Design Formats, Advanced Typography, and Art Direction. The course will consist of two major parts: Each student will propose and develop an approved, in-depth professional quality visual communications concept. In addition, each student will develop and provide a profession-oriented portfolio for exit review. *Not for graduate credit.*

AR 545. ANCIENT AND CLASSICAL ART HISTORY 3 HRS.
(Prerequisite, majors or permission of instructor.) A study of the arts of the major cultures underlying Western civilization. Covers the period approximately 3500 B.C. to 600 A.D., including Egypt and the Near East, Greece, the Etruscans and Rome.

AR 555. MEDIEVAL ART HISTORY 2 HRS.
(Prerequisite, majors or permission of instructor.) A detailed study of the social forces which merged to give artistic character to the several art styles developed in Europe, circa 750 to 1500. Emphasis on the periods generally known as Medieval, Romanesque, and Gothic.

AR 565. RENAISSANCE ART HISTORY 3 HRS.
(Prerequisite, majors or permission of instructor.) A study in depth of the artistic and historical significance of the Renaissance. Starting about 1400 in Italy, the movement is traced through its early and high period to its development in Northern Europe.

AR 575. 19TH CENTURY ART 3 HRS.
(Prerequisites, AR 225 or AR 235 or permission of the instructor.) Examines Neoclassicism, Romanticism, Realism & Impressionism. The course deals with European art and its social, cultural, political and economic context. The discussion of specific trends within art practice will be framed by close examination of the changing conditions within the art world.

AR 585. IMPRESSIONISM AND POST-IMPRESSIONISM 3 HRS.
This course traces the development of Impressionism from the early works of Manet to the last Impressionist Exhibition of 1886. We will consider in depth the stylistic development of individual artists as well as the intense cross-fertilization of ideas between and among them. AR 235 is recommended.

AR 595. ADVANCED STUDIO (SUBJECT TITLE) 2-3 HRS.
(Prerequisite, permission of instructor.) A course designed to expand the student's conceptual range, capacity for criticism and personal vision within a specific studio area. Open studio work with periodic group critiques. Work in a studio area of art may be selected from the following: ceramics, drawing, metalry, painting, photography, printmaking, sculpture and weaving.

AR 599. SENIOR EXHIBITION 3 HRS.
This is a capstone studio course developed to demonstrate advanced level student achievement. The course will include the development of a cohesive body of work that is shown in a senior exhibition as a final project under the guidance of a faculty thesis committee and the major professor in the area of the student's BFA concentration. It will also result in the completion of a final portfolio. It is not intended for graduate credit.

AR 700. WORKSHOP: (SUBJECT TITLE) 1-3 HRS.
(Special stipulations, if any, will vary depending on the nature of the workshop subject.) A course designed to give the graduate student an intensive experience of a specific nature within a studio area.

AR 701. ADVANCED DRAWING II 2-3 HRS.
(Prerequisite, AR 501.) The more advanced resolution of the problems established in AR 501 form the continuation in these levels.

AR 704. PHILOSOPHY OF ART EDUCATION 3 HRS.
Designed to acquaint school administrators and teachers with the nature and purpose of art programs on all levels of public education. Includes a brief study of creative growth and development, the importance of art in school and community life, and problems related to staff, equipment, and finances.

AR 705. SEMINAR IN ART 2 HRS.
(Prerequisite, open to seniors and graduate art majors only.) The discussion of directed reading and research in selected fields.

AR 708. PROBLEMS IN ART FOR RELATED PROFESSIONS: (SUBJECT TITLE) 1-3 HRS.
(Prerequisites, AR 101 and AR 102; permission of instructor.) Course utilizes individual studio experiences as research for a term paper applicable to the academic program of the student. Work in a studio area of art may be selected from the following: ceramics, metalry, painting, printmaking, sculpture, and fibers. Course is designed to strengthen the art background of people in the professions related to art such as various therapists, counselors, and activity directors. May be repeated.

AR 711. LABORATORY PROBLEMS IN PAINTING 3 HRS.
(Prerequisite, permission of instructor.) Individual problems in painting.

AR 712. EXPERIMENTAL MEDIA I 2-3 HRS.
(Prerequisites, 20 hours of studio work and permission of instructor.) Studio work designed to cross traditional lines between the various two- and three-dimensional media. More than one instructor is available for consultation.

AR 713. LABORATORY PROBLEMS IN SCULPTURE 3 HRS.
(Prerequisite, permission of instructor.) Individual problems in sculpture.

AR 714. LABORATORY PROBLEMS IN ART EDUCATION**2 HRS.**

(Prerequisite, permission of instructor.) Individual problems in art education.

AR 715. ART APPRECIATION**3 HRS.**

Designed to expose students to the meanings and purposes of art and its relevance to life.

AR 716. LABORATORY PROBLEMS IN CERAMICS**3 HRS.**

(Prerequisite, permission of instructor.) Individual problems in ceramics.

AR 717. LABORATORY PROBLEMS IN PRINTMAKING**3 HRS.**

(Prerequisite, permission of instructor.) Individual problems in printmaking.

AR 719. LABORATORY PROBLEMS IN METALS**3 HRS.**

(Prerequisite, permission of instructor.) Individual problems in metal work.

AR 785. RESEARCH PROBLEMS IN ART**1-3 HRS.**

(Prerequisite, permission of instructor.) Under individual guidance the student pursues advanced study in areas such as art education, art history, and aesthetics. The nature of the study and the student's qualification to undertake such work are subject to the approval of the department graduate committee.

AR 791. PROJECTS IN PAINTING**2-4 HRS.**

(Prerequisite, AR 491 or permission of instructor.) Advanced problems for individual development in painting.

AR 793. PROJECTS IN SCULPTURE**2-4 HRS.**

(Prerequisite, AR 713 or permission of instructor.) Individual projects in sculpture.

AR 796. PROJECTS IN CERAMICS**2-4 HRS.**

(Prerequisite, permission of instructor.) Individual projects in ceramics with emphasis on research and experimentation.

AR 797. PROJECTS IN PRINTMAKING**2-4 HRS.**

(Prerequisite, AR 717 or equivalent.) Advanced work in the print media of the student's choice.

AR 799. PROJECTS IN METALS**2-4 HRS.**

(Prerequisite, permission of instructor.) Advanced work in metals.

DEPARTMENT OF BIOLOGICAL SCIENCES

Associate Professor Eric Yixin Yang, Interim Chair (Microbiology–Molecular Biology)

Professors: Scott S. Crupper (Microbiology-Molecular Biology), David R. Edds (Ichthyology-Aquatic Biology), Thomas A. Eddy (Entomology-Resource Management-Plant Taxonomy), John Richard Schrock (Entomology, Biology Education) Lynnette C. Sievert (Comparative Animal Physiology), Marshall D. Sundberg (Plant Anatomy-Morphology-Development), R. Brent Thomas (Anatomy – Herpetology – Behavior),. **Associate Professors:** Melissa Bailey (Physiology-Toxicology), Tim Burnett (Immunology), Bill Jensen (Wildlife Biology), Brenda Koerner (Ecology-Biology Education) Dwight Moore (Genetics), Eric Yixin Yang (Microbiology-Molecular Biology).

<http://www.emporia.edu/biosci/>

The Department of Biological Sciences offers programs and courses designed to prepare students for a variety of occupations associated with biology teaching, wildlife management, environmental assessment, health-related careers, research laboratories, and graduate education. In addition, the department supports the liberal education of all students of the university by offering courses designed to increase their awareness and understanding of biological concepts and breakthroughs which affect their everyday lives now and in the future.

The following degrees are offered:

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Education

Each degree has a foundation of broad biological exposure, followed by specialization in a desired area of interest. There is flexibility to develop expertise directed toward specific goals. Many of the courses are supported by laboratory or field work; student research is part of most curricula. Math and physical science requirements vary with each degree and area of concentration.

The department offers a minor in biology. It also offers specific pre-professional programs in agriculture; dentistry; medical technology; medicine, including osteopathic medicine; optometry; physical therapy; and veterinary medicine. See below for details.

Students must have a minimum grade-point average of 2.2 across all biology courses for which they have earned a grade. For students that have repeated coursework, calculation of the biology GPA will follow the procedures described in the course repeat grade policy.

The department also offers a master's degree in biology. For more information see the Graduate Office web site, <http://emporia.edu/grad/>.

BACHELOR OF ARTS BIOLOGY MAJOR

The Bachelor of Arts major in biology is for students desiring a broad, liberal education. It is not appropriate for students desiring to do advanced studies in biology or to be employed as a professional biologist, unless they are willing to take as electives additional hours in biology beyond those required for this degree. The major is appropriate for areas of the pre-medicine curriculum.

See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (30 hours):

GB 140-141	Principles of Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425-426	General Genetics & Lab	4 hours
EB 480	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
GB 480	Senior Experience in Biology	1 hour

Physical Science Cognate Course Requirements (10 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours

Required Second Program of Study:

15 to 30 hours in a second program of study in another discipline.

BACHELOR OF SCIENCE

BIOCHEMISTRY and MOLECULAR BIOLOGY MAJOR

This interdisciplinary BMB major provides an exciting opportunity for students to pursue additional graduate study or employment in fields such as biotechnology, bioengineering, or biomedical research. It also represents an excellent choice of major for preparation for a health-related professional program such as medical school.

In addition to the requirements shown below, students must complete the University-wide general education and graduation requirements, as well as 45 hours of courses with 300+ course numbers.

Major Area Required Courses (53 hours)

Chemistry Core (31 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 572-573	Organic Chemistry I & Lab*	5 hours
CH 574-575	Organic Chemistry II & Lab*	5 hours
CH 620	Elements of Physical Chemistry	3 hours
CH 660-661	Biochemistry I & Lab	5 hours
CH 662	Biochemistry II	3 hours

Biology Core (22 hours):

GB 140-141	Principles of Biology & Lab	4 hours
GB 425	General Genetics	3 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 520	Molecular Genetics	3 hours
MC 540	Cell Biology	3 hours
MC 549-550	Immunology & Lab	5 hours

Electives (11 hours):

MC 765 or CH 765	Advanced Biotechnology Lab	4 hours
MC 409 or CH 479	"Undergraduate Research"	2 hours
GB 470 or CH 730	Seminar	1 hour
Other BMB Electives:	Students must choose a Minimum of 2 additional elective courses in chemistry or biology, totaling at least 4 hours.	4 hours

Required Associate Courses (15 hours):

PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours
MA 165	Basic Calculus	5 hours

*In some cases with the advance approval of both the chemistry and biology BMB advisors, it may be appropriate to substitute CH 370-371 General Organic Chemistry (5 hours) for CH 572-575. If done in a special circumstance, this would increase the BMB major electives to 17 hours.

BACHELOR OF SCIENCE

BIOLOGY MAJOR

The student desiring considerable specialization in biology should elect a major in biology for the degree Bachelor of Science. In addition, a concentration within the major should be selected. This degree is designed to provide the major with enough specific course work and preparation for desired employment or further academic preparation in graduate school.

The concentrations are listed below:

General Biology Concentration
Botany Concentration
Ecology & Biodiversity Concentration
Microbial and Cellular Biology Concentration
Physiology Concentration
Zoology Concentration

Consult with an advisor for appropriate courses.

BACHELOR OF SCIENCE

BIOLOGY MAJOR

GENERAL BIOLOGY CONCENTRATION

See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
ZO 570	Mammalian Physiology	3 hours
OR		
BO 750-751	Plant Anatomy & Physiology & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
EB 480	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
GB 425-426	General Genetics & Lab	4 hours
GB 480	Senior Experience in Biology	1 hour
Upper division electives in biology		15-16 hours

Physical Science & Math Requirements (23-25 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
MA 165	Basic Calculus	5 hours
OR		
MA 161	Calculus I	5 hours
OR		
PY 520	Statistics I	3 hours

Recommendations:

A basic understanding of mathematics and physical science is essential to all biologists. Electing courses in these areas in addition to those required is strongly recommended. At least one course in philosophy, logic, or ethics is strongly recommended.

BACHELOR OF SCIENCE BIOLOGY MAJOR

BOTANY CONCENTRATION

See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425	General Genetics	3 hours
EB 480	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
GB 539	Soil Science & Lab	4 hours
BO 542-543	Plant Taxonomy & Lab	4 hours
BO 750-751	Plant Anatomy & Physiology & Lab	4 hours
GB 480	Senior Experience in Biology	1 hour
Upper division electives in biology (see below)		8 hours

Physical Science & Math Requirements (23-25 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
MA 165	Basic Calculus	5 hours
OR		
MA 161	Calculus I	5 hours
OR		
PY 520	Statistics I	3 hours

Electives (8 hours):

All elective hours in biology must be taken from the following list of courses:

GB 426	General Genetics Lab	1 hour
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 703-704	Mycology & Lab	4 hours
BO 338-339	Trees and Shrubs & Lab	3 hours
BO 409	Botany Project	1-3 hours
BO 430	Economic Botany	3 hours
BO 552-553	Plant Kingdom & Lab	4 hours
EB 710	Conservation Biology	3 hours
GB 725	Evolution	3 hours
EB 351	Introduction to Geospatial Analysis	3 hours

BACHELOR OF SCIENCE BIOLOGY MAJOR

ECOLOGY & BIODIVERSITY CONCENTRATION

See the core curriculum general education requirements in the General Education section of this catalog.

Requirements:

A. Biology Core (23 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425	General Genetics	3 hours
EB 480	Principles of Ecology	3 hours
GB 480	Senior Experience in Biology	1 hour

B. Concentration Courses (29 hours):

EB 481	Field Ecology ^A	2 hours
EB 409	Ecology & Biodiversity Project ^{B,C}	2 hours

BO 542-543	Plant Taxonomy & Lab	4 hours
One Upper division animal survey course:		
ZO 556-557	Natural History of Vertebrates & Lab	4 hours
OR		
ZO 546-547	Invertebrate Zoology & Lab	4 hours
Upper division electives in biology (must cover each of three sub-areas: D, E, F)**		17 hours

C. Physical Science & Statistics Requirements (18 hours):

Two chemistry lab courses		10 hours
CH 123-124	Chemistry I & Lab AND	
CH 126-127	Chemistry II & Lab OR	
CH 370-371	General Organic Chemistry & Lab ^D	
One course in statistics		3 hours
PY 520	Statistics I OR	
GB 750	Research Design & Analysis	
Physics course requirement		
PH 140-141	College Physics I & Lab	5 hours

**Upper Division Electives as required above:

D. Aquatic Ecology Electives:

GB 510-511	Aquatic Biology & Lab ^A	4 hours
EB 496	Stream Ecology & Lab ^E	4 hours
ZO 472-473	Ichthyology & Lab ^A	4 hours

E. Terrestrial Ecology Electives:

BO 338-339	Trees and Shrubs & Lab	3 hours
GB 539	Soil Science & Lab ^A	4 hours
ZO 440-441	Entomology & Lab ^E	4 hours
ZO 459	Herpetology & Lab	4 hours
ZO 480-481	Ornithology & Lab ^A	4 hours
ZO 490-491	Mammalogy & Lab ^A	4 hours

F. Applied Ecology Electives:

BO 750-751	Plant Anatomy & Physiology & Lab	4 hours
EB 351	Introduction to Geospatial Analysis	3 hours
EB 474-475	Fisheries Management & Lab ^E	4 hours
EB 536-537	Wildlife Management & Lab ^E	4 hours
EB 538	Natural Resource Policies	2 hours
EB 710	Conservation Biology ^E	3 hours
ZO 530-531	Animal Behavior & Lab ^A	4 hours
ZO 762	Environmental Physiology ^F	3 hours

G. Other Approved Electives:

ZO 556-557	Natural History of Vertebrates & Lab	4 hours
ZO 546-547	Invertebrate Zoology & Lab	4 hours
BO 552-553	Plant Kingdom & Lab	4 hours
GB 725	Evolution	3 hours

Or other upper division courses approved by the advisor

^AEB 480 (Principles of Ecology) required as a co-requisite or pre-requisite

^BShould enroll in junior year or not later than beginning of senior year. Supervisor approval required.

^CEB 481 (Field Ecology) required as pre-requisite

^DCH 126-127 (Chemistry II & Lab) required as a prerequisite

^EEB 480 (Principles of Ecology) required as a prerequisite

^FCH 370-371 (General Organic Chemistry & Lab) required as a prerequisite

BACHELOR OF SCIENCE BIOLOGY MAJOR

MICROBIAL AND CELLULAR BIOLOGY CONCENTRATION

See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425-426	General Genetics & Lab	4 hours
EB 480	Principles of Ecology	3 hours
MC 540-541	Cell Biology & Lab	4 hours
MC 549-550	Immunology & Lab	5 hours
MC 562-563	Pathogenic Microbiology & Lab	5 hours
GB 480	Senior Experience in Biology	1 hour
Approved upper-level electives in biology or chemistry		3 hours

Physical Science & Math Requirements (23-25 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
MA 165	Basic Calculus	5 hours
OR		
MA 161	Calculus I	5 hours
OR		
PY 520	Statistics I	3 hours

BACHELOR OF SCIENCE**BIOLOGY MAJOR****PHYSIOLOGY CONCENTRATION**

See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425	General Genetics	3 hours
EB 480	Principles of Ecology	3 hours
BO 750-751	Plant Anatomy & Physiology & Lab	4 hours
ZO 570	Mammalian Physiology	3 hours
ZO 717	Comparative Animal Physiology	3 hours
GB 480	Senior Experience in Biology	1 hour
Upper division biology electives		6 hours

6 additional hours from the courses listed below:

MC 350-351	Molecular & Cellular Biology & Lab	4 hours
ZO 409	Zoology Projects: Physiology	1-3 hours
ZO 459	Special Topics in Zoology: Physiology	1-3 hours
ZO 520	Neurobiology	3 hours
ZO 565-566	Histology & Lab	4 hours
ZO 760	Endocrinology	3 hours
ZO 762	Environmental Physiology	3 hours

Physical Science & Math Requirements (23-30 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
OR		
CH 572/575	Organic Chemistry I & II	9-10 hours
PH 140-141	College Physics I & Lab	5 hours

MA 165	Basic Calculus	5 hours
OR		
MA 161	Calculus I	5 hours
OR		
PY 520	Statistics I	3 hours

Recommended Courses:

CH 560-561	Biochemistry & Lab	5 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours
ZO 515-516	Vertebrate Structure & Development & Lab	4-5 hours

BACHELOR OF SCIENCE**BIOLOGY MAJOR****ZOOLOGY CONCENTRATION**

See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425-426	General Genetics & Lab	4 hours
EB 480	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
ZO 556-557	Natural History of Vertebrates & Lab	4 hours
GB 480	Senior Experience in Biology	1 hour
An invertebrate zoology course (ZO 440-441 or ZO 546-547)		4 hours
Upper division anatomy or physiology course (e.g., ZO 515-516 or ZO 570 or ZO 717 or ZO 760 or ZO 762)		3-5 hours
Upper division electives in biology		6-8 hours

Physical Science & Math Requirements (23-25 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
MA 165	Basic Calculus	5 hours
OR		
MA 161	Calculus I	5 hours
OR		
PY 520	Statistics I	3 hours
OR		
GB 750	Research Design & Analysis	3 hours

**BACHELOR OF SCIENCE IN EDUCATION
BIOLOGY TEACHING FIELD**

The student who desires to teach in secondary or junior high schools may select this degree. The prospective community college or college biology teacher should inquire as to the relative merits of selecting the degree Bachelor of Science in Education-Secondary, Bachelor of Arts, or Bachelor of Science.

There are two options available in this degree pattern:

Option A provides preparation for teaching biology as a second field; Option B provides for more intensive preparation for teaching biology as a major field. The student is advised by the biology education advisor of biology, who assists the student through a

professional education curriculum. For the student to be admitted to the professional studies program, a recommendation to The Teachers College must be made by the Department of Biological Sciences upon review of qualifications.

To be admitted to the professional education program, the student must have a minimum GPA of 2.50 in biology contract courses and 2.75 in 36 hours specified by the university and have passed the PPST or CAAP exam based on education requirements. See the professional requirements in another section of this catalog.

See the core curriculum general education requirements in the General Education section of this catalog. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog.

OPTION A - Two Teaching Fields

Completion of this program will allow the student to become licensed to teach biology in the secondary schools if the student has another teaching field in some discipline other than biology.

Biology Requirements (38 hours):

GB 140-141	Principles of Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
ZO 362-363	Human Anatomy & Physiology & Lab	5 hours
EB 480	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
GB 425-426	General Genetics & Lab	4 hours
GB 584	Teaching Biology in Middle & Secondary Schools	3 hours
GB 480	Senior Experience in Biology	1 hour

Physical Science Requirements (5 hours):

CH 123-124	Chemistry I & Lab	5 hours

OPTION B - One Teaching Field

Biology Requirements (44 hours):

GB 140-141	Principles of Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
ZO 362-363	Human Anatomy & Physiology & Lab	5 hours
GB 425-426	General Genetics & Lab	4 hours
EB 480	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
GB 584	Teaching Biology in Middle & Secondary Schools	3 hours
GB 480	Senior Experience in Biology	1 hour
	Approved Biology Electives	6 hours

Physical Sciences Requirements (14-15 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
	One Lab course in Physics	4-5 hours

BACHELOR OF SCIENCE IN EDUCATION SCIENCE TEACHING FIELD, GRADES 5-8

This program of courses is for middle school science endorsement. It is designed for pre-service and in-service teachers with other middle or secondary level teaching fields. This program closely parallels a similar program for elementary education pre-service and in-service teachers.

Life Science Requirements (12 hours):

GB 140-141	Principles of Biology & Lab	4 hours
	OR	
GB 100-101	General Biology & Lab	
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours

Physical Science Requirements (15 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours

Earth Science Requirements (8-10 hours):

ES 110-111	Introduction to Earth Science & Lab	5 hours

One of the following:

ES 319	Meteorology	3 hours
GO 325	Earth History	3 hours
GO 326	Plate Tectonics	3 hours
PH 110-111	Introduction to Space Science	5 hours

All candidates will complete the following:

PS 516	Teaching Physical Sciences in Middle/High Schools	3 hours
	OR	
GB 584	Teaching Biology in Middle & Secondary Schools	3 hours

All pre-service candidates will demonstrate instructional technology competence and should arrange to do part of their student teaching at the middle-school level.

MINOR IN BIOLOGY

The biology minor is not intended to provide students with an in-depth acquaintance with the biological sciences. It satisfies the minor program for the non-teaching major in a bachelor of science program and the second program for the student pursuing the degree Bachelor of Arts who desires a second program of study of less than 30 hours.

Minor/Second Program Requirements (20 hours):

GB 140-141	Principles of Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
	OR	
MC 316-317	Microbiology & Lab	
BO 212-213	Biology of Plants & Lab	4 hours
	OR	
ZO 214-215	Biology of Animals & Lab	
	Upper division electives in biology	8 hours

PRE-MEDICAL TECHNOLOGY

Students interested in careers in medical technology are advised to select the Bachelor of Science with a concentration in microbial and cellular biology (previously described). After completing the requirements for this degree the student must apply for admission to an AMA accredited School of Medical Technology for a year of clinical training. If the clinical training is obtained from a degree-

granting institution, a second degree, the Bachelor of Medical Technology, may be awarded by that institution. Competition for the available openings in the professional schools is intense; Emporia State University cannot guarantee admission. Students interested in this program should discuss opportunities and requirements with the Pre-Medical Technology advisor, Department of Biological Sciences.

PRE-AGRICULTURE

This curriculum prepares students for fields such as animal science, horticulture, agronomy, applied entomology, vocational agriculture education, and resource management. Courses are generally acceptable for transfer to Kansas State University or other schools offering professional degrees in agriculture. Scholarships, undergraduate assistantships, and on and off campus part-time employment are available. Employment opportunities are available in agri-business, research, management, and production agriculture.

Freshman Courses (33 hours):

GB 140-141	Principles of Biology & Lab	4 hours
EG 101	English Composition I	3 hours
EG 102	English Composition II	3 hours
SP 101	Public Speaking	3 hours
EC 103	Principles of Economics	3 hours
MA 110	College Algebra	3 hours
MA 112	Trigonometry	2 hours
CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
	Physical Education Activity	2 hours

Science courses available beyond freshman year:

BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425-426	General Genetics & Lab	4 hours
ZO 440-441	Entomology & Lab	4 hours
BO 750-751	Plant Anatomy & Physiology & Lab	4 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
GO 231	Physical Geology	3 hours
PH 140-141	College Physics I and Lab	5 hours
PH 343-344	College Physics II and Lab	5 hours
GB 539	Soil Science & Lab	4 hours
BO 748	Range Management & Lab	4 hours

Social Science and Humanities:

A variety of elective courses in the social sciences and humanities is available. The specific courses chosen will depend upon the requirements of the institution to which the student will transfer. Six hours of social sciences and six hours of humanities are required at Kansas State University.

PRE-DENTISTRY

After the freshman year, pre-dental students are advised by the pre-dentistry advisor. A prescribed curriculum is followed, dependent upon the schools of dentistry to which the students may wish to apply. Requirements for the various schools may be obtained from the advisor. The DAT must be taken prior to applying.

Applicants will be considered on the following basis at the University of Missouri-Kansas City School of Dentistry: 90 college credit hours with a 3.4 or higher science GPA; at least 17 on the

DAT.

Students who wish to attend another dental school must obtain a catalog from that school and follow the prescribed curriculum.

It is desirable that the pre-dental student receive as broad and liberal a college education as possible while meeting the pre-dental science requirements. For this reason, it is recommended that the student enroll in as many humanities, social science, and behavioral science courses as time will permit. A course in jewelry-making is also encouraged.

Students are encouraged to attend the Annual UMKC Dental School Open House (usually in late October or early November).

Biology Requirements:

Forty-five hours are required for students planning to graduate from ESU before entering dental school. Eight hours are required without the ESU degree prior to entering dental school.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
MC 540	Cell Biology	3 hours
GB 425	General Genetics	3 hours
EB 480	Principles of Ecology	3 hours
ZO 515-516	Vertebrate Structure & Devel. & Lab	5 hours
GB 480	Senior Experience in Biology	1 hour

One of the following:

ZO 570	Mammalian Physiology	3 hours
ZO 520	Neurobiology	3 hours
ZO 565-566	Histology & Lab	4 hours
ZO 760	Endocrinology	3 hours
ZO 762	Environmental Physiology	3 hours
ZO 717	Comparative Animal Physiology	3 hours
	Upper division electives in biology	10-11 hours

Physical Science & Math Requirements (33-35 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours
MA 165	Basic Calculus	5 hours
	OR	
MA 161	Calculus	5 hours
	OR	
PY 520	Statistics I	3 hours

PRE-PHYSICIAN ASSISTANT

The curriculum presented here is based on entrance requirements for the master's program at Wichita State University. Students applying to a different institution may find that the school of their choice requires slightly different courses. Pre-physician Assistant students must complete general education courses as outlined in the catalog.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
GB 325	Bioscientific Terminology	1 hour
MC 316-317	Microbiology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours

GB 425-426	General Genetics & Lab	4 hours
EB 480	Principles of Ecology	3 hours
ZO 365	Pathophysiology	3 hours
ZO 570	Mammalian Physiology	3 hours
GB 480	Senior Experience in Biology	1 hour
Upper division electives in biology		10 hours

Physical Science Requirements (20 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours

Mathematics Requirement (3 hours):

PY 520	Statistics I	3 hours

Additional Requirements for PA programs (5 hours):

ZO 362-363	Human Anatomy & Physiology & Lab	5 hours

**PRE-MEDICAL AND
PRE-OSTEOPATHIC MEDICINE**

The curriculum presented here is based on entrance requirements for regional medical and osteopathic schools. Students applying to a particular institution may find that the school of their choice requires fewer physical science and mathematics courses.

Pre-medical students must complete general education courses as outlined in the catalog and must score well on the nationally administered Medical College Admissions Test.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
ZO 515-516	Vertebrate Structure & Development & Lab	5 hours
GB 425-426	General Genetics & Lab	4 hours
EB 480	Principles of Ecology	3 hours
ZO 570	Mammalian Physiology	3 hours
GB 480	Senior Experience in Biology	1 hour
Upper division electives in biology		9 hours

Note: CH 574-575 may count as biology electives.

Physical Science Requirements (33-35 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours
MA 161	Calculus I	3-5 hours
	OR	
MA 165	Basic Calculus	
	OR	
PY 520	Statistics I	

University of Kansas Medical School Recommendations

CH 560-561	Biochemistry & Lab	5 hours
A course in statistics is highly recommended		

PRE-OPTOMETRY

Outstanding students may be considered for admission to optometry school after three years of college work. All students

must contact the optometry school of their choice before applying to have the latest prerequisites.

Most optometry schools recommend a major in one of the sciences. Courses in business, psychology, and sociology are encouraged electives.

Students, in consultation with their advisor, should clearly define the total requirements for admission to a specific optometry school. These include transcripts, interviews, the Optometry College Admissions Test, etc.

Biology Requirements (45 hours):

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
ZO 515-516	Vertebrate Structure & Development & Lab	5 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425-426	General Genetics	4 hours
EB 480	Principles of Ecology	3 hours
ZO 570	Mammalian Physiology	3 hours
ZO 560	Endocrinology	3 hours
	OR	
ZO 762	Environmental Physiology	3 hours
	OR	
ZO 717	Comparative Animal Physiology	3 hours
GB 480	Senior Experience in Biology	1 hour
Upper division electives in biology		10 hours
(CH 560-561 may count as biology elective)		

Mathematics and Physical Science Requirements (35 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
CH 560-561	Biochemistry	5 hours
PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours
MA 165	Basic Calculus	5 hours
	OR	
MA 161	Calculus I	

Psychology Requirements (6 hours):

PY 100	Introduction to Psychology	3 hours
PY 520	Statistics I	3 hours

PRE-PHYSICAL THERAPY

Pre-Physical Therapy is not a degree program. It consists of courses which are required for admission to professional physical therapy programs at other institutions. Most of the following information is directed toward the physical therapy programs at the University of Kansas Medical Center (KUMC) and Wichita State University (WSU). Students who are interested in physical therapy programs outside the state should write for information to the appropriate institution.

The physical therapy professional (clinical) training programs at KUMC and WSU are both Doctor of Physical Therapy degree programs. A student must have a bachelor's degree for admission. Therefore, a student interested in applying to these programs should pursue requirements for a degree at ESU as well as pre-physical therapy course requirements. For the BS degree the student must select a major. The courses listed below are for a biology major with an emphasis in general biology. An alternative major in psychology

is possible since several courses required for a psychology major are part of the pre-physical therapy requirements. Consult the pre-physical therapy advisor if you wish to pursue one of these alternatives.

The programs at KUMC and WSU are three-year programs. Students applying for these programs must complete the appropriate course requirements indicated below. Students must also take the General Test of the Graduate Record Examination (GRE).

Admission to schools of physical therapy is competitive and ESU cannot guarantee that students will be accepted. For current information, the student should consult with the pre-physical therapy advisor early in his/her career.

Pre-Physical Therapy Courses and BS Degree Requirements:

The courses listed below are required for a biology major and for the physical therapy programs at WSU and KUMC. In parts A - C the requirement being fulfilled is indicated by "B" for biology major, "K" for KUMC, and "W" for WSU.

A. Biology Requirements (45 hours listed):

GB 140-141	Principles of Biology & Lab (B,K,W)	4 hours
MC 350-351	Molecular & Cellular Biology & Lab (B)	4 hours
BO 212-213	Biology of Plants & Lab (B)	4 hours
ZO 214-215	Biology of Animals & Lab (B)	4 hours
MC 316-317	Microbiology & Lab (B)	4 hours
EB 480	Principles of Ecology (B)	3 hours
GB 425	General Genetics (B)	3 hours
PE 360	Exercise Physiology (W)	3 hours
GB 325	Bioscientific Terminology (W)	1 hour
GB 480	Senior Experience in Biology (B)	1 hour
ZO 515-516	Vertebrate Structure & Development & Lab	5 hours
ZO 570	Mammalian Physiology (K)	3 hours
Upper Division	Biology Electives (B)	6 hours

B. Mathematics and Physical Science Requirements (33 hours listed):

MA 110	College Algebra (K)	3 hours
MA 112	Trigonometry (K,W)	2 hours
PY 520	Statistics I (B, K, W)	3 hours
PH 140-141	College Physics I & Lab (B,K,W)	5 hours
PH 343-344	College Physics II & Lab (K,W)	5 hours
CH 123-124	Chemistry I & Lab (B,K,W)	5 hours
CH 126-127	Chemistry II and Lab (B,K,W)	5 hours
CH 370-371	General Organic Chemistry & Lab (B)	5 hours

C. Additional Requirements:

PY 100	Introductory Psychology (K,W)	3 hours
PY 211	Developmental Psychology (K)	4 hours
SO 101	Introduction to Sociology (K)	3 hours
IS 113	Introduction to Microcomputer Applications (W*)	3 hours
ZO 362-363	Human Anatomy & Physiology & Lab (K, W)	5 hours
PY 427	advanced psychology course (K,W)	3 hours
HL 155	First Aid and Personal Safety (K*)	2 hours

*Proficiency or current certification may cover requirement

D. Recommended Requirements:

PE 360	Exercise Physiology (K)	3 hours
PE 362	Kinesiology (K,W)	3 hours
PI 301	Ethics (K)	3 hours
IS 113	Intro to Microcomputer Applications (K)	3 hours
ZO 365	Pathophysiology (W)	3 hours

E. Additional KU Requirements:

CPR and first aid certificate, current at time of application.
Graduate Record Exam (GRE) general test. 32 hours of observation with a physical therapy clinic with at least 16 hours in an inpatient hospital setting (written verification required).

F. Additional WSU Requirements:

Minimum GPA of 3.0 in each of the following: last 60 hours of academic work, required math and science courses, all pre-requisite courses. Graduate Record Exam (GRE) general test. Evidence of 20 hours of observation work in one or more physical therapy settings.

PRE-VETERINARY MEDICINE

Pre-Veterinary is not a degree program. The School of Veterinary Medicine, Kansas State University, requires the coursework listed below which constitutes 70 hours of E.S.U. equivalent courses. Students wishing to attend KSU or any other veterinary school should consult an appropriate catalog. These 70 hours must be completed by the end of the spring term prior to the fall the student wishes to enter the professional veterinary program at KSU so courses may be in progress during the school year the student is applying. All students are urged to work toward a baccalaureate degree of their choice while completing the pre-professional requirements.

Required Courses (70 hours):

EG 101	English Composition I	3 hours
EG 102	English Composition II	3 hours
SP 100	Interpersonal Communication	3 hours
	OR	
SP 101	Public Speaking	3 hours
CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
CH 560	Biochemistry	4 hours
PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours
GB 140-141	Principles of Biology & Lab	4 hours
	OR	
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
ZO 515-516	Vertebrate Structure & Development & Lab(recommended)	5 hours
GB 425-426	General Genetics & Lab	4 hours

Electives (15 hours):

Social Science and/or Humanities Electives	12 hours
General Electives	3 hours

**Courses offered by the
Department of Biological Sciences:**

BOTANY

BO 159. SPECIAL TOPICS IN BOTANY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.

BO 212. BIOLOGY OF PLANTS 3 HRS.
(Prerequisite, GB 140 or equivalent.) A study of anatomical and physiological problems, growth and development, ecology and evolution of plants.

BO 213. BIOLOGY OF PLANTS LAB 1 HR.
(Prerequisite, GB 140 or equivalent.) A study of anatomical and physiological problems, growth and development, ecology and evolution of plants.

BO 259. SPECIAL TOPICS IN BOTANY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.

BO 338. TREES AND SHRUBS 2 HRS.
(Prerequisite, GB 100 or equivalent, or permission of instructor. BO 339 must be taken concurrently.) Lectures and discussion concerning the study of the trees and shrubs, particularly those adapted to the urban environment, their ecology, selection, and techniques of identification and cultures.

BO 339. TREES AND SHRUBS LAB 1 HR.
(Corequisite, must be taken concurrently with BO 338.) Laboratory and field experiences emphasizing the ecology, identification and diagnostic characters of woody plants, both native and cultivated.

BO 409. BOTANY PROJECTS 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with aid and advice of one or more members of the staff, on a project in an area of botany in which he/she has some interest and competence.

BO 430. ECONOMIC BOTANY 3 HRS.
(Prerequisites, BO 212 and BO 213 or equivalent.) Lecture/ laboratory dealing with plants of economic importance to humans, ranging from lumber, food, medicine, spices, fibers, oils, resins, and ornamental plants to plants providing materials for industrial uses. Historical origins and implications of many of these plants and plant products are also emphasized.

BO 459. SPECIAL TOPICS IN BOTANY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.

BO 542. PLANT TAXONOMY 2 HRS.
(Prerequisite, BO 212 or equivalent. BO 543 must be taken concurrently.) Lecture and discussion on the taxonomy, ecology, techniques of identification and economics of flowering plants. Emphasis is placed upon the characteristics of families and orders.

BO 543. PLANT TAXONOMY LAB 2 HRS.
(Prerequisite, BO 542 must be taken concurrently.) This course is designed to introduce the student to field techniques, ecology of flowering plants in the area, and identification and recognition of both native and cultivated taxa.

BO 552. PLANT KINGDOM 2 HRS.
(Prerequisites, BO 212 and BO 213.) Designed for undergraduate biology majors and beginning graduate students. Lecture work on non-vascular plants and living and fossil vascular plants, with emphasis upon morphology and evolutionary trends.

BO 553. PLANT KINGDOM LAB 2 HRS.
(Prerequisites, BO 212 and BO 213, concurrent enrollment in BO 552.) Designed for undergraduate biology majors and beginning graduate students. Laboratory work on non-vascular plants and living and fossil vascular plants with emphasis upon morphology and evolutionary trends.

BO 748. RANGE MANAGEMENT AND LAB 4 HRS.
(Prerequisites; BO 212 and BO 213, and EB 480). This is a course in the application of basic plant ecology to the management of range and pasture lands. The course includes grassland ecology, animal husbandry, management practices, range improvements, range evaluation and management.

BO 750. PLANT ANATOMY AND PHYSIOLOGY 2 HRS.
(Prerequisite, BO 212 and 213 or equivalent. Must be taken concurrently with BO 751.) Lectures dealing with structure and function of vascular plant cells, tissues, and organs. Concepts covered will include meristems, cambium, primary and secondary growth, photosynthesis, respiration, xylem and phloem, nutrition and water relations.

BO 751. PLANT ANATOMY AND PHYSIOLOGY LABORATORY 2 HRS.
(Prerequisite, BO 212 and 213 or equivalent. Must be taken concurrently with BO 750.) Microscopic and gross anatomical studies and experiments to illustrate the basic concepts of the physiology of vascular plants. The laboratory is designed to complement the lecture material and is correlated with the lecture as much as possible.

BO 765. GRASSES 2 HRS.
(Prerequisite, BO 542-543 or equivalent. BO 766 must be taken concurrently.) Lectures and discussion emphasizing taxonomy, morphology, and ecology of the grasses, sedges, and rushes. Special emphasis is placed upon the generic units of classification.

BO 766. GRASSES LAB 2 HRS.
(Prerequisite, must be taken concurrently with BO 765.) This course is designed to introduce the student to field techniques, ecology of grasses and identification and recognition of both native and cultivated taxa.

BO 809. GRADUATE PROJECT IN BOTANY 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the advice and aid of one or more members of the staff, on a project in which he/she has some interest or competence.

BO 859. SPECIAL TOPICS IN BOTANY 1-4 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.

BO 885. GRADUATE RESEARCH IN BOTANY 2-3 HRS.
(Prerequisites, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in botany by students who have demonstrated research ability at the graduate level.

ECOLOGY & BIODIVERSITY

EB 159. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide an in- depth consideration of specialized topics in the various areas of ecology and biodiversity.

EB 259. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide an in- depth consideration of specialized topics in the various areas of ecology and biodiversity.

EB 341. WETLAND ENVIRONMENTS 3 HRS.
(Prerequisites, general education courses in biological, physical, and social sciences.) An interdisciplinary overview of physical, biological, and cultural aspects of wetlands. Definitions, classification, origins, and natural processes of wetland environments. Wetlands in boreal, temperate, and tropical climatic settings. Human impact, exploitation and management of wetland resources. Lectures, exercises and field trips. A student may not earn credit in more than one of EB 341, ES 341, or GE 341.

EB 351. INTRODUCTION TO GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisites, one general education course in each of biological, physical, and social sciences; or consent of instructor.) Introduction to geographic information systems (GIS) and remote sensing techniques as applied to documenting, mapping, interpreting, and managing natural and cultural resources. Types of GIS data, computer hardware and software used for geospatial analysis, basic cartography, and global positioning systems. Lectures, laboratory exercises, and field trip.

EB 353. ENVIRONMENTAL BIOLOGY 3 HRS.
(Prerequisite, GB 100; consent of instructor.) A course for people interested in expanding their understanding of the causes, consequences and possible solutions for the major global and national environmental problems. The historical, socioeconomic and techno-scientific aspects of these problems are examined in lectures and discussions and by the use of video and printed materials. Summer and on demand.

EB 409. ECOLOGY & BIODIVERSITY PROJECTS 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of ecology and biodiversity in which he/she has some interest and competence.

EB 459. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in- depth consideration of specialized topics in the various areas of ecology and biodiversity.

EB 470. INTERNSHIP IN GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisites, GE 371, EB/ES 351; recommended, ES 551.) The internship provides an opportunity for undergraduate students enrolled in the GSA program to apply their mapping and geospatial analysis skills to practical problems. In addition to performing tasks outlined by the internship agency, each student will complete an end-of-semester written report, which will discuss various aspects of the internship. A student may not earn credit in more than one of EB 470, ES 470 or GE 470.

EB 474. FISHERIES MANAGEMENT 2 HRS.
(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 475 must be taken concurrently.) Principles, methods, and human dimensions of fisheries management.

EB 475. FISHERIES MANAGEMENT LAB 2 HRS.
(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 474 must be taken concurrently.) Introduction to the tools used by fisheries managers in the field and lab, including gear and methodology for sampling local waters. Identification of selected Kansas forage, rough, and game fishes. Field trips to organizations active in fisheries management.

EB 480. PRINCIPLES OF ECOLOGY 3 HRS.
(Prerequisites, BO 212-213, ZO 214-215, and MC 316-317 or equivalent. This course is to be taken concurrently with or as a prerequisite to EB 481.) Lectures and discussions of basic principles concerning population growth and interactions, regulatory mechanisms, community succession and structure, and energy relationships of ecological systems.

EB 481. FIELD ECOLOGY 2 HRS.
(Prerequisite, EB 480.) Students experience the process of ecological science through instruction and their own research. Material covered includes basic principles of experimental and sampling design, sampling methods for estimating the distribution and abundance of organisms, data analysis, and communication of proposed and completed projects in written and oral form.

EB 496. STREAM ECOLOGY AND LAB 4 HRS.
(Prerequisites, GB 140, GB 141, ZO 214, ZO 215, EB 480, EB 481, or equivalent college-level courses.) Provides opportunities for undergraduate students to: 1. gain an overview of the structure and function of running waters; 2. explore various lotic habitats in the Emporia area; and 3. learn field and laboratory techniques for sampling and characterizing stream ecosystems. Class will often consist of both lecture and laboratory activities on a given day, but some sessions will be either entirely lecture or lab.

EB 536. WILDLIFE MANAGEMENT 2 HRS.
(Prerequisite, EB 480. EB 537 must be taken concurrently.) Theories and principles of ecology as they apply to the conservation of terrestrial animal populations. Contemporary wildlife management issues, practices, and methods of gathering and interpreting field data are covered.

EB 537. WILDLIFE MANAGEMENT LAB 2 HRS.
(Prerequisite, concurrent with EB 536.) Survey and evaluation of techniques used in research and management of terrestrial wildlife populations; laboratory and field work; including planning project.

EB 538. NATURAL RESOURCE POLICIES 2 HRS.
(Prerequisites, GB 100 or GB 140, or equivalent.) The art of managing natural resources within a historical, economic, political, and sociological framework. Conservation planning, organizations, ethics, and laws pertinent to natural resource conservation are discussed.

EB 710. CONSERVATION BIOLOGY 3 HRS.
(Prerequisites, graduate status or EB 480.) Conservation biology is the study of the origin, maintenance, and conservation of all levels of biological diversity. The effort to understand and manage biodiversity has become a priority at local through international levels. This course

attempts to foster an understanding of the discipline of conservation biology and where it fits among other natural resource sciences. Theoretical and practical applications will be covered. Lectures and group discussions are the primary modes of teaching and learning.

EB 736. WORKSHOP IN ECOLOGY AND BIODIVERSITY

1-5 HRS.

(Prerequisite, 12 completed semester hours of biology or consent of instructor is required.) Preparation of materials and exercises for teaching science concepts using investigative procedures. Individual and group activities, techniques and procedures for studying and teaching ecology and biodiversity by utilizing subjects and materials available in natural areas. Field experiences included.

EB 798. LIMNOLOGY

2 HRS.

(Prerequisite, concurrent with EB 799.) An introduction to the physical, chemical, and biological characteristics of aquatic communities, history and theory of energy flow and nutrient cycling in lakes and streams, and major water pollution problems.

EB 799. LIMNOLOGY LAB

2 HRS.

(Prerequisite, concurrent with EB 798.) Laboratory and field techniques for measurement of physicochemical features of aquatic communities, sampling techniques and identification of aquatic organisms, lake mapping, and measurement of primary productivity and community respiration.

EB 809. GRADUATE PROJECT IN ECOLOGY AND BIODIVERSITY

1-3 HRS.

(Prerequisite, consent of instructor.) The student works independently, with the advice and aid of one or more members of the staff, on a project in an area of ecology and biodiversity in which he/she has some interest or competence.

EB 859. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY

1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in depth consideration of specialized topics in the various areas of ecology and biodiversity.

EB 874. FISHERIES MANAGEMENT

2 HRS.

(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 875 must be taken concurrently.) Principles, methods, and human dimensions of fisheries management.

EB 875. FISHERIES MANAGEMENT LAB

2 HRS.

(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 874 must be taken concurrently.) Introduction to the tools used by fisheries managers in the field and lab, including gear and methodology for sampling local waters. Identification of selected Kansas forage, rough, and game fishes. Field trips to organizations active in fisheries management.

EB 885. GRADUATE RESEARCH IN ECOLOGY AND BIODIVERSITY

2-3 HRS.

(Prerequisites, graduate standing and at least three hours credit in graduate level independent study.) Investigation of problems in ecology and biodiversity by students who have demonstrated research ability at the graduate level.

EB 896. STREAM ECOLOGY AND LAB

4 HRS.

(Prerequisites, GB 140, GB 141, ZO 214, ZO 215, EB 480, EB 481, or

equivalent college-level courses.) Provides opportunities for graduate students to: 1. gain an overview of the structure and function of running waters; 2. explore various lotic habitats in the Emporia area; and 3. learn field and laboratory techniques for sampling and characterizing stream ecosystems.

GENERAL BIOLOGY

GB 100. GENERAL BIOLOGY

3 HRS.

Designed as a general education course for students majoring in fields other than science. Lectures are concerned with basic understanding of living processes in animals, plants, and microorganisms. Major emphasis is placed on concepts which will prepare students to become informed citizens in today's society.

GB 101. GENERAL BIOLOGY LABORATORY

1 HR.

(Pre- or corequisite, GB 100; GB 101 is optional.) Designed as a general education course for non-science students. Through the use of biological examples, the laboratory presents science as a general method of generating hypotheses and testing those hypotheses against observed data.

GB 102. GENERAL BIOLOGY: FIELD BIOLOGY

4 HRS.

Designed as a general education course for students majoring in fields other than science. This course combines traditional classroom lectures and laboratory activities with field trips to ESU Natural Areas. Lectures and field trip activities provide the student with a basic understanding of living processes in animals, plants, and microorganisms. Major emphasis is placed on concepts that will prepare students to become informed citizens in modern society. GB102 is offered as an alternative to both GB100 and GB101.

GB 103. GENERAL BIOLOGY: HISTORY EMPHASIS

3 HRS.

Designed as a general education course for students majoring in fields other than science. Lectures are concerned with basic understanding of living processes in animals, plants, and microorganisms. Emphasis is placed on concepts which will prepare students to become informed citizens in today's society. Lectures are integrated with a brief summary of key scientists and the actual discoveries they made.

GB 140. PRINCIPLES OF BIOLOGY

3 HRS.

(For prospective biology majors.) Lecture and discussion concerned with basic biological principles: cellular biology and biochemical processes, genetics, organismic biology and physiological processes, ecology, evolution and continuity of life. This course is designed for students who will major in biology and the health-related areas. The emphasis is placed on preparing students for advanced biology courses.

GB 141. PRINCIPLES OF BIOLOGY LABORATORY

1 HR.

(For prospective biology majors, to be taken concurrently with GB 140.) Laboratory exercises designed to familiarize students with the scientific process and to demonstrate basic biological principles and techniques. Includes gathering of data, observational techniques, and making inferences from data. Designed to prepare students for advanced biology courses.

GB 159. SPECIAL TOPICS IN BIOLOGY

1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 170. HONORS BIOLOGY & LAB

4 HRS.

(Prerequisites, ACT of 23 or better, consent of instructor.) Designed as

a general education course for students who wish to explore biology through the honors format. Major emphasis is placed in developing the student's ability to evaluate critically events in today's society concerning cellular biology and biochemical processes, genetics, organismal biology and physiological processes, ecology, evolution, and continuity of life.

GB 259. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 303. FIELD AND LAB BIOLOGY 3 HRS.

(Prerequisite, GB 100.) Laboratory and field experiences in biology especially appropriate for elementary education majors. Non elementary education majors may enroll for general education credit with consent of instructor.

GB 325. BIOSCIENTIFIC TERMINOLOGY 1 HR.

An informal seminar-format course that meets one time per week, in which students work with Greek and Latin bases, prefixes, and suffixes that provide much of the foundation of modern bioscientific terminology found in all branches of science.

GB 385. NUTRITION 3 HRS.

(Prerequisite, one laboratory science in chemistry or biology.) A study of the relationship of nutrition to health of the individual as related to food and the ability of the body to utilize it. Emphasis is on normal nutrition and the interrelationships of nutrients. Application is made to nutritional requirements of infancy, childhood, adolescence, the reproduction period, and later years. Emphasis on nutrition problems of the college student is made through a personal dietary and activity record planned and evaluated by each student.

GB 386. INTERNSHIP: BIOLOGICAL SCIENCES 1-3 HRS.

An academic course to provide students with an opportunity to gain field experiences in one of the biological sciences through professional experiences. The academic experience is developed jointly by the student and the faculty advisor. No more than 3 hours in GB 386 may be counted toward the 45 hours of biology credit.

GB 409. BIOLOGY PROJECTS 1-3 HRS.

(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of general biology in which he/she has some interest and competence.

GB 425. GENERAL GENETICS 3 HRS.

(Prerequisite, GB 140 and MA 110 or equivalents with C's or better, or consent of instructor.) Lecture material in the basic areas of general genetics including both Mendelian and molecular concepts. Biology majors must take the laboratory, GB 426, in conjunction with the lecture.

GB 426. GENERAL GENETICS LAB 1 HR.

(Prerequisite, GB 140 and MA 110 or equivalents with C's or better, or consent of instructor.) Laboratory material involving basic genetic experiments in animals, plant, and microorganisms.

GB 450. INTERDISCIPLINARY STUDIES: BIOLOGY 3 HRS.

In this interdisciplinary course students & faculty will collaborate to conduct quantitative research on biological systems. Weekly meetings

will entail group discussions in which we will identify potential questions, design experiments to investigate those questions, and interpret the results of the experiments. With the use of sophisticated computer technologies we will analyze phenomena that were previously too fast, slow, small or large to be investigated with quantitative precision. Digital video and image processing techniques will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to analyze and model the observations. Students will develop written reports of their investigations, students will make public presentations of their findings at university seminars, and possibly at professional meetings.

GB 459. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 460. FIELD BIOLOGY OF MEXICAN VERTEBRATES 2 HRS.

The purpose of this course is 1) to provide an introduction to the basic field methods that are involved in the study of vertebrates and their populations and 2) to serve as a vehicle for intercultural exchange among Mexican scientists and students and U.S. scientists and students.

The field portion of the class will be conducted in Mexico in conjunction with faculty from the Universidad de Morelos and Murray State College in Oklahoma. The class will be conducted in both Spanish and English, with lectures given in either language.

GB 470. UNDERGRADUATE RESEARCH SEMINAR 1 HR.

Required course for BMB majors. A practicum covering the various aspects of designing and delivering the types of presentations typical of a professional scientist. Students will be required to attend and critique presentations throughout the semester and deliver a public departmental seminar.

GB 471. BIOLOGY SEMINAR .5 HRS.

A course to inform students of the research interests of invited biologists, biology faculty and graduate students.

GB 480. SENIOR EXPERIENCE IN BIOLOGY 1 HR.

(Prerequisite, 35 hours of biology credit.) This course is designed for students to learn and practice the skills for applying to graduate schools, professional schools, or a job and to complete the departmental assessments of student learning. Activities include producing a resume or CV, crafting a personal statement of goals and purpose, and completing the university and departmental assessments.

GB 510. AQUATIC BIOLOGY 2 HRS.

(Prerequisite, BO 212, BO 213, ZO 214, ZO 215 or equivalents.) Basic ecology and taxonomy of the plants and animals inhabiting Great Plains lakes and streams. Emphasis is on the life cycles and ecological importance of common macrophytes, phytoplankton, zooplankton, and benthic macroinvertebrates.

GB 511. AQUATIC BIOLOGY LAB 2 HRS.

(Prerequisite, must be taken concurrently with GB 510.) Field and laboratory techniques for sampling and identifying aquatic organisms and assessing basic physicochemical conditions are introduced. Experience is gained in interpretation of quantitative data.

GB 539. SOIL SCIENCE AND LABORATORY 4 HRS.
(Prerequisites; CH 123, BO 212 and BO 213, and EB 480 (Ecology)). Lectures, Laboratory, and field trips covering soil classification, determination of soil physical and chemical properties, such as bulk density, cation exchange capacity, soil-plant interrelations, including xylem pressure potential, nutrient analysis, and soil conservation.

GB 584. TEACHING BIOLOGY IN THE SECONDARY AND MIDDLE SCHOOL 3 HRS.
(Prerequisite, BO 212 and 213, ZO 214 and 215, or permission of instructor.) This course summarizes the open-ended nature of biology; students practice developing reality-based experiences in biology teaching at all levels of instruction but focus heavily on communication levels appropriate at secondary and middle schools. Includes preparation of biological materials; production and use of overheads, slides and other audio-visuals; use of TV camera and VCR with microscope; laboratory and field procedures and safety; and appropriate selection and use of computers and software in biology education. Review laws relevant to copyright of printed and off-air materials, metrication, sex education, and lab liability. Evaluation of classroom, laboratory and field experiences. Surveys professional journals and local and national science teaching organizations; examines national curricula and textbooks. Extensive practice in sex education delivery appropriate to various age levels. Management of controversy on animal rights, creationism, sex education, and science fraud.

GB 700. GREAT PLAINS BIOLOGY: SPECIAL TOPICS 1-3 HRS.
(Prerequisite, consent of instructor.) Special topics in Great Plains ecology, zoology, botany, human biology, and microbiota are examined. Although the Great Plains share some biological features with other regions, they have a distinct ecology, including species of plants and animals not found elsewhere. Emphasis is on the distinct aspects of the Great Plains, e.g., Ethnobotany. This course is designed primarily for in-service teachers. Content and assignments will vary according to the number of credit hours for which the course is offered.

GB 709. HUMAN REPRODUCTIVE BIOLOGY EDUCATION 3 HRS.
(Prerequisites, ZO 362-363 or equivalent; in-service teachers only.) Studies human reproductive anatomy and physiology, sexual response, diseases and disorders, menstruation, conception, in-vitro fertilization, pregnancy and childbirth, birth control, sex differentiation, sex preselection, STD's including AIDS, bioethical issues related to human reproductive biology, etc. Participants will practice delivering this information and utilizing appropriate labwork, media and resource personnel.

GB 725. EVOLUTION 3 HRS.
(Prerequisite, GB 425, MC 540, or Biochemistry, or equivalents.) The factors in the continuity and modification of life through time; hereditary basis of evolution; effect of environmental change; diversity and origin of species; theories of the origin of life on earth.

GB 750. RESEARCH DESIGN AND ANALYSIS 3 HRS.
A study of the basic experimental and comparative design applicable to biological research. The student will gain experience in the use of statistical methods most often used by biologists and gain experience in the interpretations of results.

GB 752. SCIENTIFIC WRITING 2 HRS.
The student will be introduced to the primary literature (search methods

for locating the literature as well as experience in reading and discussing the literature), the process of constructing a scientific paper (from figures and tables to the written product), writing and presenting a review article and a research proposal.

GB 759. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 770. GRADUATE RESEARCH SEMINAR 1 HRS.
A practicum covering the various aspects of designing and delivering the types of presentations typical of a professional scientist. Students will be required to attend and critique presentations throughout the semester and deliver a public departmental seminar.

GB 771. BIOLOGY SEMINAR 1 HR.
A course to inform students of the research interests of invited biologists, biology faculty and graduate students. This course is graded on a pass/no credit basis.

GB 801. MODERN DEVELOPMENTS IN BIOLOGY I 3 HRS.
(Prerequisite, consent of instructor.) Designed for in-service biology teachers. Progress in terms of understandings of fundamental concepts and principles, with special emphasis on recent developments in cytology, ecology, evolution, genetics, metabolism, and radiation biology.

GB 802. MODERN DEVELOPMENTS IN BIOLOGY II 3 HRS.
A continuation of GB 801.

GB 809. GRADUATE PROJECT IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the advice and aid of one or more members of the staff, on a project in which he/she has some interest or competence.

GB 859. SPECIAL TOPICS IN BIOLOGY 1-4 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of general biology.

GB 880. RESEARCH PROBLEMS IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Individual studies by graduate students working toward the M.S. degree, 35-hour program, of problems of special interest in the field of biology.

GB 885. GRADUATE RESEARCH IN BIOLOGY 2-3 HRS.
(Prerequisites, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in biology by students who have demonstrated research ability at the graduate level.

GB 890. THESIS, M.S. 1-5 HRS.
(Required for 30-hour degree, Master of Science, with major in biology.) Independent study and research in an approved field of biology.

MICROBIAL AND CELLULAR BIOLOGY**MC 159. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY 1-3 HRS.**

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in various areas of microbial or cellular biology.

MC 259. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in various areas of microbial or cellular biology.

MC 316. MICROBIOLOGY 3 HRS.

(Prerequisites, GB 100 and Chemistry I or equivalent. MC 317 must be taken concurrently.) Lectures and demonstrations concerning the cell structure, genetics and physiology of microorganisms and the role microorganisms play in the world around man. The course is intended for students not intending to major in microbiology.

MC 317. MICROBIOLOGY LAB 1 HR.

(Prerequisites, GB 100 and Chemistry I or equivalent. MC 316 must be taken concurrently.) Laboratory experiences in the techniques common to microbiological procedures and exercises intended to illustrate phenomena peculiar to microorganisms. Exercises intended to illustrate fundamental principles of immunology and virology are also performed. Representative fungi, bacteria, protozoa and viruses are observed by the students.

MC 350. MOLECULAR AND CELLULAR BIOLOGY 3 HRS.

(Prerequisite, Chemistry I or equivalent and GB 140 or equivalent. MC 351 must be taken concurrently.) Lectures and discussions concerning introductory cellular chemistry, structure, physiology, and genetics. Basic concepts in recombinant DNA techniques also presented.

MC 351. MOLECULAR AND CELLULAR BIOLOGY LABORATORY 1 HR.

(Co-requisite MC 350 must be taken concurrently.) Laboratory exercises designed to complement topics covered in MC 350.

MC 409. MOLECULAR AND CELLULAR BIOLOGY PROJECTS 1-3 HRS.

(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of molecular or cellular biology in which he/she has some interest and competence.

MC 459. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of microbial or cellular biology.

MC 520. MOLECULAR GENETICS 3 HRS.

(Prerequisites, MC 316 or GB 425, and General Organic Chemistry, or equivalent.) Basic concepts of the structure, replication, and function of the DNA and RNA. Includes fundamental principles of the genetic code, gene transfer and recombination, mechanisms causing infidelity in the transfer of genetic information and regulatory mechanisms. Basic concepts frequently illustrated by evidence from studies in microbial genetics.

MC 540. CELL BIOLOGY 3 HRS.

(Prerequisites, general organic chemistry or equivalent, GB 140, corequisite, MC 541.) Lectures and discussions concerning the nature of the cell and details of cellular organization, function and regulation.

MC 541. CELL BIOLOGY LAB 1 HR.

(Prerequisite, concurrent with MC 540.) Some techniques useful for studies in the area of cell biology are explored during the first half of the semester. A student-originated project completes the term.

MC 549. IMMUNOLOGY 3 HRS.

(Prerequisites, ZO 362 or equivalent. General Organic Chemistry strongly recommended. MC 550 must be taken concurrently.) Lecture dealing with the basic concepts of current Immunology. Major topics include principles of the host-parasite relationship, structure of antigens and antibodies, the biology of the immune response, and the hypersensitive state.

MC 550. IMMUNOLOGY LAB 2 HRS.

(Must be simultaneously enrolled in MC 549.) Laboratory work designed to develop laboratory skills and information concerned with demonstrations and assays of immunological mechanisms. Procedures include work with both animals and serological techniques.

MC 560. HEMATOLOGY 2 HRS.

(Prerequisite, ZO 362. Must take MC 561 concurrently. MC 549 is highly recommended.) A course, including lecture and laboratory, designed to introduce students to the basic facts and concepts concerning human blood with emphasis on the maturation and function of blood cells and the related disorders. Also included will be the consideration of blood typing and hemostasis.

MC 561. HEMATOLOGY LAB 1 HR.

(Prerequisite, must take concurrently with MC 560.) An introduction to the basic laboratory methods used to examine the blood and the blood forming tissues.

MC 562. PATHOGENIC MICROBIOLOGY 3 HRS.

(Prerequisites, CH 370.) This course will explore the various mechanisms operating to result in a microbial disease. Also covered will be the major aspects of the biology, isolation and identification of pathogenic bacteria, viruses, protozoa and fungi. Topics such as epidemiology, and public health will be interspersed throughout the course.

MC 563. PATHOGENIC MICROBIOLOGY LABORATORY 2 HRS.

(Prerequisite, must be taken concurrently with MC 562.) Laboratory techniques are dealt with for isolating and identifying major pathogenic microorganisms of humans.

MC 701. VIROLOGY 3 HRS.

(Prerequisites, MC 549, and MC 540 is strongly recommended.) Lecture dealing with the basic concepts of virology with emphasis on viral structure, viral replication, and viral diseases.

MC 702. VIROLOGY LAB 1 HR.

(Prerequisite, MC 701.) Techniques useful in study of viral replication, isolation, and identification.

MC 703. MYCOLOGY 3 HRS.

(Prerequisite, BO 212 or equivalent, MC 704 must be taken

concurrently.) Lectures and demonstrations concerning the taxonomy, morphology and ecology of fungi and a consideration of medical and industrial mycology.

MC 704. MYCOLOGY LAB 1 HR.

(Prerequisite, BO 212 or equivalent, MC 703 must be taken concurrently.) Laboratory exercises concerning the taxonomy, morphology and ecology of fungi. Students perform projects that provide experiences in the isolation and identification of single species and their potential application to industrial utilization.

MC 765. ADVANCED BIOTECHNOLOGY LABORATORY 4 HRS.

(Prerequisites, one upper-level lab course from the following list; CH561, CH661, MC541, MC550, or MC562.) Two hours of lecture and 6 hours of laboratory per week. A project-based course designed to allow students to learn and practice the major laboratory methods of inquiry used in biochemistry- and molecular biology-related areas of research. Techniques covered may include library screening, gene cloning, PCR, protein expression and purification, bioinformatics, microarray analysis, and protein characterization. An emphasis is placed on using these techniques and skills in an integrated way to address a semester-long project.

MC 809. GRADUATE PROJECT IN MICROBIAL AND CELLULAR BIOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in which he/she has some interest or competence.

MC 859. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY 1-4 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of microbial or cellular biology.

MC 885. GRADUATE RESEARCH IN MOLECULAR AND CELLULAR BIOLOGY 2-3 HRS.

(Prerequisite, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in molecular and cellular biology by students who have demonstrated research ability at the graduate level.

ZOOLOGY

ZO 159. SPECIAL TOPICS IN ZOOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide an in-depth consideration of specialized topics in various areas of zoology.

ZO 200. INTRODUCTION TO ANATOMY AND PHYSIOLOGY 3 HRS.

(Prerequisite GB 100; PE majors and non-biology majors only.) A lecture course designed to introduce the student to the structure and function of the following body systems: skeletal, muscular, nervous sensory, circulatory, respiratory, digestive, urinary systems. Designed for students who are not biology majors or who are not in the pre-nursing program. Students may not receive credit for both ZO 200 and ZO 362.

ZO 201. INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB 1 HR.

(Prerequisite, concurrent with ZO 200; PE and non-biology majors only.) Study of anatomy of major organ systems by use of anatomical models and selected preserved animal organs. Use of physiological methods to study muscular, sensory, cardiovascular and respiratory systems.

ZO 214. BIOLOGY OF ANIMALS 3 HRS.

(Prerequisite, GB 140 or equivalent.) Lecture-discussion introduction to zoology, including animal diversity, organization of the animal body and its functional systems, animal-environment relationships, and the evolutionary basis of animal life. Concurrent enrollment is ZO 215, Biology of Animals Lab, is strongly recommended.

ZO 215. BIOLOGY OF ANIMALS LAB 1 HR.

(Prerequisite, GB 140/141 or equivalent.) Laboratory introduction to zoology, including hands-on study of the diversity of animal phyla, and structure/function of the animal body. Concurrent enrollment in ZO 214, Biology of Animals, is strongly recommended.

ZO 259. SPECIAL TOPICS IN ZOOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in various areas of zoology.

ZO 362. HUMAN ANATOMY AND PHYSIOLOGY 3 HRS.

(Prerequisites, GB 140; CH 123 and CH 124 or CH 120 and CH 121; concurrent with ZO 363.) A course designed for pre-nursing students and others preparing for health professions. Does not fulfill biological science credit requirements for biology majors. Complementary structure and function of the following major body systems: skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, reproductive and endocrine.

ZO 363. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY 2 HRS.

(Prerequisites, GB 140; CH 123 and CH 124 or CH 120 and CH 121, concurrent with ZO 362.) Observations and experiments in anatomy, histology and physiology of the major organ systems. This course must be taken concurrently with ZO 362. This course does not fulfill biological science credit requirements for biology majors.

ZO 364. HUMAN PATHOPHYSIOLOGY 3 HRS.

(Prerequisites, ZO362, ZO363.) Biological processes that occur in the presence of dysfunction or disease are presented in this theory course. Content emphasizes the most common alterations in selected body systems. Risk factors, epidemiology, and clinical manifestations across the life span are discussed.

ZO 365. PATHOPHYSIOLOGY 3 HRS.

(Prerequisites, ZO 362 and ZO 363, or consent of instructor.) This course focuses on the clinical concepts of disease and explores the biological processes that lead to alterations of body structure and function. The disease process is viewed as a distortion of normal processes which represent different points on the wellness/illness spectrum. The theoretical content is developed around the classical organ systems.

ZO 409. ZOOLOGY PROJECTS 1-3 HRS.

(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of zoology in which he/she has some interest and competence.

ZO 440. ENTOMOLOGY 2 HRS.
(Prerequisites, ZO 214/215 and equivalents, and EB 480. ZO 441 must be taken concurrently.) Biological relationships of insects. Insect morphology, physiology, ecology and classification. Metamorphosis and development of insects. Economic aspects of entomology.

ZO 441. ENTOMOLOGY LAB 2 HRS.
(Prerequisite, concurrent with ZO 440.) Morphology, physiology, and behavior studies. Collection and identification of insects.

ZO 459. SPECIAL TOPICS IN ZOOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of zoology.

ZO 472. ICHTHYOLOGY 2 HRS.
(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 473 must be taken concurrently.) Study of the structure, function, diversity, systematics, and ecology of fishes of the world.

ZO 473. ICHTHYOLOGY LAB 2 HRS.
(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 472 must be taken concurrently.) Field and laboratory techniques for collecting and preserving fishes. Identification of fishes in Kansas and representative fishes of the world. Study of the biology and ecology of fishes inhabiting local waters.

ZO 480. ORNITHOLOGY 3 HRS.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 481 must be taken concurrently.) Study of the structure, evolution, behavior, ecology and conservation of birds of the world. Lectures, films and slides.

ZO 481. ORNITHOLOGY LAB 1 HR.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 480 must be taken concurrently.) Study of birds, with emphasis on field identification of Great Plains birds by song and sight. Laboratory work and field trips.

ZO 490. MAMMALOLOGY 3 HRS.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 491 must be taken concurrently.) Study of the structure, evolution, behavior, ecology and conservation of mammals of the world. Lectures, films and slides.

ZO 491. MAMMALOLOGY LAB 1 HR.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 490 must be taken concurrently.) Study of mammals, with emphasis on field identification of Great Plains species. Laboratory work and field trips.

ZO 515. VERTEBRATE STRUCTURE AND DEVELOPMENT 3 HRS.
(Prerequisite, ZO 215 or ZO 362 or equivalent. ZO 516 must be taken concurrently.) An integrated course in vertebrate embryology and comparative anatomy. Lecture and discussion on germ layer development, organogenesis, fetal-maternal relationships, and adult anatomy of selected vertebrate systems.

ZO 516. VERTEBRATE STRUCTURE AND DEVELOPMENT LABORATORY 2 HRS.
(Corequisite, concurrent with ZO 515.) Laboratory work to accompany ZO 515. Dissection of the adult dogfish shark and a representative mammal. Study of the developing chick embryo.

ZO 520. NEUROBIOLOGY 3 HRS.
(Prerequisite, CH 370/371.) Basic anatomy and physiology of nerve cells and the mammalian nervous system, with attention to processes involved in behavior. Special emphasis on neural pathways and mechanisms underlying sensory perception, motor coordination, and such mental functions as sleep, motivation, emotion, learning, and memory.

ZO 521. NEUROBIOLOGY LAB 2 HRS.
(Prerequisite, ZO 520 must be taken concurrently.) In this course we examine several of the advanced techniques for performing cellular neurophysiology. The techniques examined will include extracellular recording, intracellular recording, voltage clamp, iontophoretic and pressure injections into cells, brain slice recordings, optical recordings of fluorescent ion-sensitive dyes, and immunocytochemistry.

ZO 530. ANIMAL BEHAVIOR 3 HRS.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 531 must be taken concurrently.) Study of the evolution, mechanisms, types and results of behavior. Emphasis on vertebrate animals, particularly concerning social organization, communication, and behavioral ecology. Lectures, films and slides.

ZO 531. ANIMAL BEHAVIOR LAB 1 HR.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 530 must be taken concurrently.) Field and laboratory experiences which investigate and illustrate the principles of animal behavior.

ZO 546. INVERTEBRATE ZOOLOGY 3 HRS.
(Prerequisites, ZO 214/215 and concurrent with ZO 547.) Lectures and discussions of the possible phylogenetic relationships between invertebrate phyla, comparisons of adaptations for accomplishing the basic life functions of animals.

ZO 547. INVERTEBRATE ZOOLOGY LAB 1 HR.
(Prerequisite, concurrent with ZO 546.) A comparison of the distinguishing morphological and anatomical characteristics of invertebrate phyla and classes. Emphasis on recognition of major taxonomic units, taxonomy and ecology of local invertebrate fauna.

ZO 556. NATURAL HISTORY OF VERTEBRATES 3 HRS.
(Prerequisites, ZO 214, ZO 215, and EB 480, or permission of instructor. Must be taken concurrently with ZO 557.) Lectures, discussions and assigned reading on phylogeny, evolution, classification, distribution, and ecology of vertebrates.

ZO 557. NATURAL HISTORY OF VERTEBRATES LAB 1 HR.
(Prerequisites, ZO 214, ZO 215, and EB 480 or permission of the instructor.) Field and laboratory identification and natural history of local vertebrates and the most common forms elsewhere in the United States. This course must be taken concurrently with ZO556.

ZO 565. HISTOLOGY 2 HRS.
(Prerequisite, CH 370/371. ZO 566 must be taken concurrently.) A consideration of Human Histology including cells, tissues, and organs, with an emphasis on the correlation between structure and function.

ZO 566. HISTOLOGY LAB 2 HRS.
(Prerequisite, concurrent with ZO 565.) A microscopic consideration of mammalian (human, if available) cells, tissues, and organs.

ZO 570. MAMMALIAN PHYSIOLOGY 3 HRS.

(Prerequisite, CH 370/371.) A course designed for biology majors and others preparing for health professions. Lectures are concerned with the functions and mechanisms of the digestive, endocrine, neuromuscular, cardiovascular, respiratory, urinary, and central nervous systems.

ZO 590. PARASITOLOGY 2 HRS.

(Prerequisites, CH 370/371. ZO 591 must be taken concurrently.) Characteristics, distribution, and life histories of protozoans, helminths, and arthropods important in the cause and transmission of diseases, with emphasis upon those affecting humans.

ZO 591. PARASITOLOGY LAB 2 HRS.

(Must be taken concurrently with ZO 590.) Identification of the more important protozoan, helminth, and arthropod parasites. Selected life histories, involving live hosts. Recovery, fixation, staining, and mounting of parasites, with emphasis upon those affecting vertebrates of the area.

ZO 717. COMPARATIVE ANIMAL PHYSIOLOGY 3 HRS.

(Prerequisite, CH 370/371.) An advanced physiology course which focuses on the functions and mechanisms of the endocrine, nervous, digestive, cardiovascular, respiratory, and excretory systems. A comparative approach is used to examine both invertebrate and vertebrate animals.

ZO 760. ENDOCRINOLOGY 3 HRS.

(Prerequisite, CH 370/371.) Structure and function of the major endocrine glands in vertebrates. The chemistry and physiology of the hormones secreted by each gland are discussed, as well as the physiology of target tissues, regulation of hormone secretion, and possible mechanisms of hormone action.

ZO 762. ENVIRONMENTAL PHYSIOLOGY 3 HRS.

(Prerequisites, ZO 214/215 and CH 370/371, or consent of instructor.) The study of the influence of environmental factors on physiological systems, primarily of vertebrates. Photoperiodism, biological rhythms, temperature adaptations, altitude and diving pressure adaptations, reproduction, water regulation and excretion, and control and coordination by nervous and endocrine systems will be discussed. Emphasis will be upon physiological, as well as behavioral, mechanisms which allow animals to survive in the Earth's various habitats.

ZO 809. GRADUATE PROJECT IN ZOOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in which he/she has some interest or competence.

ZO 840. ENTOMOLOGY 2 HRS.

(Prerequisites, ZO 214/215 and equivalents, and EB 480. ZO 841 must be taken concurrently.) Biological relationships of insects. Insect morphology, physiology, ecology and classification. Metamorphosis and development of insects. Economic aspects of entomology.

ZO 841. ENTOMOLOGY LAB 2 HRS.

(Prerequisite, concurrent with ZO 840.) Morphology, physiology, and behavior studies. Collection and identification of insects.

ZO 859. SPECIAL TOPICS IN ZOOLOGY 1-4 HRS.

(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of zoology.

ZO 872. ICHTHYOLOGY 2 HRS.

(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 873 must be taken concurrently.) Study of the structure, function, diversity, systematics, and ecology of fishes of the world.

ZO 873. ICHTHYOLOGY LAB 2 HRS.

(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 872 must be taken concurrently.) Field and laboratory techniques for collecting and preserving fishes. Identification of fishes in Kansas and representative fishes of the world. Study of the biology and ecology of fishes inhabiting local waters.

ZO 880. ORNITHOLOGY 3 HRS.

(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 881 must be taken concurrently.) Study of the structure, evolution, behavior, ecology, and conservation of birds of the world. Lectures, films and slides.

ZO 881. ORNITHOLOGY LAB 1 HR.

(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 880 must be taken concurrently.) Study of birds, with emphasis on field identification of Great Plains birds by song and sight. Laboratory work and field trips.

ZO 885. GRADUATE RESEARCH IN ZOOLOGY 2-3 HRS.

(Prerequisite, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in zoology by students who have demonstrated research ability at the graduate level.

ZO 890. MAMMALOLOGY 3 HRS.

(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 891 must be taken concurrently.) Study of the structure, evolution, behavior, ecology, and conservation of mammals of the world. Lectures, films and slides.

ZO 891. MAMMALOLOGY LAB 1 HR.

(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 890 must be taken concurrently.) Study of mammals, with emphasis on field identification of Great Plains species. Laboratory work and field trips.

DEPARTMENT OF COMMUNICATION AND THEATRE

Professor Stephen E. Catt, Chair

(Organizational Communication, Interviewing, Interpersonal Communication, and Communication Training and Development)

Professor James L. Bartruff, Director of Theatre

(Directing, Acting, Shakespeare, and Musical Theatre)

Professors: James D. Ryan (Acting, Stage Voice, Dramatic Literature, and Theatre History), Susan J. Mai (Costume Design and Make-Up), Theresa Mitchell (Acting, Directing, Stage Movement), Nancy J. Pontius (Scenic and Lighting Design). **Associate Professor:** Michael R. Dennis (Communication Theory and Health Communication), Heidi E. Hamilton (Rhetorical and Communication Theory), Sheryl D. Lidzy (Public Speaking and Interpersonal Communication). **Assistant Professors:** Ronald L. Fowlkes (Scenic Design and Stagecraft), Tennley A. Vik (Small Group Communication and Public Speaking). **Instructors:** Kenna Reeves (Interpersonal and Public Communication), Sam Maurer (Public Speaking and Interpersonal Communication). **Costume Shop Manager:** Amanda Dura. **Technical Director/Scene Shop Manager:** Douglas Dion.

<http://www.emporia.edu/comta/>

The faculty members in the department are widely known for their work in professional organizations as well as their commitment to excellence in the classroom. Several faculty members have held offices in state and national organizations and have won awards for their teaching and research.

The Department of Communication and Theatre offers a variety of majors and minors for students interested in speech communication, debate, interpretation, and theatre. Students may pursue teaching or non-teaching degree programs within the department. In addition to programs offered for the major or minor, the department sponsors a student chapter of the National Communication Association Honor Society and university activities in which the non-major (or non-minor) student may participate. The Pflaum Lecture honors the memory of George R. R. Pflaum, who chaired the department for many years.

The Basic Skills requirements of the General Education Core Curriculum must be completed prior to formal assignment of a major advisor for students wishing to major in communication. The programs in communication include study in critical & cultural communication, relational communication, organizational communication, and public relations. The department sponsors a nationally-ranked and highly competitive program in collegiate debate and hosts the nationally prominent annual Pflaum Debate Tournament. Students who wish to teach complete a program of study in the department with a reputation for excellence in teacher preparation. Graduates of the program are eligible to teach any subject in speech or theatre taught in Kansas high schools.

ESU Theatre productions are of the highest quality. They are well supported by the university, and well attended by the campus and local community. There are several productions during the year, including the Homecoming Scholarship Musical and an extremely

popular Summer Theatre season.

Auditions and technical production crews for all theatre productions are open to all ESU students, regardless of major. These assignments and auditions usually occur during the first week of each semester. Students may call the Department of Communication and Theatre for more information about upcoming theatre auditions.

ESU Theatre regularly produces shows in three different venues. The Karl C. Bruder Theatre, located in King Hall, is a 400-seat proscenium theatre that serves as the home for Emporia State Summer Theatre and for many productions during the academic year. Albert Taylor Hall, a proscenium theatre that seats 1,200 and is located in Plumb Hall, is traditionally used for the Homecoming Scholarship Musical each fall. The Ronald Q. Frederickson Theatre, located in Roosevelt Hall, a black box theatre with flexible seating configurations, usually seats around 100.

The ESU Theatre program is an active participant in the Kennedy Center American College Theatre Festival, normally entering about four productions each year in the Festival and attending the Regional Festival each January. ESU Theatre has many notable successes in this Festival, including several productions invited to the Kennedy Center for the National Festival.

ESU theatre students have won many awards for acting, designing, criticism, and playwriting, including three national winners for the prestigious Irene Ryan Acting Scholarship.

BACHELOR OF ARTS COMMUNICATION MAJOR

The major in communication under the Bachelor of Arts degree is a 36-semester hour program which is a broad, liberal arts experience as well as an introduction to major facets of communication theory and practice. The BA degree in communication is an appropriate degree leading to graduate school in communication, law school, or related occupational areas such as human resources, public relations, management, sales, communication media, the ministry, and public service. Students in this program complete the communication core courses (21 hours); ONE concentration (15 hours) in *Critical & Cultural Communication*, *Organizational Communication*, *Public Relations*, or *Relational Communication*; and 12 hours of a second program of study.

Required Courses (21 hours):

SP	100	Interpersonal Communication	
		OR	3 hours
SP	101	Public Speaking (whichever is not used to meet the General Education Basic Skill requirement)	
SP	303	Organizational Communication	3 hours
SP	307	Advanced Public Speaking	3 hours
SP	312	Theories of Communication	3 hours
SP	315	Small Group Communication	3 hours
SP	332	Theories of Persuasion	3 hours
SP	580	Analysis of Communication Studies	3 hours

AREAS OF CONCENTRATION (15 hours):

Select one concentration.

CRITICAL & CULTURAL COMMUNICATION

Required courses (6 hours):

SP	331	Rhetorical Criticism	3 hours
SP	351	Studies in Public Address	3 hours

Electives(9 hours):

SP 222	Argumentation & Debate	3 hours
SP 304	Online Communication	3 hours
SP 322	Theories of Argument	3 hours
SP 350	Intercultural Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 370	Special Problems in Speech	3 hours
SP 490	Seminar in Rhetoric & Communication	3 hours
SP 555	Contemporary Issues in Free Speech	3 hours

* see below

ORGANIZATIONAL COMMUNICATION**Required Courses (6 hours):**

SP 403	Communication Training & Development	3 hours
SP 500	Conflict Resolution	3 hours

Electives (9 hours):

SP 304	Online Communication	3 hours
SP 306	Advanced Interpersonal Communication	3 hours
SP 313	Interviewing: Principles & Techniques	3 hours
SP 350	Intercultural Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 370	Special Problems in Speech	3 hours
SP 502	Group Leadership	3 hours

* see below

PUBLIC RELATIONS**Required Courses (9 hours):**

SP 305	Principles of Public Relations	3 hours
SP 355	Public Relations Writing	3 hours
SP 405	PR: Cases and Campaigns	3 hours

Electives(6 hours):

SP 329	Principles of Radio/Television Broadcasting	3 hours
SP 365	Public Relations Techniques	3 hours
SP 474	Field Internship I	3 hours
JO 501	Law & Ethics of Journalism	3 hours

* see below

RELATIONAL COMMUNICATION**Required courses (6 hours):**

SP 306	Advanced Interpersonal Communication	3 hours
SP 350	Intercultural Communication	3 hours

Electives(9 hours):

SP 304	Online Communication	3 hours
SP 325	Nonverbal Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 370	Special Problems in Speech	3 hours
SP 400	Family Communication	3 hours
SP 500	Conflict Resolution	3 hours
SP 502	Group Leadership	3 hours

* see below

***Up to six hours of a combination of any of the following may apply:**

Independent Study
Internship
Intercollegiate Forensics

Required Second Program of Study (Minimum: 12 hours)

The student should work with an academic advisor within the department to complete a second program of study.

**BACHELOR OF SCIENCE
COMMUNICATION MAJOR**

The major in communication under the Bachelor of Science degree is taken by students interested in professional and management positions which call for a high degree of oral communication skills. The BS degree in communication is an appropriate degree leading to careers in human resources, public relations, management, sales, communication consulting, training, customer service, negotiation, public information, and speech writing. Students in this program complete the communication core courses (21 hours); ONE concentration (15 hours) in *Critical & Cultural Communication*, *Organizational Communication*, *Public Relations*, or *Relational Communication*; and 12 hours of communication electives.

Required Courses (21 hours):

SP 100	Interpersonal Communication	3 hours
OR		
SP 101	Public Speaking (whichever course is not used to meet the General Education Basic Skill requirement)	3 hours
SP 303	Organizational Communication	3 hours
SP 307	Advanced Public Speaking	3 hours
SP 312	Theories of Communication	3 hours
SP 315	Small Group Communication	3 hours
SP 332	Theories of Persuasion	3 hours
SP 580	Analysis of Communication Studies	3 hours

AREAS OF CONCENTRATION (15 hours):

Select one concentration.

CRITICAL & CULTURAL COMMUNICATION**Required courses (6 hours):**

SP 331	Rhetorical Criticism	3 hours
SP 351	Studies in Public Address	3 hours

Electives(9 hours):

SP 222	Argumentation & Debate	3 hours
SP 304	Online Communication	3 hours
SP 322	Theories of Argument	3 hours
SP 350	Intercultural Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 370	Special Problems in Speech	3 hours
SP 490	Seminar in Rhetoric & Communication	3 hours
SP 555	Contemporary Issues in Free Speech	3 hours

* see below

ORGANIZATIONAL COMMUNICATION**Required Courses (6 hours):**

SP 403	Communication Training & Development	3 hours
SP 500	Conflict Resolution	3 hours

Electives (9 hours):

SP 304	Online Communication	3 hours
SP 306	Advanced Interpersonal Communication	3 hours
SP 313	Interviewing: Principles & Techniques	3 hours
SP 350	Intercultural Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 370	Special Problems in Speech	3 hours
SP 502	Group Leadership	3 hours

* see below

PUBLIC RELATIONS**Required Courses (9 hours):**

SP 305	Principles of Public Relations	3 hours
SP 355	Public Relations Writing	3 hours
SP 405	PR: Cases and Campaigns	3 hours

Electives(6 hours):

SP 329	Principles of Radio/Television Broadcasting	3 hours
SP 365	Public Relations Techniques	3 hours
SP 474	Field Internship I	3 hours
JO 501	Law & Ethics of Journalism	3 hours

* see below

RELATIONAL COMMUNICATION**Required courses (6 hours):**

SP 306	Advanced Interpersonal Communication	3 hours
SP 350	Intercultural Communication	3 hours

Electives(9 hours):

SP 304	Online Communication	3 hours
SP 325	Nonverbal Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 370	Special Problems in Speech	3 hours
SP 400	Family Communication	3 hours
SP 500	Conflict Resolution	3 hours
SP 502	Group Leadership	3 hours

* see below

Cognate Area (12 hours):

Students will select elective communication courses with the approval of their advisor.

***Up to six hours of a combination of any of the following may apply:**

Independent Study
Internship
Intercollegiate Forensics

**BACHELOR OF SCIENCE IN EDUCATION
SPEECH AND THEATRE TEACHING FIELD**

The BSE in Speech and Theatre is a comprehensive teaching degree which prepares students to teach speech, theatre, debate, forensics, and radio/television at the secondary level, grades 6 through 12, in Kansas schools. Students must maintain an overall Cumulative GPA of 2.75, complete a sequence of required courses, and apply to the Department of Communication and Theatre for official admittance to the program.

See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog. Please contact Susan Mai, coordinator of teacher education for speech and theatre at (620) 341-5701 or smai@emporia.edu for further information.

OPTION A - Two Teaching Fields**Required Courses (40 hours):**

SP 100	Interpersonal Communication	3 hours
SP 222	Argumentation and Debate	3 hours
SP 315	Small Group Communication	3 hours
SP 312	Theories of Communication	3 hours
SP 329	Principles of Radio-TV Broadcasting	3 hours
SP 470	Teaching of Speech	3 hours
SP 572	Directing Forensic Activities	3 hours

TH 101	Introduction to Theatre	2 hours
TH 121	Acting I	3 hours
TH 131	Stagecraft	4 hours
TH 340	Play Production	3 hours

TH 381	Survey of Dramatic Literature	3 hours
OR		

TH 382	Modern Drama	
TH 426	Play Directing	3 hours
TH 472	Theatre Production II	1 hour

OPTION B - One Teaching Field**Required Courses:**

40 hours of courses as required by *Option A*.

Electives (8 hours):

The student and advisor will elect an additional 8 semester hours of courses with prefixes of SP or TH.

COMMUNICATION MINOR

A minor in communication may be taken by students who have majors in other disciplines. Courses in communication are excellent preparation for students in industry, public relations, management, media, counseling, law, and other professions that are heavily dependent upon good communication skills. Students whose academic major falls within the College of Liberal Arts and Sciences will normally take the minor with the liberal arts option; those whose academic major falls outside the College of Liberal Arts and Sciences will normally take the minor with the business option. Either minor is an appropriate choice for students whose academic program requires a minor as well as for students who are required to have a second program of study under the degree Bachelor of Arts.

LIBERAL ARTS OPTION (21 hours)**Required Courses (9 hours):**

SP 100	Interpersonal Communication	
OR		3 hours
SP 101	Public Speaking (whichever course is not used to meet the General Education Basic Skill requirement)	
SP 306	Advanced Interpersonal Communication	3 hours
SP 307	Advanced Public Speaking	3 hours

Electives (12 hours):

Students select in consultation with an advisor in communication an additional twelve (12) hours of courses in communication to complete the minor. No more than three (3) hours total from the following courses may apply toward the minor: Intercollegiate Forensics (SP 142, 242, 342, and 442); Communication Internship (SP 570 and SP 571); and Independent Study (SP 471).

BUSINESS OPTION (21 hours)**Required Courses (15 hours):**

SP 100	Interpersonal Communication	
OR		3 hours
SP 101	Public Speaking (whichever course was not used to meet the General Education Basic Skill requirement)	
SP 303	Organizational Communication	3 hours

SP 307	Advanced Public Speaking	3 hours
SP 313	Interviewing: Principles & Techniques	3 hours
SP 403	Communication Training & Development	3 hours

Electives (6 hours):

Students select in consultation with an advisor in communication an additional six (6) hours of courses in communication to complete the minor. No more than three (3) hours total from the following courses may apply toward the minor:

Intercollegiate Forensics (SP 142, 242, 342, and 442);
Communication Internship (SP 570 and SP 571); and
Independent Study (SP 471).

BACHELOR OF ARTS**THEATRE MAJOR**

The degree Bachelor of Arts with a major in Theatre is a broad, general education experience as well as an introduction to major facets of theatre performance, production, design, history and literature. Majors are required to audition for productions and to contribute to all productions, either as cast members or as production crew members; they will normally be enrolled in theatre projects for each production on which they work. To be eligible for production assignments, students must meet academic eligibility standards as established by the department. In addition, the B.A. in theatre is an appropriate degree leading to graduate work in theatre or related fields, such as arts administration, law, public relations, or the ministry.

Required Courses (25 hours):

TH 101	Introduction to Theatre	2 hours
TH 121	Acting I	3 hours
TH 131	Stagecraft	4 hours
TH 221	Acting II*	3 hours
TH 350	Introduction to Theatrical Design	3 hours
TH 381	Survey of Dramatic Literature	3 hours
OR		
TH 382	Modern Drama	3 hours
TH 426	Play Directing	3 hours
TH 457	Scene Design	3 hours
TH 472	Advanced Theatre Projects	1 hour

Required Course Options (9 hours)

Students must choose one course from each of the optional pairs listed below, for a total of 12 additional hours:

TH 210	Movement for Actors	
OR		
TH 223	Voice and Diction	3 hours
TH 351	History of Costume and Décor*	
OR		
TH 454	Costume Design*	3 hours
TH 390	History of the Theatre I	
OR		
TH 391	History of the Theatre II	3 hours

*These courses have prerequisites.

Required Second Program of Study:

Students complete a second program of study of from 15 to 30

hours in another discipline of their choice.

BACHELOR OF ARTS**SECOND PROGRAM OF STUDY: THEATRE**

See the section on Theatre Minor.

BACHELOR OF FINE ARTS**THEATRE MAJOR**

The degree Bachelor of Fine Arts with a major in Theatre provides intense preparation for students desiring to become competent and knowledgeable in all areas of theatre. General education requirements are those of LAS majors (non-teaching) and are printed in the undergraduate catalog. Majors are required to audition for productions and contribute to all productions, either in the cast or on a crew. Normally, students are enrolled in theatre projects for each production on which they work. To be eligible for production assignments, students must meet academic eligibility standards as established by the department.

Required Courses (57 hours):

TH 101	Introduction to Theatre	2 hours
TH 121	Acting I	3 hours
TH 131	Stagecraft	4 hours
TH 133	Make-up	2 hours
TH 210	Movement for Actors	3 hours
TH 221	Acting II	3 hours
TH 223	Voice and Diction	3 hours
TH 234	Stage Costuming	2 hours
TH 325	Script Analysis	3 hours
TH 331	Scenery Practicum	1 hour
TH 334	Costume Practicum	1 hour
TH 336	Stage Lighting	3 hours
TH 350	Introduction to Theatrical Design	3 hours
TH 351	History of Costume and Décor	3 hours
TH 381	Survey of Dramatic Literature	3 hours
OR		
TH 382	Modern Drama	3 hours
TH 390	History of the Theatre I	3 hours
TH 391	History of the Theatre II	3 hours
TH 426	Play Directing	3 hours
TH 454	Costume Design	3 hours
TH 457	Scene Design	3 hours
TH 497	American Musical Theatre	3 hours
OR		
TH 383	Introduction to Shakespeare	3 hours

Electives (13 hours):

Students will work with their advisor to select courses in theatre arts, communication, music, art, and/or dance.

THEATRE MINOR

Students who have majors in other disciplines may take a minor in theatre. The minor consists of 18 semester hours. Courses in theatre are excellent supplements for students planning careers in education, business, psychology, counseling, public relations, communication, law, and other fields that require the ability to work exceptionally well with other people. The theatre minor is an appropriate choice for students in the humanities or fine arts who wish to deepen their understanding of their major fields, as well as science majors who are seeking a breadth of undergraduate experiences. It is also an appropriate choice for students whose

program requires a minor, as well as students who are required to have a second program of study under the degree Bachelor of Arts.

Required Courses (10 hours):

TH 121	Acting I	3 hours
TH 131	Stagecraft	4 hours
TH 381	Survey of Dramatic Literature	3 hours
OR		
TH 382	Modern Drama	

Elective Courses (8 hours):

Students select from the following courses in consultation with an advisor. The chair of the department gives final approval to all minor programs.

TH 221	Acting II	3 hours
TH 305	Theatre Tour	1-2 hours
TH 321	Acting III	3 hours
TH 325	Script Analysis	3 hours
TH 340	Play Production	3 hours
TH 350	Introduction to Theatrical Design	3 hours
TH 351	History of Costume and Décor	3 hours
TH 383	Introduction to Shakespeare	3 hours
TH 390	History of the Theatre I	3 hours
TH 391	History of the Theatre II	3 hours
TH 426	Play Directing	3 hours
TH 457	Scene Design	3 hours
TH 497	American Musical Theatre	3 hours

**Courses offered by the
Department of Communication and Theatre Arts:**

COMMUNICATION

SP 022. INTRODUCTION TO DEBATE 3 HRS.

An introduction to the theory and practice of interscholastic debate for the inexperienced high school student.

SP 072. BASIC ARGUMENTATION 3 HRS.

Study of the theory and practice of interscholastic debate for the advanced high school student.

SP 100. INTERPERSONAL COMMUNICATION 3 HRS.

An introduction to the principles and practices of spontaneous, informal interaction between or among human beings. A lecture-laboratory course designed to increase understanding of the process of communicating with another person and develop basic interpersonal skills through structured experiences, group interactions, and readings.

SP 101. PUBLIC SPEAKING 3 HRS.

An introduction to the principles and practices of preparing and presenting speeches to audiences. A lecture-laboratory course designed to increase understanding of, and develop skills in, the processes of audience analysis, speech preparation, and speech presentation.

SP 142. INTERCOLLEGIATE FORENSICS I 1-3 HRS.

An introduction to tournament techniques and experience designed for those students actively participating in intercollegiate forensic competition.

SP 222. ARGUMENTATION AND DEBATE 3 HRS.

This course stresses the theory of argumentation and gives some practical experience in the forms of debate.

SP 242. INTERCOLLEGIATE FORENSICS II 1-3 HRS.
(Prerequisite, consent of instructor. Not for general education credit.) A continuation of SP 142.

SP 302. DISCUSSION 3 HRS.

An experiential study of techniques and principles of small group discussion, designed to develop leadership and participation skills. Special focus on group interaction, leader emergence, consensus-making, evaluation of performance, and presenting discussion programs.

SP 303. ORGANIZATIONAL COMMUNICATION 3 HRS.

Traditional and modern concepts of channels of communication in complex organizations (government, industry, education, etc.). Influence of organizational theory on communicative patterns and organizational goals.

SP 304. ONLINE COMMUNICATION 3 HRS.

This course examines the role of communication on the Internet. The course identifies the Internet as a means of communication within the context of traditional communications theory.

SP 305. PRINCIPLES OF PUBLIC RELATIONS 3 HRS.

Modern organizations exist in increasingly competitive environments. The competition for resources as well as for the opportunity to be heard and understood can be fierce. Organizations have to be able to promote and maintain positive images. This course presents students with the opportunity to learn about and fine tune the communication skills needed to facilitate and maintain organizational practices and communications efforts designed to gain favor and commitment from desired publics. This class examines the history of public relations in the U.S., career tracks in both the profit and non-profit sectors, ethical and legal issues, as well as program planning strategies.

SP 306. ADVANCED INTERPERSONAL COMMUNICATION 3 HRS.

(Prerequisite, SP 100.) The course is designed to (1) increase communication skills in interpersonal communication, and (2) increase the student's understanding of theoretical concepts underlying interpersonal communication. Methods of instruction include experiential learning in small groups, lecture and discussion. Student is required to participate in all classes, pass exams and submit a final research paper on a topic of his/her choice involving some phase of interpersonal communication.

SP 307. ADVANCED PUBLIC SPEAKING 3 HRS.

(Prerequisite, SP 101.) An advanced course in the theory and application of public speaking in a broad range of situations. Students will demonstrate an understanding of how to engage more effectively in listening, critical thinking, audience analysis, suppression of biases, organization, and speech delivery.

SP 312. THEORIES OF COMMUNICATION 3 HRS.

An introduction to classical and contemporary theories of communication. Designed to promote an understanding of (1) the Greek and Roman view of rhetorical theory, (2) contemporary theories of the process of communication, (3) how classical and contemporary standards may be usefully and appropriately adapted to the understanding of speech behavior.

SP 313. INTERVIEWING: PRINCIPLES AND TECHNIQUES**3 HRS.**

Theory and practice of methods used in dyadic, face-to-face oral communicative situations traditionally encountered in organizational and professional environments. Practical application of interviewing skills relating to giving and getting information and job-employment situations is provided, through role-playing and real-life interviews in and out of class.

SP 315. SMALL GROUP COMMUNICATION**3 HRS.**

An investigation of theories and precepts in small group communication. Emphasis on decision-making, norms, leadership, problem-solving, and skills development. Review of the research literature. Active involvement in research projects.

SP 322. THEORIES OF ARGUMENT**3 HRS.**

A study of the traditional and contemporary theories of argumentation. The student gains an understanding of the syllogism, the enthymeme, the structural model of argument, and other formal types of reasoning.

SP 325. NONVERBAL COMMUNICATION**3 HRS.**

(Prerequisite, SP 100 or SP 101.) A study of theories and behaviors of nonverbal communication in communication contexts, that are interpersonal, intergroup, and intercultural. Development of nonverbal communication skills.

SP 329. PRINCIPLES OF RADIO/TV BROADCASTING**3 HRS.**

(Prerequisite, SP 100 or SP101.) This course examines the origins and historical development of radio and television broadcasting; develops student awareness of legal, ethical, and economic issues in the broadcast media; and acquaints students with the various types of on-the-air announcing.

SP 331. RHETORICAL CRITICISM**3 HRS.**

A study of representative critical methods and the theoretical assumptions which lie behind them. Participation in the class involves student writing of frequent critical essays in which the methods are applied to historical and/or contemporary examples of public address.

SP 332. THEORIES OF PERSUASION**3 HRS.**

(Prerequisite, SP 100 or SP 101.) A study of the theories of persuasion and their applications, with special emphasis on the rhetorical and psychological principles involved. Consideration of the studies of source credibility, the structure and content of persuasive messages and of attitude change affected by the persuasive discourse. Opportunity for the preparation and criticism of persuasive messages by the students.

SP 342. INTERCOLLEGIATE FORENSICS III**1-3 HRS.**

A continuation of SP 242.

SP 350. INTERCULTURAL COMMUNICATION**3 HRS.**

This course addresses both culture-general and culture-specific approaches to the study of intercultural communication. From a cultural general perspective, awareness and appreciation of cultural differences and suggestions regarding communication strategies to improve interaction with international and co-cultural persons are emphasized. Culture-specific examples are presented and opportunities to explore specific cultures are arranged.

SP 351. STUDIES IN PUBLIC ADDRESS**3 HRS.**

Rhetorical analysis of selected topics in the history and criticism of

public address, e.g., a speaker or group, debate or a series of debates, social movement, or a political campaign. May be repeated for up to six hours with permission of the instructor, advisor, and department chair.

SP 355. PUBLIC RELATIONS WRITING**3 HRS.**

Students will receive instruction in specialized advocacy writing for organizations and distribution to the print and broadcast media. The course pays special attention to requirements of writing using the Associated Press Style Manual. Students will apply their knowledge through a series of assignments using different media for distribution.

SP 360. COMMUNICATION AND GENDER**3 HRS.**

Study of how gender and other demographic factors influence our communication style and content. Primary emphasis is on one's gender but other factors that interact with gender to influence communication are also studied. Topics include gender filters, language, nonverbal behaviors, intimacy, and gendered communication in the family, schools, the media, and the work place. SP 360 is an elective course which may be taken for the BFA in Communication, the BSE in Speech Communication (Option B), or the Liberal Arts minor in Communication. It may also be taken for the Ethnic and Gender Studies minor.

SP 362. SOCIAL MOVEMENTS**3 HRS.**

Students will study and analyze social movement persuasion. The course utilizes a rhetorical perspective to identify and evaluate strategies that movements employ to create identity, recruit members, and promote social change. Students will apply their knowledge through exams and a research project.

SP 365. PUBLIC RELATIONS TECHNIQUES**3 HRS.**

This course focuses on using commonly-practiced public relations techniques to achieve organizational goals, with primary emphasis on print, online media and special events. Its primary purpose is for students to take projects from conception through to final production and distribution.

SP 370. SPECIAL PROBLEMS IN SPEECH**1-3 HRS.**

Intensive investigation of particular areas in rhetoric and public address. Offered as a class rather than as an individual project.

SP 400. FAMILY COMMUNICATION**3 HRS.**

(Prerequisite, SP 100.) A comprehensive study of the communication process within the family unit. Analysis of how communication undergirds family functioning. Particular emphasis upon understanding and performing communication skills that affect growth and cohesion in the family unit.

SP 403. COMMUNICATION TRAINING AND DEVELOPMENT**3 HRS.**

Students in this course learn how organizations determine training needs and develop training programs to meet those needs. The primary focus is on developing communication skills training programs. Oral and nonverbal skills pertinent to conducting effective training programs are examined. To promote experiential learning and the skills-building focus, students in the course must develop and present a training seminar. As a result, pertinent oral and nonverbal communication skills are developed, practiced, and refined.

SP 405. PUBLIC RELATIONS CASES AND CAMPAIGNS**3 HRS.**

(Prerequisite, SP 305.) This course combines public relations theory

and skills development. Public relations cases are analyzed using public relations principles and theory. Students also apply case knowledge in the field by being assigned to a campaign under the direction of a public relations client-mentor.

SP 441. HEALTH COMMUNICATION 3 HRS.

This course is a survey of the discipline of health communication. Students will learn how decisions regarding health-related behaviors are influenced by messages, how patients negotiate treatments with health care providers, how we can help others cope with medical difficulties, and how to critically evaluate health research, news, and campaigns.

SP 442. INTERCOLLEGIATE FORENSICS IV 1-3 HRS.

A continuation of SP 342.

SP 470. TEACHING OF SPEECH & THEATRE 3 HRS.

A survey of current classroom practices in speech in secondary schools with emphasis on educational philosophy underlying the selection and use of teaching materials and the testing and evaluation of students in speech, drama, debate, and forensics. Students are required to prepare a year's course of study for teaching in the secondary schools. SP 470 must be completed with a grade of "C" or better prior to student teaching.

SP 471. INDEPENDENT STUDY 1-3 HRS.

Directed reading and/or research in an area of speech not included in the regularly listed courses.

SP 472. INDEPENDENT STUDY (P/NC) 1-3 HRS.

Directed study and experience related to special topics in communication. Expectations for this special project will be established and approved by the instructor before the student enrolls. If expectations are met, a final grade of "Pass" is awarded. If expectations are not met, a grade of "No Credit" is awarded.

SP 473. ACADEMIC INTERNSHIP I 1, 2 & 3 HRS.

Course provides instructor-supervised experience in advising and teaching communication skills. Interns work intensively with one instructor and one class learning how to assist others in improving their communication skills.

SP 474. FIELD INTERNSHIP I 1, 2 & 3 HRS.

This course provides university students with opportunities to explore and clarify their interest, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional, paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the first in a sequence of two field internships with a letter grade option.

SP 475. FIELD INTERNSHIP I 1, 2 & 3 HRS.

This course provides university students with opportunities to explore and clarify their interest, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional, paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the first in a sequence of two field internships with a pass/no credit option.

SP 490. SEMINAR IN RHETORIC AND COMMUNICATION 3 HRS.

Examine historical/critical, experimental, and descriptive research in

rhetic and communication. Analyze resources and strategies for researching interpersonal, small group, and intercultural communication; language and symbol systems; mass communication; organizational communication; and public communication. Develop competencies for research and writing, interpreting communication literature, and understanding the role of speech communication in vocational and social settings.

SP 500. CONFLICT RESOLUTION 3 HRS.

Course examines the ineffective responses individuals make in a conflict situation, responses such as flight behavior, defensiveness, and manipulation. Particular emphasis upon theoretical models and communication techniques that will assist the student in handling conflict constructively. Methods of instruction include structured experiences, group discussion, assigned readings and lecture.

SP 502. GROUP LEADERSHIP 3 HRS.

(Prerequisite, SP 315.) A laboratory approach to group leadership, including the role of the leader in group interaction, the work of the leader as group representative, and consideration of the research literature on the subject. Field work required.

SP 555. CONTEMPORARY ISSUES IN FREE SPEECH 3 HRS.

The First Amendment's promise of free expression and its impact on expressions of opinion on current artistic, social and political issues are examined. Emphasis is on providing students with theoretical frameworks through which they can make responsible decisions regarding current topics, including hate speech, prior restraint, book-banning, campus speech codes, invasion of privacy, obscenity, seditious speech, information access, and defamation.

SP 560. CAPSTONE 0 HRS.

Majors only. Students enroll in SP 560 for the semester in which they are scheduled to make their capstone presentation. Students will receive a grade of "S" or "U", depending on whether they were successful or unsuccessful in completing their capstone requirement.

SP 570. COMMUNICATION INTERNSHIP I 3 HRS.

Course provides first-hand experience and training in the art of group facilitation. Intern works intensively with one instructor and one class learning how to assist others in improving their communication skills.

SP 571. COMMUNICATION INTERNSHIP II 3 HRS.

(Prerequisites, SP 570.) Course provides a second experience for those individuals who wish to further develop their communication skills as group facilitators. Intern must serve in a different course, preferably with a different instructor, than that served during his first intern experience.

SP 572. DIRECTING FORENSIC ACTIVITIES 2-3 HRS.

(Prerequisite, SP 222.) Strongly recommended for majors and minors who will be directing forensics, leading public discussions or forums, coaching debate, and/or organizing forensic tournaments.

SP 573. ACADEMIC INTERNSHIP II 1, 2 & 3 HRS.

(Prerequisite, SP 473.) Course provides a second instructor-supervised experience for those individuals who wish to develop further their advising and communication skills. Interns must serve in a different course, preferably with a different instructor, than that served during their first intern experience. Not for graduate credit.

SP 574. FIELD INTERNSHIP II 1, 2 & 3 HRS.

This course provides university students with further opportunities to explore and clarify their interests, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the second of two in a sequence of field experience internships with a letter grade option. Not for graduate credit.

SP 575. FIELD INTERNSHIP II 1, 2 & 3 HRS.

This course provides university students with further opportunities to explore and clarify their interests, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the second of two in a sequence of field experience internships with a pass/no credit option. Not for graduate credit.

SP 580. ANALYSIS OF COMMUNICATION STUDIES 3 HRS.

This course refines knowledge of research in the field of communication. Students will have the opportunity to explore a broad-range of communication-based topics, to integrate their knowledge and skills, and to develop a research-based paper and oral presentation.

SP 722. DEBATE QUESTION ANALYSIS 1-3 HRS.

(Offered only in summer.) Critical analysis of the current high school debate question. A class project is required.

SP 730. SEMINAR IN SPEECH 2-5 HRS.

Seminar classes are offered in such areas as organization communication, mass communication, small group communication, health communication, supervisory communication, persuasion, nonverbal communication, and public communication.

SP 742. DEBATE QUESTION ANALYSIS AND CASE CONSTRUCTION 3 HRS.

This course is designed to acquaint students with the current high school debate proposition. Special emphasis is placed on case construction and analysis in a workshop setting.

SP 830. RESEARCH PROBLEMS IN SPEECH 2-5 HRS.

Directed reading and research in a specific field of speech communication.

THEATRE**TH 101. INTRODUCTION TO THEATRE 2 HRS.**

Not for General Education credit. An introductory course for Theatre majors that provides an overview of contemporary production and performance practices in theatre and departmental policies. All students will be given one production or performance assignment for the current semester.

TH 105. THEATRE APPRECIATION 2 HRS.

Students examine and discuss the philosophies, techniques, and basic natures of the performing arts from the observation of films, live plays, and television performances. Classroom lectures, demonstrations, and discussions are designed to give the student a fuller understanding and background of man's attempts to express himself in the performing arts.

TH 121. ACTING I 3 HRS.

This course will focus on the basic acting skills and craft: concentration, imagination, relaxation, listening, action and reaction, voice and body mechanics. Scenes and monologues will be explored, analyzed, rehearsed, and presented.

TH 131. STAGECRAFT 4 HRS.

Provides a fundamental knowledge of the planning, construction, painting and rigging of stage scenery and stage properties. In addition to formal class meetings, students are required to assist with the construction of scenery for ESU theatre productions.

TH 133. MAKE-UP 2 HRS.

The principles and practices of theatre make up are examined and applied in the laboratory. Students execute various laboratory assignments designed to develop their skill in make up application. Offered fall semester only.

TH 142. SUMMER THEATRE PRODUCTION I 1-4 HRS.

A production course, especially designed for students working in summer stock. Offered summer session only.

TH 177. EDUCATIONAL THEATRE COMPANY 1-2 HRS.

Audition required. Educational Theatre Company is a lab class designed for first and second year students. Through improvisation, the class will develop performance pieces designed to be used in other classes as teaching aids. The class will also develop creative dramatic and improvisation techniques that can be used in elementary and secondary classrooms.

TH 210. MOVEMENT FOR ACTORS 3 HRS.

This course addresses fundamental movement techniques and concepts that are applicable to the acting craft. Students will identify personal movement preferences and expand their movement potential providing a foundation for a variety of physical choices that relate to supporting character and given circumstances. Offered spring semester only.

TH 212. DANCE FOR THEATRE I 3 HRS.

A comprehensive introduction to the techniques, styles, and historic contributions of theatre dance including ballet, jazz, and tap. The course culminates in a brief recital. Offered spring semester only.

TH 221. ACTING II 3 HRS.

(Prerequisite, TH 121.) This course will build upon basic craft and skills and work with scenes with complex relationships and situations. The actor's process will be explored. Offered fall semester only.

TH 223. VOICE AND DICTION 3 HRS.

This course deals with theory and technique for improving voice and articulation in both speech and performance. Exercises in pitch, projection, vocal placement, and articulation are used in conjunction with the International Phonetic Alphabet to help students achieve optimum vocal and articulatory competence.

TH 242. SUMMER THEATRE PRODUCTION II 1-4 HRS.

A production course especially designed for students working in summer stock. Offered summer session only.

TH 261. INTRODUCTION TO THEATRE FOR YOUTH 3 HRS.

This course is an introductory survey of the purposes, methodologies, forms, and materials of theatre for young audiences, including an overview of the history of theatre for youth, and the opportunities to use it in schools and communities.

TH 263. IMPROVISATION AND ROLE-PLAYING 3 HRS.

This course is an introduction to understanding the creative process survey of dramatic play, improvisation, theatre games, and involvement drama as developmental learning.

TH 271. INDEPENDENT STUDY 1-3 HRS.

Directed readings and/or research in an area of theatre arts not included in regularly listed courses. Outline of project required before enrolling. Students may repeat for a maximum of twelve hours.

TH 272. THEATRE PROJECTS 1-2 HRS.

Designed for freshmen and sophomores actively participating in University Theatre productions.

TH 305. THEATRE TOUR 1-2 HRS.

An exploration of the modern, professional theatre as a cultural institution in New York, London, Minneapolis, and other theatre centers. Students must arrange financing to cover costs of transportation, accommodations, and tickets, which will be arranged at a group discount. Overseas travel requires a valid passport.

TH 310. ADVANCED STAGE MOVEMENT 3 HRS.

(Prerequisite, TH 210.) This course will compliment performance studies by focusing on advanced physical theatre techniques and practices. Topics which may be covered include: tai chi, unarmed and armed stage combat, mask work, and Viewpoints. Creating new work will be explored as well as supporting character and dramatic action from published plays. May be repeated for credit. Offered spring semester, even years.

TH 312. DANCE FOR THEATRE II 3 HRS.

(Prerequisites, TH 212.) A continuation of studies begun in Dance for Theatre I.

TH 321. ACTING III 3 HRS.

(Prerequisite, TH 221.) This course continues the advanced student's understanding and practice of acting skills. A continuation of TH 121 and TH 221, this course deals specifically with scripts and scenes from plays. Students will be introduced to acting theories through classroom discussion, exercises, and individual and group assignments.

TH 323. STAGE DIALECTS 3 HRS.

(Prerequisite, TH 223.) This course provides the student, through in-class workshops and oral presentations, an opportunity to gain proficiency in and an understanding of the specific phoneme, placement, pitch, and rhythmic changes needed to credibly assume select European and regional American dialects. The course will also strengthen any student's command of the International Phonetic Alphabet and build upon vocal techniques explored in Voice and Diction. Offered spring semester, even years.

TH 325. SCRIPT ANALYSIS 3 HRS.

An introduction to the crucial practice of reading and understanding plays for the purpose of producing them. The course does not simply focus on the plays as literature. Rather, it is a critical analysis of text leading to production as used by directors, actors, designers, and technicians.

TH 331. SCENERY PRACTICUM 1 HR.

(Prerequisites, TH 131. May be repeated for credit, with no limits.) This is a practical workshop in the construction and maintenance of scenery, lighting, props and sound for the stage. Students enrolled in this course will regularly assist with the building and care of scenery required for ESU theater productions.

TH 333. ADVANCED STAGE MAKE-UP 3 HRS.

(Prerequisite, TH 133.) The advanced principles and practices of theatre make-up are applied in the laboratory. Students execute various assignments on prosthesis, wigs, masks, and special problems. Offered spring semester, odd years.

TH 334. COSTUME PRACTICUM 1 HR.

(Prerequisites, TH 234. May be repeated for credit, with no limits.) This is a practical workshop in the construction and maintenance of costumes for the stage. Students enrolled in this course will regularly assist with the building and care of costumes required for ESU theater productions.

TH 335. STAGE MANAGEMENT 2 HRS.

(Prerequisites, TH 121 and TH 131.) A systematic examination of the role of the Stage Manager in a theatre production. Students will study practical techniques used in the profession, and work to organize the many duties and responsibilities required of the stage manager in the contemporary theatre.

TH 336. STAGE LIGHTING 3 HRS.

(Prerequisite, TH 131.) Basic principles of electricity, circuiting, lighting systems, and stage lighting instruments are examined. Students are also required to design complete light plots and present the projects to the class for discussion. Students must also perform lighting tasks for University Theatre productions.

TH 338. SCENE PAINTING 3 HRS.

This is a practical, studio course of traditional scene painting for the theatre. Students will explore the various methods of recreating reality and theatre design through painted illusion by exploring materials and techniques of texture. Offered spring semester only.

TH 340. PLAY PRODUCTION 3 HRS.

An course in the problems of producing plays, which is designed for students who plan to teach or work in theatre. Using lecture, discussion, and laboratory methods, students will be introduced to performance, technical, and front of house aspects of theatre production. Philosophy, means, and methods for conducting classes and structuring curricular and co-curricular theatre activities.

TH 342. SUMMER THEATRE PRODUCTION III 1-4 HRS.

(Prerequisite, TH 242.) A production course especially designed for students working in summer stock. Offered summer session only.

TH 350. INTRODUCTION TO THEATRICAL DESIGN 3 HRS.

An introductory course in theatrical design for the theatre designer, director and performer. Students will complete exercises to explore the principles and elements of design as they relate to theatrical production. Projects and drawing exercises will be done in various art media in a studio format.

TH 351. HISTORY OF COSTUME AND DÉCOR 3 HRS.

This course will explore how a particular culture in a period of history represents itself through the visual artifacts of its clothing, buildings, decorations, and furniture. The class will also discuss politics, social attitudes, and economic conditions as sources for creating a theatrical production in an appropriate historical milieu. This course will introduce and refine skills necessary for identification of period style.

TH 361. CHILDREN'S THEATRE PRODUCTION 3 HRS.

(Prerequisites, TH 340 or TH 381 and TH 221.) Scripts for children's audiences will be studied, directoral and acting problems will be explored, and students will participate in the staging of a workshop production for a children's audience.

TH 363. PUPPETRY AND MASKS 3 HRS.
(Prerequisite, TH 263.) This course is a consideration of puppetry and masks for learning and creative expression, in the theatre and beyond. Students will gain specific experience in constructing and utilizing puppetry and masks for theatrical exercises and production.

TH 370. SPECIAL PROBLEMS IN THEATRE ARTS 1-3 HRS.
Intensive investigation of particular areas in dramatic arts. Offered as a class rather than as an individual project.

TH 377. EDUCATIONAL THEATRE COMPANY 1-3 HRS.
Audition required. Educational Theatre Company is designed for the advanced acting student. Through improvisation, the class will develop performance pieces designed to be used in other classes as teaching aids. The class will also develop creative dramatic and improvisation techniques that can be used in elementary and secondary classrooms.

TH 381. SURVEY OF DRAMATIC LITERATURE 3 HRS.
A survey of dramatic literature from the Greeks to the Absurdist. Plays representing all the major genres are read and discussed in their historical perspective.

TH 382. MODERN DRAMA 3 HRS.
A survey of late nineteenth and twentieth century continental, British and American writers such as Ibsen, Strindberg, Chekov, Brecht, Synge, O'Neill, Sartre, and Miller, who have influenced the modern drama. Contemporary playwrights of special significance will also be considered.

TH 383. INTRODUCTION TO SHAKESPEARE 3 HRS.
A survey of Shakespeare: his life, his theatre and his plays. Students will read a selection of Shakespeare's histories, comedies, and tragedies with an emphasis upon critical analysis, interpretation and history. The course will be supplemented by film and video interpretations of the plays. Offered spring semester, even years.

TH 390. HISTORY OF THE THEATRE I 3 HRS.
A survey of the history and development of theatre arts from its origin to 1700. Approximately fifteen plays and textual readings are required.

TH 391. HISTORY OF THE THEATRE II 3 HRS.
A survey of the history and development of theatre arts from 1700 to the present day. Assignments are similar to TH 390.

TH 401. PROFESSIONAL SEMINAR 2-3 HRS.
A capstone course for advanced theatre students to prepare them for entry into the professional theatre, or for graduate study. Students will develop resumes, audition materials, design portfolios, and other tools, which they will utilize in professional theatre or graduate schools.

TH 412. DANCE FOR THEATRE III 3 HRS.
(Prerequisites, TH 312.) A continuation of Dance for Theatre II.

TH 421. ACTING IN PERIOD STYLES 3 HRS.
(Prerequisite, TH 321) Analysis and performance of selections from Greek Drama, Shakespeare, Restoration, and other periods.

TH 426. PLAY DIRECTING 3 HRS.
(Prerequisites, TH 221 and TH 325.) An introduction to the basic concepts, theories, and methods of text-based stage directing. A series of short scenes culminates in the production of a 10-minute or one act play. A detailed production book that includes script analysis, set design, blocking, casting, and research accompanies the final scene.

TH 431. SPECIAL TOPICS IN TECHNICAL PRODUCTION 1-3 HRS.
(Prerequisite, TH 131.) Intensive study of a special topic in technical production that falls outside the usual technical production courses. Topics will be announced before the course is offered. Student may repeat different sections with consent of advisor.

TH 434. SPECIAL TOPICS IN COSTUMING 1-3 HRS.
Intensive study of a special topic in technical production that falls outside the usual technical production courses. Topics announced before course offered. Student may repeat different sections with consent.

TH 442. SUMMER THEATRE PRODUCTION IV 1-4 HRS.
(Prerequisite, TH 342.) A production course especially designed for students working in summer stock. Offered summer session only.

TH 454. COSTUME DESIGN 3 HRS.
(Prerequisite, TH 350 and TH 351.) A study of theatrical costume design with special emphasis on the design process including the collaboration with the director and other designers and the style of presentation. The student will complete at least one design project. Offered spring semester only.

TH 457. SCENE DESIGN I 3 HRS.
(Prerequisites, TH 131 and TH 350.) A study of theatrical scene design with emphasis on the design process including collaboration with the director and other designers. Studies will include scenographic techniques and perspective drawing as employed in scene design. Students will complete at least two design projects.

TH 461. DRAMATIC ACTIVITIES WITH CHILDREN 3 HRS.
Designed for students who plan to work in the areas of children's literature, recreation, the fine arts, or teaching, this lecture-discussion course explores procedures for guiding children in self-expression.

TH 465. SURVEY OF DRAMATIC LITERATURE FOR YOUTH 3 HRS.
(Prerequisite, TH 261.) This course is a study of dramatic literature for youth, from developmental and artistic viewpoints. Students will read several plays covering the history, major plays and playwrights, and current trends in dramatic literature for youth.

TH 471. INDEPENDENT STUDY 1-3 HRS.
Consent of instructor. Directed reading and/or research in an area of theatre arts not included in the regularly listed courses. Students may repeat different sections for a maximum of twelve hours credit with consent of advisor.

TH 472. ADVANCED THEATRE PROJECTS 1-2 HRS.
Designed for juniors and seniors actively participating in University Theatre productions.

TH 497. AMERICAN MUSICAL THEATRE 3 HRS.
A survey of the genres and history of the American Musical Theatre. Students will study major writers, performers, and productions through reading, sound recording, video, and film. A major term project is required for all students. Offered every spring semester, odd years.

TH 526. ADVANCED PLAY DIRECTING 3 HRS.
(Prerequisite, TH 426.) Reading and discussion over theories of modern stage direction. Principles and techniques of stage directing are applied to semester-long production assignment.

TH 528. ADVANCED PERFORMANCE TOPICS 1-3 HRS.

This course will focus on generating new theatre works. The students will explore how to adapt a poem, short story, and/or other sources for theatre performance. However, the majority of the studies will focus on mining material from the imagination. The emphasis will be on physical theatre, which tends to be theatrical rather than realistic. Student may repeat different sections for a maximum of twelve hours credit with consent of instructor. Consent of instructor needed to enroll.

TH 554. ADVANCED COSTUME DESIGN 3 HRS.

(Prerequisite, TH 454.) Advanced principles and practice of costume design with emphasis on designing and rendering costumes from various historical periods. Design exercises could include topics such as design for dance, opera, large-scale drama and musicals.

TH 557. ADVANCED SCENE DESIGN 3 HRS.

(Prerequisite, TH 457.) This course is an advanced study of theatre design in scenery. It is a continuation of design skills introduced in TH 457. Among the advanced design areas covered in the course will be conceptualization of design projects, designing multiple set shows, portfolio preparation, and advanced color studies.

TH 558. SPECIAL TOPICS IN THEATRICAL DESIGN 1-3 HRS.

(Prerequisites, TH 336, TH 454, or TH 457.) This course is an advanced study of theatre design in scenery, lighting and/or costumes, where students will have the assignment of creating advanced design projects. This will be a course built on the continuation of design skills introduced in the prerequisite courses. May be repeated with consent of instructor.

TH 560. SENIOR PORTFOLIO REVIEW 1 HR.

Majors only. Students enroll in TH560 for the semester in which they are scheduled to graduate. Each student will prepare and present a graduation portfolio that includes drawings, sketches, audition pieces and other examples of their work. Recommended for BA and BFA graduates in Theatre.

TH 570. THEATRE INTERNSHIP I 3 HRS.

Course provides firsthand experience and training in the teaching of an area in theatre arts.

TH 571. THEATRE INTERNSHIP II 3 HRS.

(Prerequisites, TH 570.) Course provides a second experience for those individuals who wish to further develop their teaching skills. The student should serve in a different course than the one served in for the first intern experience.

DEPARTMENT OF ENGLISH, MODERN LANGUAGES, AND JOURNALISM

Professor Mel Storm, Interim Chair
(Medieval Literature, Linguistics)

Professors: William Clamurro, (Spanish), James F. Hoy (Folklore, Medieval Literature), Popular Culture), Kevin B. Kienholz (English Education, Curriculum Studies), Luisa Pérez (Spanish, Spanish Education), Rachelle M. Smith (Rhetoric and Composition), Mel Storm (Medieval Literature, Linguistics), Amy Sage Webb (Creative Writing). **Associate Professors:** Max McCoy (Journalism), Cynthia E. Patton (Eighteenth- and Nineteenth-Century British Literature, Japanese Film and Literature), Kevin Rabas (Creative Writing), **Assistant Professors:** Christopher Blankenship (Rhetoric and Composition, Linguistics), Daniel Colson (American Literature), Gregory Robinson (Latin American and World Literatures). **Instructors:** Roy Briggeman (Intensive English), Renate Kerwick (German), Theresa Mix (Director, Writing Lab), Veronica Tischhauser (Spanish), Doris Van Pelt (Spanish).

<http://www.emporia.edu/emlj>

The Department of English, Modern Languages, and Journalism offers programs leading to the following degrees:

Bachelor of Arts

Bachelor of Science in Education – Secondary

The Bachelor of Arts degree offers majors in English, Modern Language – French Concentration, Modern Language – German Concentration, Modern Language – Spanish Concentration.

The Bachelor of Science in Education offers teaching fields in English, English – middle level, Journalism (second teaching field), Modern Language with emphases in French, Spanish, and German. A concentration in Foreign Language for Elementary School Teachers and English as a Second Language endorsement are also available.

Minors are available in English, Creative Writing, Journalism, Latin American Studies, and East Asian Studies. The department also houses the Intensive English Program.

English & Journalism

English has two primary goals: to teach students to write clearly and effectively, and to help them develop a critical understanding of print and non-print texts, as well as of the historical and cultural contexts in which those texts appear. To reach these goals, the department offers a broad variety of classes and programs for students at all levels, from introductory composition courses designed for entering freshmen to specialized upper-level courses in literature, film, language, creative and professional writing, and journalism. Courses at the freshman and sophomore levels help students develop the language competencies they need to succeed in other college-level work, and introduce them to literature, creative and professional writing, and journalism. Upper-level courses build upon these skills and abilities. In junior- and senior-level courses, students heighten their understanding of

the development of American, British, and world literatures as well as their appreciation of the English language; upper-level writing courses allow students to develop expertise through guided practice in creative, journalistic, and critical writing.

English and journalism courses are open to students in all majors. Students interested in improving their writing and interpretive skills may take a broad variety of courses as electives, as part of a minor in English, creative writing, or journalism, or as part of a second teaching field in English or journalism. Through their work in English and journalism, students have the opportunity to participate in *Quivira*, the campus literary magazine, *Sunflower*, the campus yearbook, and *The Bulletin*, the campus newspaper. The department also sponsors many other extra-curricular activities, including lectures and readings by both regionally- and nationally-known scholars and writers.

In addition to its other facilities, the Department of English is home to the campus **Writing Center**, located in 209C William Allen White Library, and the **Walker Professional Writing Computer Classroom**, located in 406 Plumb Hall.

The English curriculum offers majors leading to the Bachelor of Arts and the Bachelor of Science in Education. In addition, students may earn a minor in English, creative writing, or journalism, or may receive second teaching field licensure in English or journalism.

English also offers the Master of Arts degree in English. For more information see the Graduate Office web site, <http://emporia.edu/grad/english/>.

BACHELOR OF ARTS

ENGLISH MAJOR

The Bachelor of Arts with a major in English fosters abilities traditionally required of liberal arts students in their academic work and in their later careers, including the interpretation of texts, the articulation of ideas (both orally and in writing), and professional research. The English major requirements ensure that students will be exposed to the widest possible range of texts, literary and historical movements, and critical approaches, while the flexible program structure allows students to choose courses that fit their own needs and interests.

Required Courses (24 hours):

EG 210 Introduction to Literary Study 3 hours

At least one course in each of the following areas:

- I. American Literature 3 hours
- II. English Literature 3 hours
- III. World Literature 3 hours
- IV. Special Topics 3 hours
- V. Literary Criticism/Rhetoric 3 hours
- VI. Language/Linguistics 3 hours
- VII. Writing 3 hours

Elective Courses (15 hours):

Additional courses to make a total of 39 hours. Of all courses taken for the major, two must be in literature written before 1830 and two in literature written after 1830. At least 27 hours must be in courses numbered 300 or higher. **A minor or second program of study (12 hour minimum) is also required.**

BACHELOR OF SCIENCE IN EDUCATION

ENGLISH TEACHING FIELD

The degree Bachelor of Science in Education with an English teaching field prepares the student for a career in high school and junior high/middle school teaching. It enables the prospective

teacher to obtain a broad background in English as well as excellent preparation in the theory and practice of teaching literature, composition, language, and the mass media. See the core curriculum general education requirements in the General Education section of this catalog for additional requirements for the BSE. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog. A 2.6 GPA in the courses listed below is required for admission to teacher education and student teaching.

Required Courses (30 hours):

EG 210 Introduction to Literary Study 3 hours

EG 490 Teaching English in the Middle-Level and Secondary School 3 hours

At least one course in each of the following areas:

- I. American Literature 3 hours
- II. English Literature 3 hours
- III. World Literature 3 hours
- IV. Media Literacy (mass media/non-print): JO 200 3 hours
- V. Young Adult Literature 3 hours
- VI. Literary Criticism/Rhetoric 3 hours
- VII. History of the English Language 3 hours
- VIII. Writing: EG 301 or EG 280 or JO 301 3 hours

Elective Courses (12 hours):

Additional courses to make a total of 42 hours. Of all courses taken for the major, two must be in literature written before 1830 and two in literature written after 1830. At least 27 hours must be in courses numbered 300 or higher. Course work must include works written by female writers and by writers of color and ethnic diversity.

BACHELOR OF SCIENCE IN EDUCATION

ENGLISH TEACHING FIELD

MIDDLE-LEVEL LICENSURE

This program prepares students to teach English in grades 5-8 in a middle-level setting.

Required Courses (18 hours):

EG 490 Teaching English in the Middle-Level and Secondary School 3 hours

At least one course in each of the following areas:

- I. Media Literacy (mass media/non-print): JO 200 3 hours
- II. Young Adult Literature 3 hours
- III. Literary Criticism/Rhetoric 3 hours
- IV. History of the English Language 3 hours
- V. Writing: EG 301 or EG 280 or JO 301 3 hours

Elective Courses (6 hours):

Additional courses to make a total of 24 hours.

BACHELOR OF SCIENCE IN EDUCATION

(SECOND TEACHING FIELD ONLY)

JOURNALISM LICENSURE

This program prepares students to teach journalism at the secondary level, grades 7-12.

Required Courses (27 hours):

JO 200 Mass Communication 3 hours

JO 301 News Reporting 3 hours

JO 302 Advanced Reporting 3 hours

JO 305 Publication Design 3 hours

JO 306	Photojournalism	3 hours
JO 403	History and Principles of American Journalism	3 hours
JO 490	Teaching Journalism in the Middle Level and Secondary School	3 hours
JO 501	Law and Ethics of Journalism	3 hours
JO 502	Editing	3 hours

ENGLISH MINOR

The English minor enables students to pursue a lively secondary interest in literature and in so doing to heighten their skills as critical readers, thinkers, and writers. These skills augment the expertise students gain in their major fields of study, and strengthen their chances for success in such fields as corporate or government service, law, and communication.

A minor in English consists of a minimum of 18 semester hours of coursework beyond Composition II. Students must take at least one course from each of the following groups.

Required Courses (6 hours):

I. Early Literature	3 hours
EG 220 Early World Literature	
EG 230 Early British Literature	
EG 240 Early American Literature	
II. Later Literature	3 hours
EG 221 Later World Literature	
EG 231 Later British Literature	
EG 241 Later American Literature	

Electives (12 hours):

Twelve hours of English electives should be selected in consultation with the departmental advisor. Electives should demonstrate a breadth of experience in both language and literature.

At least half of the coursework taken for the English minor must be at the junior-senior level.

CREATIVE WRITING MINOR

The Creative Writing minor is a 24-hour program of study open to all students regardless of major. Through this minor, students receive guided practice in the writing of poetry, fiction, drama, and non-fiction prose, as well as an opportunity to share their work with others in both workshops and public events. Outlets for student work include *Quivira* (the region's oldest continuously-published campus literary magazine) and the Quivira literary club, which sponsors readings, dramatic productions, and other events. Career-oriented opportunities in publishing and the business of literary journals are available to students through the "Seminar in Literary Magazine," which produces ESU's national literary journal, *Flint Hills Review*.

Required Courses (15 hours), to be taken sequentially:

1. Introductory-level Creative Writing	3 hours
EG 280 Introduction to Creative Writing	
2. First-level Creative Writing	3 hours
EG 380 Fiction Writing	
OR	
EG 385 Poetry Writing	
3. Advanced-level Creative Writing	3 hours
EG 580 Advanced Fiction Writing	
OR	
EG 585 Advanced Poetry Writing	
4. Elective Study in Creative Writing	3 hours
EG 587 Topics in Creative Writing	
OR	

EG 588 Studies in Creative Writing	
5. Seminar Study in Creative Writing	3 hours
EG 680 Undergraduate Seminar in Creative Writing	

Electives (9 hours):

Of the nine hours of elective courses in English, at least one must be approved by a Creative Writing advisor as a course in 20th-century literature. Up to nine hours of coursework for the creative writing minor may also be applied toward the B.A. in English.

JOURNALISM MINOR

The minor in journalism, open to students with any major, provides a foundation for careers in journalism and related fields. A 2.6 GPA in the courses listed below is required for program completion.

Required Courses (18 hours):

JO 301 News Reporting	3 hours
JO 302 Advanced Reporting	3 hours
JO 305 Publication Design	3 hours
JO 403 History and Principles of Journalism	3 hours
JO 501 Law and Ethics of Journalism	3 hours
JO 502 Editing	3 hours

Electives (6 hours):

The remaining 6 hours required for the minor in journalism may be other courses in journalism or, with special permission of the journalism advisor, other areas of study.

Modern Languages

Degree programs with specialization in Spanish are available in the area of Modern Languages. These programs familiarize the student with the literature, grammar, linguistics, and culture of the target language. Modern Language majors are prepared for teaching; for work in government agencies, business, and industry; and for admission to graduate school.

The beginning courses are designed and presented to provide an initial experience with language for those who have not had the opportunity previously and at the same time are programmed to develop skills necessary for further concentrated study.

The Modern Languages curriculum offers the modern language major for the Bachelor of Arts degree with a program of study in Spanish. Teaching programs include The Bachelor of Science in Education, secondary, with a Spanish emphasis, an endorsement in English as a Second Language (ESL), as well as a concentration in Foreign Language for Elementary School Teachers.

BACHELOR OF ARTS

MODERN LANGUAGE MAJOR

The program of study in Spanish for the degree Bachelor of Arts provides a well-rounded liberal arts background for the student planning to work in government agencies, business, and industry; enter graduate school; or pursue professional training in such fields as law and medicine. It is designed to provide students with an overall knowledge of the language, culture, and literature of the target language. Teacher licensure may be attained while pursuing a Bachelor of Arts degree.

The core curriculum general education requirements for the degree Bachelor of Arts are outlined in the General Education section of this catalog.

Requirements:

Twenty-nine hours (beyond first year courses which are a part

of the general education component of the degree requirements). An oral interview is required upon entering the program and before graduation in order to evaluate progress and proficiency. Graduates must attain an ACTFL Oral Proficiency rating of "Intermediate High." Moreover, a major in good standing must maintain a 3.0 grade point average in the target language.

Recommendation:

It is strongly recommended that all majors participate in an acceptable study program abroad in which they will be exposed to the target language and culture.

MODERN LANGUAGE MINOR

The program in Spanish for students completing a minor or needing a second program of study for the degree Bachelor of Arts consists of 13 hours of credit in one language (beyond the first-year courses).

BACHELOR OF ARTS MODERN LANGUAGE MAJOR SPANISH CONCENTRATION

Prerequisites:

SA 110	Spanish Language & Culture I (or equiv.)	5 hours
SA 210	Spanish Language & Culture II (or equiv.)	5 hours

Required courses:

SA 313	Spanish Language & Culture III	4 hours
SA 314	Spanish Language & Culture IV	3 hours
SA 339	Reading and Conversation	3 hours
SA 359	Advanced Grammar & Composition	3 hours
SA 365	Introduction to Literature	3 hours
SA 379	Civilization of Spanish-Speaking Countries	3 hours
FL 499	Foreign Language Capstone Seminar	1 hour

Electives:

SA 235	Spanish Review	1 hour
SA 305	Summer Study Abroad in Latin America	3 hours
SA 389	Studies in the Culture of Spain	3 hours
SA 399	Studies in Culture of Latin Amer.	3 hours
SA 410	Phonetics and Conversation	2 hours
SA 435	Survey of Penninsular Literature	3 hours
SA 446	Readings in Peninsular Literature	3 hours
SA 455	Survey of Latin American Literature	3 hours
SA 466	Readings in Latin American Lit.	3 hours
SA 475	Independent Study	1-4 hours
SA 495	Special Topics in Spanish	3 hours
SA 635	Directed Studies in Spanish	1-3 hours
SA 695	Special Topics in Spanish Language and Literature	3 hours

Required Second Program of Study:

The student is required to complete a second program of study from 15 to 30 hours in another discipline of the student's choice.

SPANISH (SECOND PROGRAM OF STUDY)

This program of study is intended to provide students an in-depth familiarity with Spanish. It is designed to accompany a major program of study in a separate discipline, fulfilling the Bachelor of Arts degree requirement for a second program of study from 15 to 30 hours in another discipline.

Requirements:

Thirteen hours (beyond first year courses which are a part of the

general education component of the degree requirement).

Prerequisites:

SA 110	Spanish Language & Culture I (or equiv.)	5 hours
SA 210	Spanish Language & Culture II (or equiv.)	5 hours

Required courses:

SA 313	Spanish Language & Culture III	4 hours
SA 314	Spanish Language & Culture IV	3 hours
SA 339	Reading and Conversation	3 hours
OR		
SA 359	Advanced Grammar & Composition	3 hours

Electives:

Select as needed to fulfill 13 hour requirement:

SA 339	Reading & Conversation	3 hours
SA 359	Advanced Grammar & Composition	3 hours
SA 365	Introduction to Literature	3 hours
SA 379	Civilization of Spanish-Speaking Countries	3 hours
SA 389	Studies in the Culture of Spain	3 hours
SA 399	Studies in Culture of Latin America	3 hours
SA 365	Introduction to Literature	3 hours
SA 410	Phonetics and Conversation	2 hours
SA 446	Readings in Peninsular Literature	3 hours
SA 466	Readings in Latin American Lit.	3 hours
SA 475	Independent Study	1-4 hours
SA 495	Special Topics in Spanish	3 hours

BACHELOR OF SCIENCE IN EDUCATION —SECONDARY

MODERN LANGUAGE TEACHING FIELD

The program of study in Spanish for the degree Bachelor of Science in Education prepares the student to enter the teaching profession. In addition to secondary teaching, this degree is excellent preparation for entry into various training programs in business and industry, government positions, and graduate school. The credit hours include work in language, literature, culture, and composition.

There are two options available in this degree program. Option A requires two teaching fields (example: History-Spanish.) Option B requires a teaching field in only a language. (It is also possible to attain teaching licensure while pursuing a BA degree.) The core curriculum general education requirements are outlined in the General Education section of this catalog. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog.

Option A – Requirements:

22 hours (beyond first-year courses that are prerequisites). Moreover, a student in good standing must maintain a 3.0 grade point average in the modern language.

Option B – Requirements:

Thirty-one hours (beyond the first-year courses that are prerequisites). An oral interview is required upon entering the program and before graduation in order to evaluate progress and proficiency. Graduates must attain an ACTFL Oral Proficiency rating of "Advanced Low." Moreover, a student in good standing must maintain a 3.0 grade point average in the modern language.

Recommendation:

It is strongly recommended that all majors participate in an acceptable program of study abroad in which they are exposed to the target language and culture.

SPANISH EMPHASIS

OPTION A - Two Teaching Fields

Prerequisites:

SA 110	Spanish Language & Culture I (or equiv.)	5 hours
SA 210	Spanish Language & Culture II (or equiv.)	5 hours

Required courses:

SA 313	Spanish Language & Culture III	4 hours
SA 314	Spanish Language & Culture IV	3 hours
SA 339	Reading and Conversation	3 hours
SA 359	Advanced Grammar & Composition	3 hours
SA 379	Civilization of Spanish-Speaking Countries	3 hours
FL 479	Foreign Language Acquisition	3 hours
FL 540	Language Teaching Methodology	3 hours

Electives:

AB 110	Arabic Language & Culture I	5 hours
AB 210	Arabic Language & Culture II	5 hours
AS 110	Chinese Language & Culture I	5 hours
AS 210	Chinese Language & Culture II	5 hours
FR 110	French Language & Culture I	5 hours
FR 210	French Language & Culture II	5 hours
GR 110	German Language & Culture I	5 hours
GR 210	German Language & Culture II	5 hours
SA 365	Introduction to Literature	3 hours
SA 389	Studies in the Culture of Spain	3 hours
SA 399	Studies in Culture of Latin America	3 hours
SA 410	Phonetics and Conversation	2 hours
SA 435	Survey of Peninsular Literature	3 hours
SA 446	Readings in Peninsular Literature	3 hours
SA 455	Survey of Latin American Lit.	3 hours
SA 466	Readings in Latin American Lit.	3 hours
SA 475	Independent Study	1-4 hours
SA 495	Special Topics in Spanish	3 hours
SA 635	Directed Studies in Spanish	1-3 hours
SA 695	Special Topics in Spanish Language and Literature	3 hours

OPTION B - One Teaching Field

Prerequisites:

SA 110	Spanish Language & Culture I (or equiv.)	5 hours
SA 210	Spanish Language & Culture II (or equiv.)	5 hours

Required courses:

SA 313	Spanish Language & Culture III	4 hours
SA 314	Spanish Language & Culture IV	3 hours
SA 339	Reading and Conversation	3 hours
SA 359	Advanced Grammar & Composition	3 hours
SA 379	Civilization of Spanish-Speaking Countries	3 hours
FL 479	Foreign Language Acquisition	3 hours
FL 540	Language Teaching Methodology	3 hours

Electives:

AB 110	Arabic Language & Culture I	5 hours
AB 210	Arabic Language & Culture II	5 hours
AS 110	Chinese Language & Culture I	5 hours
AS 210	Chinese Language & Culture II	5 hours

FR 110	French Language & Culture I	5 hours
FR 210	French Language & Culture II	5 hours
GR 110	German Language & Culture I	5 hours
GR 210	German Language & Culture II	5 hours
SA 365	Introduction to Literature	3 hours
SA 389	Studies in the Culture of Spain	3 hours
SA 399	Studies in Culture of Latin America	3 hours
SA 410	Phonetics and Conversation	2 hours
SA 435	Survey of Peninsular Literature	3 hours
SA 446	Readings in Peninsular Literature	3 hours
SA 455	Survey of Latin American Literature	3 hours
SA 466	Readings in Latin American Lit.	3 hours
SA 475	Independent Study	1-4 hours
SA 495	Special Topics in Spanish	3 hours
SA 635	Directed Studies in Spanish	1-3 hours
SA 695	Special Topics in Spanish Language and Literature	3 hours

BACHELOR OF SCIENCE IN EDUCATION

—ELEMENTARY TEACHING

FOREIGN LANGUAGE FOR ELEMENTARY SCHOOL TEACHERS (FLES)

Students may choose FLES as an area of concentration (13 hours beyond the first year courses, minimum).

DUPLICATION OF HIGH SCHOOL CREDIT

Ordinarily, one year of high school language is evaluated as being the equivalent of one semester of college language. However, students who have had one year of high school credit in French, German, or Spanish may enroll in a Language & Culture I course in that language; persons with two years of high school credit in one language may enroll in a Language & Culture II language course in the language. All students are encouraged to take the placement exams in French, German or Spanish available in the departmental office. No placement tests or duplication of high school credit are available for Chinese or Arabic.

INTENSIVE ENGLISH COURSES

The Intensive English Program is intended to make admission possible for those non-native speakers of English who are academically eligible for admission to study at Emporia State University, but have not met the required minimum English proficiency test scores. Intensive English provides non-credit courses in basic English language skills to students whose proficiency in English is determined to be too low to commence a full program of academic study. Descriptions of Intensive English courses designed for international students are located in this section.

MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American Studies is a multidisciplinary program that provides students with a chance to explore the people, culture, and geography of Latin America as well as the Latino Culture in the United States. The program combines courses from disciplines, such as art, history, geography, biology, sociology, literature, music, and Spanish in order to provide an intensive exploration of Latin America. A minor in Latin American Studies would be beneficial to students interested in many types of careers including teaching, public service, health care, law, the sciences, the arts, the media, and other fields. The minor in Latin American

Studies provides a wonderful complement to a student's participation in the International Student Exchange Program, such that courses taken in the Latin American Studies Program would add to the international experience of the student.

Website: <http://academic.emporia.edu/mooredwi/latinamer>

Requirements:

To complete the minor a student must complete at least 14 hours of Spanish through Intermediate Spanish I (GR 213), the equivalent in Portuguese, or pass an equivalency examination. In addition, the student must complete 18 hours of course work from the Latin American Studies program. The course work includes 1 required course (CW 210, Introduction to Latin American Studies) and 15 hours of courses which must be from the approved list of courses in Latin American Studies.

NOTE: Specific courses that may be applied to the minor are listed each semester in the Latin American Studies section of the class schedule.

Additional courses may apply to the program, with approval of the Latin American Studies Steering Committee.

Required (3 hours):

CW 210	Introduction to Latin America	3 hours

Electives (15 hours):

Select at least 6 hours from each of two different disciplines listed below.

Modern Languages

GR 379	Civilization of Spanish Speaking Countries	3 hours
GR 399	Studies in Culture of Latin America	3 hours
GR 455	Survey of Latin American Literature	3 hours
GR 466	Readings in Latin American Literature	3 hours
GR 475	Independent Study	1-4 hours

Social Sciences/Sociology

GE 300	Geography of Latin America	3 hours
PO 427	Government and Politics of Latin America	3 hours

Natural Sciences

GB 459	Field Biology of Mexican Vertebrates	2 hours
GB 409	Biology Projects	1-3 hour

Art

AR 300/500	Exploring Art in Latin America	1-3 hours
AR 300/500	Latin American Art History	1-3 hours
AR 300/500	Studio Art in Latin America	1-3 hours

MINOR IN EAST ASIAN STUDIES

The minor in East Asian Studies provides students with detailed information about the peoples, cultures, history, philosophies, religions, art and literatures of East Asia. This minor introduces students to the rich cultural heritage of East Asia, especially important in this era of international, political, and business relations. Courses taken for this minor will be beneficial to students interested in many types of careers including public service, international relations, business, and teaching. This minor will also complement the International Student Exchange Program (ISEP) of which ESU is a partner since many of the countries included are in Asia. Courses taken for this minor will add to the international experience of the students.

Requirements:

To complete the minor a student must complete at least 15 hours of the courses listed below:

Prerequisites:

AS 110	Chinese Language & Culture I	3 hours
AS 210	Chinese Language & Culture II	3 hours

Required (12 hours):

AS 120	Introduction to East Asian Cultures	3 hours
AS 313	Chinese Language & Culture III	3 hours
AS 314	Chinese Language & Culture IV	3 hours
AS 320	Introduction to Modern Asia	3 hours

Electives (3 hours):

(Choose one course to fulfill the 15 hour requirement)

FL 475	Independent Study in Foreign Lang.	1-4 hours
HI 474	China to 1800	3 hours
HI 475	Modern China	3 hours

PREREQUISITES

A sequence of courses is recommended and should be followed. However, course equivalencies are recognized and students are urged to achieve at their highest level of competencies.

Courses offered by the Department of English, Modern Languages, and Journalism:

ARABIC

AB 110. ARABIC LANGUAGE & CULTURE I 5 HRS.

Emphasis will be placed on the basics of Arabic language communication and its culture. The four skills of the language both spoken and written, handwriting, spelling and vocabulary will be presented. Offered every fall.

AB 210. ARABIC LANGUAGE & CULTURE II 5 HRS.

This course will be a continuation of AB 110 Arabic Language & Culture I with emphasis placed on the basics of the Arabic language communication and its culture. The four skills of the language both spoken and written, handwriting, spelling, and vocabulary will be presented sufficiently. Offered every Spring.

AB 300. INTRODUCTION TO THE ARAB WORLD 3 HRS.

This class will introduce students of Arabic language and other Humanities disciplines (history, sociology, English, etc.) to the society, politics and culture in the Arab World. The major patterns of social change, modernization of states and political revolutions in the 20th Century will be studied. The course includes an examination of the historical process that the Arab World has gone through in relation to its different societies, cultures, religions, etc.

EAST ASIAN STUDIES

AS 110. CHINESE LANGUAGE & CULTURE I 5 HRS.

This course has a two-fold purpose: to enable students to speak and understand Mandarin Chinese at the beginning level, and to help students recognize and write the often-used 200 Chinese characters. It is designed to prepare students for real-world language experiences. Offered every fall.

AS 210. CHINESE LANGUAGE & CULTURE II 5 HRS.

This course is a continuation of AS 110 Chinese Language & Culture I and is designed to prepare students for real-world language experiences. The two-fold purpose of enabling students to speak and understand Mandarin Chinese at the beginning level will be continued. Students will learn to recognize and write the often-used 200 Chinese characters. Offered every Spring.

AS 310. EAST ASIAN CULTURE STUDIES 3 HRS.

This course is an introduction to the traditional cultures of China and Japan until 1600. Students will gain an overall knowledge of history, geography, social structure, politics, religions, languages and literature of these two countries. Students are encouraged to explore their thoughts and feelings about these cultures through papers, presentations, and class discussions. In addition to the regular lectures and reading assignments, guest speakers will be invited to meet with the class and several educational films will be offered.

AS 313. CHINESE LANGUAGE & CULTURE III 4 HRS.

This course will enable students to speak and understand Mandarin Chinese at the intermediate level, help them recognize and write 200 new Chinese characters, and read simple Chinese text. Offered every Fall.

AS 314. CHINESE LANGUAGE & CULTURE IV 3 HRS.

This is a course in spoken Chinese. Its purpose is to enable the student to speak and understand Mandarin Chinese. Students will acquire the ability to orally express thoughts, and react appropriately to others' oral behavior. Students will learn to do this both automatically and with authenticity. Offered every Spring.

AS 320. INTRODUCTION TO MODERN ASIA 3 HRS.

This course will be an introduction to the modern cultures of China, Japan, and Korea. Topics will include government and politics, social structures, business and economics, and art and culture. Offered every spring.

ENGLISH**EG 001. BASIC WRITING 3 HRS.**

(For students whose placement tests or other information indicate a need for review of the basic principles of English composition. Credit earned may not be applied to the 124 hours needed for graduation.) A review of the basic elements of composition, with extensive guided practice in writing, revising, and editing.

EG 100. COMPOSITION WORKSHOP 1 HR.

Offers intensive, individualized instruction in writing beyond, or as a supplement to, regular English Composition offerings (EG 001, EG 101, EG 102). Working in a lab or workshop situation, the student will concentrate on solving particular writing problems: e.g., spelling, vocabulary development, basic grammar, paragraph development. EG 100 may not be used to fulfill Part I or Part II of the General Education Requirements. It may be repeated for a maximum of three credit hours.

EG 101. COMPOSITION I 3 HRS.

(Required of all Freshmen, unless enrolled in EG 103, or exempted. Prerequisite, EG 001 or satisfactory ACT and/or writing diagnostic scores. Grade of C or better required for general education credit.) Emphasizes fundamental principles of written English and rhetorical modes available to the writer. The emphasis is on functional rhetoric. Students write essays that grow from their reading and their experiences in the context of issues pertinent to their immediate situation.

EG 102. COMPOSITION II 3 HRS.

(Required of all Freshmen, unless enrolled in EG 104, or exempted. Prerequisite EG 101, or credit for EG 101 by examination. Grade of C or better for general education credit.) A continuation and development of EG 101. The topical/thematic orientation of the course permits the student both a broad study of writing problems and practical experiences with an in-depth study of a particular area in the range of his or her own interests. Problem solving approach is used.

EG 103. HONORS COMPOSITION I 3 HRS.

(Superior pre-college preparation in English.) Comparable in intent to EG 101 and specifically designed for students whose entrance scores suggest superior pre-college preparation in English.

EG 104. HONORS COMPOSITION II 3 HRS.

Comparable in intent to EG 102 and specifically designed for students who demonstrate superior performance in English Composition I or Honors Composition I.

EG 105. ENGLISH FOR THE TECHNICAL PROFESSIONS 3 OR 5 HRS.

(To be offered only at Flint Hills Technical College. Does not fulfill ESU general education requirements.) English for the Technical Professions is a variable-credit course, designed specifically for Flint Hills Technical College students who are pursuing a career in a technical field. The course emphasizes writing clear, coherent, and accurate texts for the technical workplace. Students who need extra help with basic writing skills will take two additional hours per week of intensive tutorial.

EG 206. INTRODUCTION TO FILM STUDIES 3 HRS.

This course is designed to introduce students to the study of film, which includes film history and the aesthetics of cinema. Topics of reading and discussion will include film history and criticism, film aesthetics and technology, and theories and ideologies about film. The class will view selected films, film clips, and cinema profiles, and will learn to write critically about film.

EG 207. LITERARY PERSPECTIVES 3 HRS.

(Prerequisites, EG 101 and EG 102.) Readings, analyses, and discussion of the major genres of literature. Short stories, poetry, and drama from various critical perspectives. A general education course.

EG 210. INTRODUCTION TO LITERARY STUDY 3 HRS.

(Prerequisite, EG 101.) An introduction to the critical background, knowledge, and tools necessary for reading, analyzing, and interpreting literature.

EG 220. EARLY WORLD LITERATURE 3 HRS.

(Prerequisite, EG 102 or EG 104.) A survey of world literature through the seventeenth century.

EG 221. LATER WORLD LITERATURE 3 HRS.

(Prerequisite, EG 102 or EG 104.) A survey of world literature from the eighteenth century to the present day.

EG 230. EARLY BRITISH LITERATURE 3 HRS.

(Prerequisite, EG 102 or EG 104.) A survey of the literature of Great Britain from the early Middle Ages through the eighteenth century.

EG 231. LATER BRITISH LITERATURE 3 HRS.

(Prerequisite, EG 102 or EG 104.) A survey of the literature of Great Britain from the beginning of the nineteenth century until the present.

EG 240. EARLY AMERICAN LITERATURE 3 HRS.

(Prerequisite, EG 102 or EG104.) A survey of the literature of the U.S. from the beginnings until 1865.

EG 241. LATER AMERICAN LITERATURE 3 HRS.

(Prerequisite, EG 102 or EG104.) A survey of the literature of the U.S. from 1865 until the present.

EG 280. INTRODUCTION TO CREATIVE WRITING 3 HRS.
(Prerequisite, EG 101 or concurrent enrollment.) A course designed to acquaint students with the fundamentals of writing as a craft, reading as writers, and the workshop format.

EG 301. ADVANCED COMPOSITION 3 HRS.
(Prerequisites, EG 101 and EG 102 or their equivalents.) Focus on advanced techniques and structures in the writing of expository and argumentative prose.

EG 305. TECHNICAL WRITING 3 HRS.
(Prerequisites, EG101 and EG102.) Focus on the special problems involved in writing for technical audiences and about technical subjects for non-specialists.

EG 310. LITERARY CRITICISM 3 HRS.
An introduction to a variety of critical approaches to literature that can be used to guide the reading of and writing about literary texts.

EG 338. SHAKESPEARE: TRAGEDIES AND COMEDIES 3 HRS.
A survey of Shakespeare's tragedies and comedies. The course may include studies of the sonnets and epic poems.

EG 339. SHAKESPEARE: HISTORIES AND ROMANCES 3 HRS.
A survey of Shakespeare's histories and romances. The course may include studies of the sonnets and epic poems.

EG 350. FOLKLORE 3 HRS.
(Prerequisites, completion of 24 credit hours of college coursework before enrollment in EG 350, including EG 101 and EG 102 or equivalents.) An introduction to the types and methods of collection and analysis of folklore.

EG 355. MYTHOLOGY 3 HRS.
(Prerequisites, completion of 24 credit hours of college coursework before enrollment in EG 355, including EG 101 and EG 102 or equivalents.) An investigation of the myths and belief systems of past and present civilizations and cultures.

EG 360. TOPICS IN LITERATURE BY WOMEN WRITERS 3 HRS.
(Prerequisites, completion of 24 credit hours of college coursework, including EG 101 and EG 102 or equivalents.) Focus on literature written by women and the role of woman as character and author.

EG 365. ETHNIC LITERATURES 3 HRS.
An introduction to ethnic literatures, typically emphasizing texts by U.S. writers.

EG 370. LANGUAGE AND GRAMMARS 3 HRS.
(Prerequisite, EG 102.) An investigation of the principles that characterize human language in general and the characteristics and conventions of the English language in particular.

EG 375. GRAMMAR FOR WRITERS 3 HRS.
(Prerequisites, EG102 or EG104.) A survey and review of traditional grammar and its application in writing standard edited American prose.

EG 380. FICTION WRITING 3 HRS.
(Prerequisite, EG 280.) A course designed to strengthen student prose

and workshop skills, reinforcing understanding of particular genres through prose assignments, story analysis, and workshops.

EG 385. POETRY WRITING 3 HRS.
(Prerequisite, EG 280.) A course designed to strengthen student poetry and workshop skills, reinforcing understanding of particular genres through poetry assignments, poetry analysis, and workshops.

EG 390. TEACHING WRITING: ONE-ON-ONE CONFERENCING 1 HR.
(Prerequisites, EG 101 and EG 102. May be taken concurrently with EG 102 with the instructor's permission.) A practicum course designed to present and reinforce methods of teaching writing on a one-on-one basis. Course includes readings on writing and consulting theories. Students observe and then consult with peers in a supervised lab situation, applying skills and assessing students' progress.

EG 392. READING AND WRITING CONNECTIONS 3 HRS.
An introduction to the reading and writing connections in the elementary classroom, with emphasis on the composing process.

EG 490. TEACHING ENGLISH IN THE MIDDLE-LEVEL AND SECONDARY SCHOOL 3 HRS.
(Required of all English majors preparing to teach in junior or senior high schools.) A course designed to train prospective English teachers to teach English language arts in grades 5-12 and to update experienced teachers in English methods.

EG 491. TECHNOLOGY IN THE ENGLISH AND JOURNALISM CLASSROOM 2 HRS.
Students will learn to use technology in the English and Journalism classroom, gain knowledge of and evaluate instructional technologies as they create multimedia presentations, use a variety of electronic resources, and understand the laws that govern technology. Students may not earn credit for both JO 491 and EG 491.

EG 501. TOPICS IN PROFESSIONAL WRITING 3 HRS.
Offers topics that provide instruction and guided practice in a specific area of professional writing. Specific course descriptions are available in the Department of English office before registration begins.

EG 510. STUDIES IN CRITICISM 3 HRS.
Studies in specific topics in the history and theory of criticism. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 515. STUDIES IN RHETORIC 3 HRS.
Studies in specific topics in the history and theory of rhetoric. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 520. STUDIES IN WORLD LITERATURE 3 HRS.
Studies in specific topics in world literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 530. STUDIES IN BRITISH LITERATURE 3 HRS.
Studies in specific topics in British literature. Topics addressed will

vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 540. STUDIES IN AMERICAN LITERATURE

3 HRS.

Studies in specific topics in American literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 550. STUDIES IN FOLKLORE

3 HRS.

Studies in specific topics in folklore. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 555. STUDIES IN MYTHOLOGY

3 HRS.

Studies in specific topics in mythology. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 560. STUDIES IN WOMEN'S LITERATURE

3 HRS.

Intensive studies of major women writers or major themes and images of women in literature. The course may include such topics as women in drama, images of women in medieval literature, major women novelists, contemporary American women poets, and women in western American literature. May be repeated more than once with a change of subject matter.

EG 565. STUDIES IN ETHNIC LITERATURES

3 HRS.

Studies in specific topics in ethnic literatures. Topics addressed will vary from semester to semester; specific detailed descriptions are available from the Department of English Office before registration begins. May be repeated for credit with different topics.

EG 570. STUDIES IN LANGUAGE AND LINGUISTICS

3 HRS.

Studies in specific topics in language and linguistics. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 575. HISTORY OF THE ENGLISH LANGUAGE

3 HRS.

The course traces the development of the English language through Old, Middle, Early Modern, Mature Modern, and American English, examining the various stages of the language in the light of shifting patterns of linguistic, social, and cultural influence.

EG 580. ADVANCED FICTION WRITING

3 HRS.

(Prerequisites, EG 280 and EG 380.) Helps develop individual prose writing voice through in-depth study of prose style, writing, and workshops.

EG 585. ADVANCED POETRY WRITING

3 HRS.

(Prerequisites, EG 280 and EG 385.) Helps develop individual poetry writing voice through in-depth study of poetics, writing and workshops.

EG 587. TOPICS IN CREATIVE WRITING

3 HRS.

A seminar-format course devoted to one specific form of writing, such as scriptwriting for drama, scriptwriting for television, the personal

essay, or genre writing. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 588. STUDIES IN CREATIVE WRITING

3 HRS.

A multi-genre course that assumes students' commitment to writing and understanding of the workshop format. Often designed around a theme, the course is structured to help develop student writing toward professional quality. Specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 592. STUDIES IN YOUNG ADULT LITERATURE

3 HRS.

An introduction to young adult literature, with a special emphasis on how to use it in the English/Language Arts classroom.

EG 594. STUDIES IN LITERARY GENRES

3 HRS.

Studies in specific literary genres. Genres addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 596. STUDIES IN LITERARY TRADITIONS

1-3 HRS.

Studies in specific topics in literary traditions. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 598. STUDIES IN MAJOR AUTHORS

3 HRS.

Detailed study of a specific author. The author studied will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 680. UNDERGRADUATE SEMINAR IN CREATIVE WRITING

3 HRS.

(Prerequisite, EG 580 or EG 585.) As the most advanced undergraduate writing curriculum at Emporia State, this course challenges writers to expand their knowledge and writing styles by compiling and revising the work they have generated in previous creative writing classes into publishable quality. The course provides students with directed readings in material relevant to their writing projects. Students revise and edit work for a final portfolio which is applicable for use in applying to M.A. or M.F.A. programs, and which students can also use to assess their own progress and learning in creative writing.

EG 710. SEMINAR IN CRITICISM

3 HRS.

(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in literary criticism and theory. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 715. SEMINAR IN RHETORIC

3 HRS.

(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in rhetoric and composition. Topics addressed will vary from semester to semester, including such topics as History of Rhetoric, Modern Rhetoric, Classical Rhetoric, and Introduction to Composition Studies. May be repeated for credit with different topics.

EG 720. SEMINAR IN WORLD LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in world literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 730. SEMINAR IN BRITISH LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in British literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 740. SEMINAR IN AMERICAN LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 750. SEMINAR IN FOLKLORE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in folklore. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 755. SEMINAR IN MYTHOLOGY 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in mythology. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 760. SEMINAR IN WOMEN'S LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in women's literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 765. SEMINAR IN ETHNIC LITERATURES 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in ethnic literatures. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 770. SEMINAR IN LANGUAGE AND LINGUISTICS 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in language and linguistics. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 780. GRADUATE SEMINAR IN CREATIVE WRITING 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) A workshop for advanced students interested in writing fiction, poetry, or both. Topics the class will investigate will be determined by the interest and needs of the students who comprise the workshop. Additional emphasis will be on the problems of teaching creative writing.

EG 790. TEACHING COLLEGE COMPOSITION 3 HRS.
(Prerequisite, graduate standing) This course provides an introduction to teaching composition at the college level, including an overview of current theoretical approaches to teaching writing, with special attention to ESL and multicultural issues. Instruction will include designing and sequencing writing assignments, creating grading rubrics and other assessment strategies, as well as practical advice for managing day-to-day classroom issues, like how to conduct group work. will include attention to how freshman composition courses contribute to the overall goals for General Education, especially in terms of writing skills.

EG 792. SEMINAR IN YOUNG ADULT LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in young adult literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 794. SEMINAR IN LITERARY GENRES 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in specific literary genres. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 796. SEMINAR IN LITERARY TRADITIONS 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in specific literary traditions. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 798. SEMINAR IN MAJOR AUTHORS 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Detailed study of a major author. The author studied will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 810. INTRODUCTION TO GRADUATE STUDIES 3 HRS.
A seminar providing graduate students with the tools and background necessary to undertake scholarly research in English.

EG 890. MASTER'S SEMINAR IN ENGLISH 3 HRS.
Specialized topics in language and literature that vary from offering to offering. Specific course offerings and descriptions are available in the Department of English office before registration begins.

EG 895. TEACHING PRACTICUM 3 HRS.
This course is designed to provide graduate teaching assistants with the fundamentals necessary to teach Composition I and II in the composition program at Emporia State University. The course will provide students with both theory and practical applications in the effective teaching of writing. Students will be expected to work collaboratively, as well as individually, to produce detailed teaching plans prior to classroom implementation.

EG 899. THESIS, M.A. 1-6 HRS.
(Required for the M.A. degree in English.) Independent study and

research in an approved subject. Frequent conferences with the directing professor.

INTENSIVE ENGLISH

The following courses are primarily designed for non-native speakers of English.

IE 001. INTERMEDIATE STRUCTURE 0 HRS.

A non-credit intensive English course designed to improve the mastery of English grammatical structure of non-English-speaking students.

IE 002. INTERMEDIATE SPEAKING/UNDERSTANDING 0 HRS.

A non-credit intensive English course designed to improve listening comprehension and spoken English of non-English-speaking students.

IE 003. INTERMEDIATE WRITING 0 HRS.

A non-credit intensive English course designed to improve English writing skills of non-English-speaking students.

IE 004. INTERMEDIATE READING 0 HRS.

A non-credit intensive English course designed to improve reading skills of non-English-speaking students.

FL 005. ADVANCED STRUCTURE 0 HRS.

A non-credit intensive English course for advanced level non-English-speaking students to help them improve their command of English grammatical structure.

IE 006. ADVANCED SPEAKING/UNDERSTANDING 0 HRS.

A non-credit intensive English course designed to improve listening and speaking skills of advanced level non-English-speaking students.

IE 008. ADVANCED READING 0 HRS.

A non-credit intensive English course designed to improve the reading skills of advanced level non-English-speaking students.

IE 009. ADVANCED WRITING 0 HRS.

An intensive English course for advanced level non-English-speaking students to help them improve their English writing skills.

IE 075. COMMUNICATION SKILLS FOR INTERNATIONAL STUDENTS 0 HRS.

Required for international graduate students with TOEFL scores below 575; international students only. This course focuses on helping international graduate students improve their oral fluency and comprehensibility, develop strategies to use in participating and making presentations in academic classes, and refine their writing skills by analyzing and responding to academic writing, studying the basic conventions of the research paper, and practicing research skills.

MODERN LANGUAGE

FL 010. BEGINNING ENGLISH SKILLS 0 HRS.

(Placement determined by institutional tests.) A non-credit intensive English course designed to help limited English speakers improve their abilities in listening, speaking, grammar and reading.

FL 095. STUDY ABROAD 1-12 HRS.

(Prerequisite, consent of International Student Exchange Program (ISEP) Coordinator/Director.) Enrollment in this course indicates that a student is currently participating in an ESU-sanctioned academic program abroad. Course fee: \$25 per semester or summer session.

FL 100. SPECIAL PROJECTS IN FOREIGN LANGUAGES

1-5 HRS.

The course is designed to provide flexibility in scheduling introductory foreign language courses on a trial basis without their being identified with specific catalogue titles and course descriptions, which might possibly establish them as permanent course offerings.

FL 300. PROFESSIONAL TEACHER PORTFOLIO 1 HR.

(Prerequisite, permission of instructor; Modern Language majors only; Must be admitted to Phase 2 {student teaching}.) This one hour course will give student teachers credit for the work that they are doing in developing, analyzing and evaluating their own portfolios. The portfolios are used in showcasing their achievements as student teachers and for career placement in teaching.

FL 475. INDEPENDENT STUDY IN FOREIGN LANGUAGES

1-4 HRS.

(Prerequisite, permission of instructor/Chair of Modern Languages.) Independent study for language study other than French, German or Spanish.

FL 479. FOREIGN LANGUAGE ACQUISITION 3 HRS.

(Requirement for BSE students with single or double teaching fields.) Students will acquire the ability to demonstrate the knowledge, skills, and dispositions to give evidence of acceptable classroom performance in Spanish or French. This is a practical methods course where students will learn more about the target language content (oral and written skills) and its respective culture as well as how to teach it in PK-12. Language Acquisition Methods will include the Teacher Work Sample, oral presentations, story-telling, music, films, hands-on audio-visual teaching materials construction, and the use of smart classrooms. This course is required for BSE students. Offered every spring.

FL 495. SPECIAL TOPICS IN FOREIGN LANGUAGES

2-3 HRS.

Special topics such as Spanish or French art, bilingualism or foreign language curriculum.

FL 499. FOREIGN LANGUAGE CAPSTONE SEMINAR

1 HR.

Required for all graduating seniors pursuing the B.A. in French, German, and Spanish. Students will compile a portfolio with examples of graded work and a reflective essay as well as a project to be presented orally in the target language to the department faculty. This course is intended to mark the completion of their undergraduate degree. Offered every semester.

FL 513. HISPANIC CULTURE AND ITS EDUCATIONAL IMPLICATIONS

3 HRS.

(Primarily for education majors and educators seeking bilingual-multicultural endorsement, but may be taken by others with instructor's permission.) This course is designed to help educators understand and appreciate Latin American/Hispanic culture and value systems and how these compare with those common in Anglo-American society. Primary focus is upon how various culture-based traditions, values and customs affect Latin American/Hispanic pupils' perception, behavior and learning capabilities in their native society and in their adaptation to classrooms in the United States. This course is part of the bilingual-multicultural education endorsement, and elementary education bilingual/bicultural specialization curricula.

FL 540. FOREIGN LANGUAGE TEACHING METHODOLOGY

3 HRS.

This course provides theory and practice of teaching a modern language (such as French, Spanish, or German) in the USA. Emphasis is placed on the pedagogical aspects of modern language teaching and the preparation of teaching materials and tests for classroom use. As outlined in the ACTFL Guidelines/standards, the class provides training in the major methodologies and techniques of teaching listening, speaking, reading, writing and culture of a modern language. This class calls for a highly constructive class participation and very responsible out-of-class reading and assignment preparation. Using technology critically to support language instruction is required. Offered every fall.

FRENCH

FR 100. SPECIAL PROJECTS IN FRENCH

1 HR.

Topics of general interest to non-French majors will be studied and some basic pronunciation characteristics of French will be introduced. Topics may be fashion, cuisine, tourism, medical terms, etc.

FR 110. FRENCH LANGUAGE & CULTURE I

5 HRS.

Fundamentals of pronunciation. Vocabulary building. Practice in understanding and speaking simple phrases. Elementary reading, writing and grammar. Some study of the culture of the Francophone countries. Offered every fall.

FR 120. INTRODUCTION TO THE FRANCOPHONE WORLD

1 HR.

Cultural similarities and differences between French-speaking peoples and Americans. Taught in English. Lecture and discussion.

FR 210. FRENCH LANGUAGE & CULTURE II

5 HRS.

Continuation and expansion of French Language & Culture I with further emphasis on understanding, speaking, reading, and writing. Study of the culture of Francophone countries continued. Offered every spring.

FR 313. FRENCH LANGUAGE & CULTURE III

4 HRS.

Continuation of Beginning French II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of French-speaking countries continued. Offered every Fall.

FR 314. FRENCH LANGUAGE & CULTURE IV

3 HRS.

Continuation of French Language & Culture III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of Francophone countries continued. Offered every Spring.

FR 339. READING AND CONVERSATION

3 HRS.

(Prerequisite, FR 314 or equivalent.) This course is designed to promote further development of reading and speaking skills as well as to enhance the student's knowledge of contemporary culture of Francophone countries. Phonetics and pronunciation will be emphasized as well. Offered every fall.

FR 359. ADVANCED GRAMMAR AND COMPOSITION

3 HRS.

(Prerequisite, FR 314 or equivalent.) This course is intended to further develop the student's abilities in composition. Deeper analysis of French grammar, morphology and other aspects of linguistics will be emphasized. Offered in the spring of even numbered years.

FR 365. INTRODUCTION TO LITERATURE

3 HRS.

This is a "bridge" course, designed to prepare students to proceed from the intermediate level to advanced literature and culture courses in French by giving them solid foundations in reading. These foundations are two-pronged. First, students will learn strategies for reading any modern-language text, strategies such as guessing from context, overcoming the desire to read too quickly and to understand every word, and transferring the ability to predict. Second, we will be dealing primarily with literary texts, and therefore students will learn a critical vocabulary for that reading to count as "critical analysis." At the end of the semester, time permitting, we will map these skills onto images as well.

FR 379. CIVILIZATION OF FRANCOPHONE COUNTRIES

3 HRS.

(Prerequisite, FR 339 or FR 359 or permission of instructor.) Culture, history, geography and economy of Francophone countries. Offered in the spring of odd numbered years.

FR 419. INTRODUCTION TO FICTION

3 HRS.

(Prerequisite, FR 339 or FR 359 or permission of instructor.) Study of selected novels or short stories in French.

FR 429. INTRODUCTION TO DRAMA

3 HRS.

(Prerequisite, FR 339 or FR 359 or permission of instructor.) Reading and discussion of representative plays in French.

FR 435. SURVEY OF FRENCH LITERATURE I

3 HRS.

(Prerequisite, FR 339 or FR 359 or permission of instructor.) Survey of French literature from the eleventh century through the eighteenth.

FR 445. SURVEY OF FRENCH LITERATURE II

3 HRS.

(Prerequisite, FR 339 or FR 359 or permission of instructor.) Survey of French literature from the nineteenth century to the present.

FR 455. FRENCH AND FRANCOPHONE WOMEN WRITERS

3 HRS.

French and Francophone women writers have been some of the first—and most influential—women writers in history, often breaking new ground and paving the way not only for women writers in English and other languages, but for their male counterparts as well. In this course, cross-listed with ESU's Ethnic and Gender Studies program, we will read works of fiction and poetry written in French by women from the twelfth through the twentieth centuries, many expressing feminist or proto-feminist viewpoints. This class is open to non-majors, as the discussion will be held in English. French majors do all reading and writing in French.

FR 475. INDEPENDENT STUDY

1-4 HRS.

FR 495. SPECIAL TOPICS IN FRENCH

2-3 HRS.

Topics selected from French literature, language, or culture.

FR 604. MODERN FRENCH FICTION

3 HRS.

(Prerequisite, 17 hours college French or equivalent.) Nineteenth and twentieth-century prose writers. Collateral reading and reports.

FR 635. DIRECTED STUDIES IN FRENCH

1-3 HRS.

(Prerequisite, upper-division undergraduate or graduate.) Topics selected from French literature, language, or culture.

FR 835. RESEARCH PROBLEMS IN FRENCH

1-4 HRS.

(Prerequisite, 24 hours college French or equivalent.) Studies by

graduate students of problems of special interest in the field of French language or literature. Course planned to meet individual needs.

FR 855. SEMINAR IN FRENCH 1-4 HRS.
(Prerequisite, 24 hours college French or equivalent.) Projects at the graduate level based on individual need.

GERMAN

GR 100. SPECIAL PROJECTS IN GERMAN 1 HR.
Topics of general interest to non-German majors will be studied and some basic pronunciation characteristics of German will be introduced. Topics may be business, technical fields, music, tourism, etc.

GR 110. GERMAN LANGUAGE & CULTURE I 5 HRS.
Fundamental principles of pronunciation and grammar. Dictation, reading, simple speaking, and writing. Offered every fall.

GR 210. GERMAN LANGUAGE & CULTURE II 5 HRS.
Conversation, reading for comprehension, German life and culture. Offered every Spring.

GR 305. SUMMER STUDY ABROAD IN GERMANY 4 HRS.
(Prerequisite, GR 213 or permission of instructor.) Four-week course in Würzburg, Germany offered in July. Combines daily intensive classroom instruction with organized cultural activities and excursions. Emphasis on strengthening conversational and compositional skills, expanding vocabulary, and deepening cultural awareness.

GR 313. GERMAN LANGUAGE & CULTURE III 4 HRS.
Continuation of German Language & Culture II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of German-speaking countries continued. Offered every Fall.

GR 314. GERMAN LANGUAGE & CULTURE IV 3 HRS.
Continuation of German Language & Culture III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of German-speaking countries continued. Offered every Spring.

GR 339. READING AND CONVERSATION 3 HRS.
(Prerequisite, GR 314 or equivalent.) This course is designed to promote further development of reading and speaking skills as well as to enhance the student's knowledge of contemporary culture of German-speaking countries.

GR 359. GERMAN LANGUAGE PAST AND PRESENT 3 HRS.
(Prerequisite, GR 314 or equivalent.) History of the German language, deeper analysis of grammar, and other aspects of linguistics will be emphasized. This course is intended to further develop the student's abilities in composition.

GR 365. INTRODUCTION TO LITERATURE 3 HRS.
(Prerequisite, GR 339 or GR 359 or permission of instructor.) General introduction to the principles and vocabulary of literary study in German. Works of German, Austrian, and Swiss German literature will be read to illustrate these principles.

GR 379. CIVILIZATION OF GERMAN-SPEAKING COUNTRIES 3 HRS.
(Prerequisite, GR 339 or GR 359 or permission of instructor.) Culture, history, geography, and economy of German-speaking countries.

GR 389. STUDIES IN THE CULTURE OF GERMAN-SPEAKING COUNTRIES 3 HRS.
(Prerequisite, GR 379.) An in-depth study of issues in Central European cultures. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

GR 435. SURVEY IN GERMAN LITERATURE 3 HRS.
(Prerequisite, GR 365.) An introduction to prominent issues, themes, and writers in German literature from the medieval period through the 20th century.

GR 445. READINGS IN GERMAN LITERATURE 3 HRS.
(Prerequisite, GR 365.) In-depth study of issues, writers, and genres in German literature.

GR 475. INDEPENDENT STUDY 1-4 HRS.
(Prerequisite, permission of instructor.)

GR 495. SPECIAL TOPICS IN GERMAN 2-3 HRS.
(Prerequisite, GR 214 or equivalent.) Topics selected from German literature, language, or culture.

JOURNALISM

JO 200. MASS COMMUNICATION 3 HRS.
A survey of the history, scope, influence, and problems of the mass media: books, newspapers, magazines, movies, television, radio, public relations, and advertising.

JO 301. NEWS REPORTING 3 HRS.
Students will learn the basics of news reporting for print, broadcast, and convergence journalism, with an emphasis on professional and ethical conduct. Students will cover events on campus, interview people at the university, and develop news and feature articles of interest to the Emporia State community.

JO 302. ADVANCED REPORTING 3 HRS.
(Prerequisite, JO 301.) The course extends the skills learned in Elements of News Reporting, covering computer-assisted reporting, in-depth news, and analysis.

JO 304. MEDIA CONVERGENCE 3 HRS.
This class is designed to take a look at some less-technical ways media were produced not too long ago and how the dispersal of news is shaped today by the technology it travels on, over and through in seconds. Students will become media critics as they create their class-exclusive blogs, explore the mini-blogging world of Twitter, create their own LinkedIn portfolio to be peer edited, delve into the life stream world of Tumblr and discuss the ethics of crowdsourcing, wikis and open platforms. Students will be expected to maintain a blog account, a Twitter account, to write reports over websites and do oral presentations in class. The class will explore how all the pieces of the puzzle fit together in the changing world of media social media, journalism, online media, print, broadcast, blogging and ethics.

JO 305. PUBLICATION DESIGN 3 HRS.
(Prerequisite, JO 301) Students will learn Adobe InDesign, a publication layout program. They will master the skills necessary to lay

out newspaper pages before moving on to magazine and newsletter design and other publications design including brochures and advertisements.

JO 306. PHOTOJOURNALISM 3 HRS.

Photojournalism is capable of moving people in ways that few other media can. Some photos have changed the way we see the world-and sometimes have changed the world itself-in the 150 years since photography became a practical method of reporting. While taste and technology change, a truthful and well-executed image is timeless and remains essential to the discipline. The emphasis in this class will be on digital photojournalism, as practiced in newsrooms and magazines across the country, including Photoshop. We will also discuss the legal and ethical issues that confront photojournalists on a daily basis, and study best practices advocated by the National Press Photographers Association and other groups. Students will complete a variety of assignments, including news, sports, features, and the photo essay.

JO 307. SPORTS WRITING 3 HRS.

This course offers extensive practice in the writing of sports stories with emphasis on local community sporting events. This course requires significant out-of-classroom time during times not normally scheduled for classes.

JO 308. OPINION WRITING 3 HRS.

This course covers the fundamentals of opinion writing for print, broadcast, and convergent media. Students will learn how to write a variety of opinion pieces including personal columns, editorials, blogs, and reviews.

JO 403. HISTORY AND PRINCIPLES OF AMERICAN JOURNALISM 3 HRS.

(Prerequisite, JO 305) Traces journalism in American from its colonial roots to current technological advances, with special attention to the names and trends that shape media through the centuries.

JO 490. TEACHING JOURNALISM IN THE MIDDLE-LEVEL AND SECONDARY SCHOOL 3 HRS.

This course is designed to train prospective journalism teachers to teach in grades 5-12 and to update experienced teachers in journalism methods.

JO 491. TECHNOLOGY IN THE ENGLISH AND JOURNALISM CLASSROOM 2 HRS.

Students will learn to use technology in the English and Journalism classroom, gain knowledge of and evaluate instructional technologies as they create multimedia presentations, use a variety of electronic resources, and understand the laws that govern technology. Students may not earn credit for both JO 491 and EG 491.

JO 501. LAW AND ETHICS OF JOURNALISM 3 HRS.

(Prerequisite, JO 305.) The history, the development, and the future of the First Amendment and the Fourth Estate and ethical concerns that journalists face daily.

JO 502. EDITING 3 HRS.

(Prerequisite, JO 301) Teaches students how to edit copy according to Associated Press style. Reviews high-level grammar skills. Develops the skills necessary to edit sorties to make the written work more correct, concise, consistent, complete and legal. Students will also learn to write headlines and cut lines and trim stories.

JO 505. STUDIES IN JOURNALISM 1-3 HRS.

Studies in special topics in Journalism. Specific topics vary with each

offering and may be repeated for credit with different topics.

JO 506. MAGAZINE JOURNALISM 3 HRS.

(Prerequisite, JO 301) This course will introduce students to marketing researching, and writing professional nonfiction for magazine publication. Emphasis is given to narrative techniques, journalistic, ethics, and a familiarity with current markets. Also, students will gain an appreciation of the history of literary journalism, from Mark Twain to Tom Wolfe.

JO 507. INVESTIGATIVE REPORTING 3 HRS.

(Prerequisite, JO 301) This is an intensive course that explores the advanced research and reporting skills needed for investigative journalism. An emphasis is placed on analytical and critical reasoning, the use of Open Records (such as campaign finance data), and how to conduct sometimes confrontational interviews with those in public office or who otherwise represent powerful interests.

JO 509. INTERNSHIP IN JOURNALISM 1-3 HRS.

Supervised pre-professional experience in the field of journalism. Student and faculty advisor will develop internship goals and assessment plan in consultation with workplace supervisor. May be repeated for credit.

SPANISH

SA 100. SPECIAL PROJECTS IN SPANISH 1-3 HRS.

Topics of general interest to non-Spanish majors will be studied and some basic pronunciation characteristics of Spanish will be introduced. Topics may be Spanish for the policeman, fireman, medical personnel, urban worker, tourist, etc.

SA 110. SPANISH LANGUAGE & CULTURE I 5 HRS.

Fundamentals of pronunciation. Vocabulary building. Practice in understanding and speaking simple phrases. Elementary reading, writing and grammar. Some study of the culture of the Spanish-speaking countries. Offered every semester.

SA 130. INTENSIVE SPANISH 2 HRS.

An intensive introduction to the sounds and structures of Spanish. The course will be devoted to conversation and to providing as much input as possible.

SA 210. SPANISH LANGUAGE & CULTURE II 5 HRS.

Continuation and expansion of Spanish Language & Culture I with further emphasis on understanding, speaking, reading and writing. Study of the culture of Spanish-speaking countries continued. Offered every semester.

SA 235. SPANISH REVIEW 1 HR.

This course is especially designed for students or prospective teachers who need to review their Spanish grammar and culture. It is designed to help improve grammar, and introduce composition, literature and culture of the Spanish language. All the exercises are on line to be completed and sent by e-mail to the instructor.

SA 301. SPANISH IMMERSION WORKSHOP 1 HR.

This course is designed to provide a Spanish-speaking setting for Spanish teachers needing practice in conversational skills. The course will also allow teachers to immerse themselves in culture through music, video, Internet resources, and literary readings.

SA 305. SUMMER STUDY IN LATIN AMERICA 1-4 HRS.

Two to four-week course offered in Costa Rica, Mexico, or other Latin American countries. Combines daily intensive classroom instruction with organized cultural activities and excursions. Emphasis on strengthening conversational and compositional skills, expanding vocabulary, and deepening cultural awareness.

SA 313. SPANISH LANGUAGE & CULTURE III 4 HRS.

Continuation of Spanish Language & Culture II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of the Spanish-speaking countries continued. Offered every semester.

SA 314. SPANISH LANGUAGE & CULTURE IV 3 HRS.

Continuation of Spanish Language & Culture III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of Spanish-speaking countries continued. Offered every semester.

SA 339. READING AND CONVERSATION 3 HRS.

(Prerequisite, SA 314 or equivalent.) This course is designed to promote further development of reading and speaking skills as well as to enhance the student's knowledge of contemporary culture of Spanish-speaking countries. Phonetics and pronunciation will be emphasized as well. Offered every fall.

SA 359. ADVANCED GRAMMAR AND COMPOSITION 3 HRS.

(Prerequisite, SA 314 or equivalent.) This course is intended to further develop the student's abilities in composition. Deeper analysis of Spanish grammar, morphology and other aspects of linguistics will be emphasized. Offered every spring.

SA 365. INTRODUCTION TO LITERATURE 3 HRS.

(Prerequisite, SA 339 or SA 359.) General introduction to the principles and vocabulary of literary study in Spanish. Works of Peninsular and Latin American literature will be read to illustrate these principles. Offered every fall.

SA 379. CIVILIZATION OF SPANISH-SPEAKING COUNTRIES 3 HRS.

(Prerequisite, SA 339 or SA 359 or permission of instructor.) Culture, history, geography and economy of Spanish-speaking countries. Offered every spring.

SA 389. STUDIES IN THE CULTURE OF SPAIN 3 HRS.

(Prerequisite, SA 379.) An in-depth study of issues in Spanish culture. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

SA 399. STUDIES IN THE CULTURE OF LATIN AMERICA 3 HRS

(Prerequisite, SA 379.) An in-depth study of issues in Latin American culture. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

SA 410. PHONETICS AND CONVERSATION 2 HRS.

(Prerequisite, SA 339.) Introduces students to problems and issues in Spanish phonetics and provides intensive practice in the pronunciation and conversational use of Spanish. Especially recommended for BSE students and, when possible, students preparing for study abroad programs in Spanish-speaking countries.

SA 435. SURVEY OF PENINSULAR LITERATURE 3 HRS.

(Prerequisite, SA 365.) An introduction to prominent issues, themes, and writers in Peninsular literature from the medieval period through the 20th century.

SA 446. READINGS IN PENINSULAR LITERATURE 3 HRS.

(Prerequisite, SA 365.) In-depth study of issues, writers, and genres in Peninsular literature.

SA 455. SURVEY OF LATIN AMERICAN LITERATURE 3 HRS.

(Prerequisite, SA 365.) Introduction to prominent issues, writers, and themes in Latin American literature from the Conquest through the 20th century.

SA 466. READINGS IN LATIN AMERICAN LITERATURE 3 HRS.

(Prerequisite, SA 365.) In-depth study of issues, writers, and themes in Latin American literature.

SA 475. INDEPENDENT STUDY 1-4 HRS.**SA 495. SPECIAL TOPICS IN SPANISH 2-3 HRS.**

Topics selected from Spanish literature (Peninsular or Latin- American), language or culture.

SA 635. DIRECTED STUDIES IN SPANISH 1-3 HRS.

(Prerequisite, upper-division, undergraduate or graduate.) Topics selected from Spanish literature, language, or culture (Peninsular or Latin American).

SA 695. SPECIAL TOPICS IN SPANISH LANGUAGE AND LITERATURE 3 HRS.

(Prerequisite, 17 hours of college Spanish.) In-depth study of the Spanish language or issues, writers, and genres in Peninsular and/or Latin American literature.

SA 774. PRACTICUM IN SPANISH 1-3 HRS.

(Prerequisite, 17 hours college Spanish or equivalent.) Intensive practice in the oral language.

SA 835. RESEARCH PROBLEMS IN SPANISH 1-4 HRS.

(Prerequisite, 24 hours college Spanish or equivalent.) Studies by graduate students of problems of special interest in Spanish teaching or in Spanish language and literature. Course planned to meet individual needs. Practical help for Spanish teachers.

SA 855. SEMINAR IN SPANISH 1-4 HRS.

(Prerequisite, 24 hours college Spanish or equivalent.) Projects at the graduate level based on individual needs.

DEPARTMENT OF INTERDISCIPLINARY STUDIES

Professor Ellen Hansen, Chair

<http://www.emporia.edu/info/degrees-courses/undergrad/interdisciplinary-studies>

The Department of Interdisciplinary Studies at Emporia State University a baccalaureate degrees granted by the College of Liberal Arts and Sciences – the Bachelor of Interdisciplinary Studies (BID) and the minor in Ethnic and Gender Studies. The Department of Interdisciplinary Studies recognizes that, for many students, the acquisition of knowledge involves seeking information through various methods of study. The BID program incorporates courses from multiple areas of academic expertise. For students who prefer the flexibility of designing their own program of study along the lines of individual interest and who seek a minor that will expand their awareness of issues regarding ethnicity and gender, the Department of Interdisciplinary Studies has a program that will help students achieve their educational goals.

BACHELOR OF INTERDISCIPLINARY STUDIES

NOTE: The BID degree can be pursued and completed online as well as on campus.

The program for the degree Bachelor of Interdisciplinary Studies is designed to provide an alternative to conventional degree programs and majors. It provides the student an opportunity to design a program of study along the lines of his/ her individual interests. The student must be in good academic standing to make application for entry into the program. After admission into the program, an advisor will be assigned who will assist the student in the development a unique and personalized program of study. Effective August 18, 2010, the student must:

2. Complete a minimum of 33 hours, including ID 302, Introduction to Interdisciplinary Studies, plus the capstone as a separate requirement (33+ a 3-6 hour capstone).
 - a. Complete 21 of the 33 hours after declaring the BID degree as the students program of study. * At least 50% of this coursework must be upper-division.
 - b. The specific academic areas of emphasis for this coursework must be specified through consultation with a BID advisor. Courses to be taken as part of the degree must be consistent with these areas of emphasis, and should be part of a plan developed with the advisor.
 - c. Earn a minimum grade of C in each course of the program of study.
 - d. Earn a minimum GPA of 2.5 in the program of study.
 - e. Successfully complete **ID 490, Interdisciplinary Studies Capstone Project**, for 3-6 credits. This course must be completed in an academic department in which the student has taken a substantial portion of his/her courses, and shall be completed under the supervision and guidance of a full-time faculty member within that department.

f. Complete **ID 302, Introduction to Interdisciplinary Studies**, no later than the semester in which 100 hours of degree coursework have been completed. This course will likely be offered online.

g. No more than 25% of the total 124 hours in the degree program may be comprised of courses taken in the School of Business.

2. Students must complete requirements required of other students such as:
 - a. complete the general education program for any of the existing ESU degrees;
 - b. forty-five credits of upper-division coursework;
 - c. maintaining a 2.0 overall GPA;
 - d. pass CAAP or PPST test for competencies based on established policies;
 - e. complete 124 credits of total coursework.

*Exemptions to this limit may be considered under exceptional circumstances.

The student should contact the Director of the Office of Interdisciplinary Studies, 433 Morse Hall, 620/341-5583, for additional information on requirements and/or procedures. You may email the departmental advisor at dis@emporia.edu.

ETHNIC & GENDER STUDIES PROGRAM

The ethnic/gender studies program at Emporia State University is an interdisciplinary program of study, established through the College of Liberal Arts and Sciences, that serves as an umbrella program for the distinct but often related fields of ethnic studies and gender studies. Ethnic studies and gender studies are interdisciplinary fields which span the traditionally separate humanities and social sciences areas of art, drama, film, folklore, history, literature, music, philosophy, religion, geography, anthropology, sociology, and psychology; explore the social and political problems faced by minorities and women; and investigate race and gender issues in the study of the sciences. Some ethnic/gender studies courses illuminate the role of minorities and/or women in history and culture as depicted in one or more established academic fields. Other courses present new analyses and interpretations of particular cultural or gender-based experiences by using the methodologies and perspectives obtained from a synthesis of two or more discrete disciplines. As an intellectual enterprise, ethnic/gender studies provides an eclectic analysis of human experience, focusing on issues of race, ethnicity, and gender. As an interdisciplinary program of study, ethnic/gender studies seeks to provide intensive educational experiences which will foster in students a deep understanding of the ramifications of the issues of race, ethnicity, and gender in our lives.

Also, please see <http://www.emporia.edu/ethngend/>.

ETHNIC/GENDER STUDIES MINOR

Students are required to take 18 semester hours of ethnic/gender studies program courses, at the 300-level and above, with at least one course in each of three of the following five areas: 1) fine art, music, and theatre; 2) communication and literature; 3) history, philosophy, and social sciences; 4) sociology and anthropology; 5) the sciences and psychology.

NOTE: Specific courses that may be applied to the minor are listed each semester in the ethnic/gender studies program section of the class schedule.

Students are required to submit for approval on a pass/fail basis a portfolio representative of their work in ethnic/gender studies

classes.

Students are required to attend events that center on issues of race, class, or gender, and at least eight of these are to be documented in the portfolio. (See E/GS website for a list of events or contact any E/GS steering committee member.)

It is recommended that students take, during the course of fulfilling their general education requirements, at least two multicultural intensive general education courses. It is also recommended that students who are monolingual take at least two semesters of a modern language other than English.

INFORMATION RESOURCE STUDIES

IR 301. INTRODUCTION TO INFORMATION RESOURCE STUDIES 3 HRS.

An overview of the information resource studies field, including a definition of the areas of study, the impact of information and technology on society, and the role of the information professional. Ethical and legal issues will be examined, as well as the student's philosophical and professional aptitudes for the field.

IR 302. INFORMATION USE IN TODAY'S SOCIETY 3 HRS.

The impact of culture and other social differences on individual use of information is studied, along with theories of learning and information use. Examines our information society and how information is created, recorded, mass produced, disseminated, and used by individuals and groups.

IR 410. INTRODUCTION TO INFORMATION SOURCES AND SERVICES 3 HRS.

A study of the processes necessary to select, acquire, and use appropriate information sources. An overview of administration of information services.

IR 460. CURRENT TOPICS IN INFORMATION RESOURCE STUDIES 1-3 HRS.

This course provides in-depth examination of specialized topics and current issues in information resource studies. A sub-title will be assigned for each special topic. Students may repeat the class with different topics to a maximum of six credits. In addition, the course may be used to offer and list new or experimental courses within the major. Permission of instructor required prior to enrollment.

IR 470. PRACTICUM IN INFORMATION RESOURCE STUDIES 3-6 HRS.

(Prerequisites, IR 301 and IR 302; permission of instructor.) A supervised field experience with seminars. Students will secure, in coordination with the instructor, placement in an organization with the opportunity to provide information service to individuals and groups.

IR 472. INDEPENDENT STUDY 1-3 HRS.

Special reading and/or research in an area of information resource studies not included in the regularly listed courses. Students must develop a topic and plan of study with the instructor before enrolling. Permission of instructor required prior to enrollment.

INTERDISCIPLINARY STUDIES

ID 290. ETHNIC AND GENDER STUDIES PORTFOLIO 0 HRS.

For Ethnic and Gender Studies minors only. The portfolio is documentation of the student's coursework and activities in Ethnic and Gender Studies. It will contain the syllabus and a written work from

each of the six courses completed for the minor; a section documenting attendance at eight approved events relevant to ethnicity and/or gender (usually lectures, films, or performances, on or off campus); and an essay reflecting on the experience of completing the minor. Prior to graduation, the student presents the portfolio to a committee of the instructors of three courses taken for the minor and the Director of Ethnic and Gender Studies.

ID 301. ISSUES IN ETHNIC AND GENDER STUDIES 3 HRS. (Required for the minor in Ethnic and Gender Studies.) Introduces students to the academic study of race, class, ethnicity, and gender; this course is excellent preparation for further study in history, sociology, anthropology, geography, communication, and other disciplines. The course is an option in the "Multicultural Perspectives" section of the General Education program and is required for a minor in Ethnic and Gender Studies.

ID 302. INTRODUCTION TO INTERDISCIPLINARY STUDIES 3 HRS.

This course is only for students majoring in Interdisciplinary Studies. This course is an orientation to the Bachelor of Interdisciplinary Studies degree. Students will explore the richness of multiple disciplines and the importance of taking charge of their own educations. The course will enable students to make connections between different academic fields of study and will prepare them to work with their advisors in designing customized and rigorous degree programs for themselves. The course will also prepare students to develop their senior capstone projects which they will complete towards the end of their degree program.

ID 400. TOPICS IN INTERDISCIPLINARY STUDIES 1-3 HRS. Investigations into selected areas of Interdisciplinary Studies. Topics will vary.

ID 489. INTEGRATED STUDIES CAPSTONE PROJECT 1-6 HRS.

(Prerequisite, Must be student of Integrated Studies program whose portfolio has been evaluated.) Students will demonstrate a synthesis of knowledge and skills in a portfolio project based on their educational and professional experiences. The portfolio will provide the basis for evaluation by the faculty director and program advisor. No more than 6 credit hours per semester up to a maximum of 12 hours on the Program of Study.

ID 490. INTERDISCIPLINARY STUDIES CAPSTONE PROJECT 1-6 HRS.

(Prerequisites, ID 302 with a grade of at least C; student must be an Interdisciplinary Studies major whose portfolio has been evaluated.) Students will demonstrate a synthesis of knowledge and skills in a portfolio project based on their educational and professional experiences. The portfolio will provide the basis for evaluation by the faculty director and program advisor. No more than 6 credit hours per semester up to a maximum of 12 hours on the Program of Study.

DEPARTMENT OF MATHEMATICS AND ECONOMICS

Professor Joe Yanik, Chair (Mathematics)

Professors: Connie Schrock (Mathematics), Marvin E. Harrell (Mathematics), Charles Pheatt (Computer Science), Elizabeth Yanik (Mathematics), Joe Yanik (Mathematics). **Associate Professors:** Essam Abotteen (Mathematics), Brian Hollenbeck (Mathematics), Daniel Miller (Mathematics), Larry Scott (Mathematics). **Assistant Professors:** Robert Catlett (Economics), Arthur Janssen (Economics), Qiang Shi (Mathematics), Chad Wiley (Mathematics). **Instructors:** James Telfer (Mathematics).

<http://www.emporia.edu/math-cs/home.htm>

The Department of Mathematics and Economics offers programs leading to the following degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Education
- Master of Science

For the degree Bachelor of Arts, there is a major in mathematics. For the degree Bachelor of Science, there are majors in mathematics, computer science, and economics. For the degree Bachelor of Science in Education, there are programs for licensure in mathematics. In addition, the department offers dual-degree engineering programs in conjunction with other universities. The specific requirements for each of these programs are given on the following pages. While certain basic background courses in the discipline are required, the student is permitted considerable flexibility in selecting course work and independent study to meet his or her specific career goals.

Majors may prepare for a variety of career possibilities in teaching, mathematics, computer science, or economics. Students are well prepared for further education in graduate or professional programs.

Although the Bachelor of Science is the traditional degree in this area, the Bachelor of Arts degree is intended for students who want a broad liberal arts education while majoring in a selected discipline. Students seeking teaching licensure normally work toward the Bachelor of Science in Education, although licensure is possible within the B.S. or B.A. in the discipline.

The department also offers a master's degree. For more information see the Graduate Office web site, <http://emporia.edu/grad/>.

Economics

BACHELOR OF SCIENCE ECONOMICS MAJOR

The economics major is designed to develop and enhance critical and analytical thinking in a focused program of study. The Bachelor of Science with a major in economics requires a total of 30 hour in economics and cognate areas. The core of the program includes a broad-based exposure to economics in either EC 101 or BC 103 and BC 104 followed by courses in intermediate microeconomics, intermediate macroeconomics, and statistics.

Beyond the core, students take additional advisor-approved electives in economics and related areas to complete the 30 hour requirement.

Degree Pattern for Economics Majors:

General education requirements	49 hours
Major requirements	30 hours
Electives and/or optional minor	<u>45 hours</u>
	124 hours

Economics Major Requirements (30 hours):

EC 101	Basic Economics	OR	3 hours
BC 103	Principles of Economics I*		3 hours
BC 104	Principles of Economics II*		3 hours
EC 305	Intermediate Microeconomics		3 hours
EC 306	Intermediate Macroeconomics		3 hours
MA 341	Intro to Probability and Stats	OR	
MA 380	Probability and Statistics	OR	
BU 255	Business Statistics	OR	
	Any other approved statistics course		3 hours

Economics and Other Elective Courses

Any EC or BC courses including internships and or independent study in economics.

EC 499	Economics Capstone	OR	
	an approved alternative		

Optional Mathematics Courses

MA 161	Calculus I	OR	
MA 165	Basic Calculus		5 hours
		OR	
	5 hours of approved Calculus Based Math		

*Students who earned credit in EC 101, Basic Economics, should not subsequently enroll in either BC 103 or BC 104, instead, they may substitute an upper-level economics course. Furthermore, EC 101 or BC 103 may be used to satisfy the requirements of the university's General Education Program and required courses in the major simultaneously.

ECONOMICS MINOR

A minor in economics is available to all undergraduate students and it consists of 15 hours in economics. A minimum of 9 hours in upper-level courses (i.e., economics courses numbered 300 or above) is required. (Students who have earned credit in EC 101, Basic Economics, should not subsequently enroll in either BC 103 or BC 104.)

Mathematics

BACHELOR OF ARTS MATHEMATICS MAJOR

The student desiring to be a mathematician who is well educated in the broad liberal arts tradition should take a 32 hour major in mathematics for the degree Bachelor of Arts. Upon graduation, this student will be extremely well prepared to pursue a graduate degree in mathematics or a related area, or to enter a job situation requiring versatility rather than specialization.

Required Courses (32 hours):

MA 125	Introduction to Mathematics	1 hour
MA 161	Calculus I	5 hours
MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
MA 263	Calculus III	3 hours
MA 322	Introduction to Linear Algebra	3 hours

MA 380	Probability & Statistics	3 hours
MA 425	Abstract Algebra	3 hours
MA 735	Advanced Calculus I	3 hours
MA 727	Groups, Rings, & Fields	
OR		
MA 728	Vector Spaces	3 hours
OR		
MA 736	Advanced Calculus II	

Required Second Program of Study:

The student is required to complete a second program of study from 15 to 30 hours in another discipline of the student's choice.

BACHELOR OF SCIENCE MATHEMATICS MAJOR

This program is designed for students desiring considerable specialization in mathematics. Courses selected according to his or her desires and objectives will prepare the student to take employment as a mathematician in industry or government, or in the fields of science, engineering, computers, statistics, business, economics, or actuarial science.

See the general education requirements in the General Education section of this catalog.

Required Core Courses (35 hours):

MA 125	Introduction to Mathematics	1 hour
CS 220	Introduction to Computer Science	3 hours
CS 260	Programming & Problem Solving	3 hours
MA 161	Calculus I*	5 hours
MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
MA 363	Calculus III	3 hours
MA 322	Introduction to Linear Algebra	3 hours
MA 380	Probability & Statistics	3 hours
MA 425	Abstract Algebra	3 hours
MA 735	Advanced Calculus I	3 hours

**A student not sufficiently prepared for MA 161 may be required to take MA 160 first.*

Required Courses (12 hours):**Select two of the following (6 hours total):**

MA 335	Differential Equations I	3 hours
MA 734	Complex Variables	3 hours
CS 760	Numerical Analysis	3 hours
CS 762	Optimization Techniques	3 hours
CS 765	Numerical Linear Algebra	3 hours

Select two of the following (6 hours total):

MA 727	Groups, Rings, and Fields	3 hours
MA 728	Vector Spaces	3 hours
MA 736	Advanced Calculus II	3 hours
MA 740	Number Theory	3 hours

Electives:

MA 291	Mathematical Modeling	3 hours
CS 315	Java Programming	3 hours
CS 320	Computer Networks & Internets	3 hours
CS 325	HTML Programming	3 hours
MA 335	Differential Equations I	3 hours
CS 340	Algorithms and Data Structures I	3 hours
CS 345	Algorithms and Data Structures II	3 hours
CS 350	Programming Languages	3 hours
MA 421	College Geometry	5 hours
CS 501	Advanced Computer Programming	3 hours
MA 532	Mathematical Statistics I	3 hours

CS 542	Discrete Structures	3 hours
CS 552	Principles of Software Engineering	3 hours
CS 555	Principles of Computer Organization	3 hours
CS 557	Operating Systems	3 hours
CS 561	System Programming	3 hours
MA 591	Topics in Mathematics	1-3 hours
MA 715	Topology	3 hours
MA 727	Groups, Rings, and Fields	3 hours
MA 728	Vector Spaces	3 hours
MA 733	Mathematical Statistics II	3 hours
MA 734	Complex Variables	3 hours
MA 736	Advanced Calculus II	3 hours
MA 740	Number Theory	3 hours
MA 760	Numerical Analysis	3 hours
MA 762	Optimization Techniques	3 hours
MA 763	Simulation Techniques	3 hours
MA 764	Regression Analysis	3 hours
MA 765	Numerical Linear Algebra	3 hours
MA 791	Topics in Mathematics	1-3 hours

In addition to the required courses above, students are encouraged to consult with their advisor about selecting additional courses from computer science, mathematics, statistics, business, accounting, economics, physics, biology, and chemistry in order to complete the 70 hour major.

BACHELOR OF SCIENCE MATHEMATICS MAJOR COMPUTER SCIENCE CONCENTRATION

For the student seeking a B.S. degree in mathematics who plans to specialize further in the area of computer science. This program is designed to train students so as to have a background in applied mathematics and a concentration in computer science which will satisfy technical and non-technical employers' needs.

See the general education requirements in the General Education section of this catalog.

Required Core Courses (35 hours):

MA 125	Introduction to Mathematics	1 hour
CS 220	Introduction to Computer Science	3 hours
CS 260	Programming & Problem Solving	3 hours
MA 161	Calculus I*	5 hours
MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
MA 363	Calculus III	3 hours
MA 322	Introduction to Linear Algebra	3 hours
MA 380	Probability & Statistics	3 hours
MA 425	Abstract Algebra	3 hours
MA 735	Advanced Calculus I	3 hours

**A student not sufficiently prepared for MA 161 may be required to take MA 160 first.*

Required Courses (12 hours):

CS 340	Algorithms and Data Structures I	3 hours
CS 345	Algorithms and Data Structures II	3 hours
CS 350	Programming Languages	3 hours

Select one of the following (3 hours):

CS 555	Principles of Computer Organization	3 hours
CS 557	Operating Systems	3 hours
CS 561	System Programming	3 hours

Electives:

MA 291	Mathematical Modeling	3 hours
MA 335	Differential Equations I	3 hours

CS 315	Java Programming	3 hours
CS 320	Computer Networks & Internets	3 hours
CS 325	HTML Programming	3 hours
CS 340	Algorithms & Data Structures I	3 hours
CS 345	Algorithms & Data Structures II	3 hours
CS 350	Programming Languages	3 hours
MA 421	College Geometry	5 hours
CS 444	Database Organization	3 hours
CS 501	Advanced Computer Programming	3 hours
MA 532	Mathematical Statistics I	3 hours
CS 542	Discrete Structures	3 hours
CS 545	Database Theory	3 hours
CS 552	Principles of Software Engineering	3 hours
CS 555	Principles of Computer Organization	3 hours
CS 557	Operating Systems	3 hours
CS 561	System Programming	3 hours
MA 591	Topics in Mathematics	1-3 hours
MA 715	Topology	3 hours
MA 727	Groups, Rings, and Fields	3 hours
MA 728	Vector Spaces	3 hours
MA 733	Mathematical Statistics II	3 hours
MA 734	Complex Variables	3 hours
MA 736	Advanced Calculus II	3 hours
MA 740	Number Theory	3 hours
MA 760	Numerical Analysis	3 hours
MA 762	Optimization Techniques	3 hours
MA 763	Simulation Techniques	3 hours
MA 764	Regression Analysis	3 hours
MA 765	Numerical Linear Algebra	3 hours
MA 791	Topics in Mathematics	1-3 hours

In addition to the required courses above, students are encouraged to consult with their advisor about selecting additional courses from computer science, mathematics, statistics, business, accounting, economics, physics, biology, and chemistry in order to complete the 70 hour major.

BACHELOR OF SCIENCE MATHEMATICS MAJOR STATISTICS CONCENTRATION

The curriculum for a major in mathematics with a concentration in statistics provides a sound foundation for a student seeking a vocation with a technological orientation or wishing to pursue graduate study in statistics. Graduates who have a strong background in statistics with some computer science and experience in an applied field have many career opportunities in actuarial science, government, business, and industry.

See the general education requirements in the General Education section of this catalog.

Required Core Courses (35 hours):

MA 125	Introduction to Mathematics	1 hour
CS 220	Introduction to Computer Science	3 hours
CS 260	Programming & Problem Solving	3 hours
MA 161	Calculus I*	5 hours
MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
MA 363	Calculus III	3 hours
MA 322	Introduction to Linear Algebra	3 hours
MA 380	Probability and Statistics	3 hours
MA 425	Abstract Algebra	3 hours
MA 735	Advanced Calculus I	3 hours

*A student not sufficiently prepared for MA 161 may be

required to take MA 160 first.

Required Courses (select 12 hours):

CS 340	Algorithms and Data Structures I	3 hours
CS 345	Algorithms & Data Structures II	3 hours
CS 350	Programming Language	3 hours
MA 532	Mathematical Statistics I	3 hours
MA 733	Mathematical Statistics II	3 hours
MA 764	Regression Analysis	3 hours

Electives:

MA 291	Mathematical Modeling	3 hours
CS 315	Java Programming	3 hours
CS 320	Computer Networks & Internets	3 hours
CS 325	HTML Programming	3 hours
MA 335	Differential Equations I	3 hours
CS 340	Algorithms & Data Structures I	3 hours
CS 345	Algorithms & Data Structures II	3 hours
CS 350	Programming Languages	3 hours
MA 421	College Geometry	5 hours
CS 501	Advanced Computer Programming	3 hours
MA 532	Mathematical Statistics I	3 hours
CS 542	Discrete Structures	3 hours
CS 552	Principles of Software Engineering	3 hours
CS 555	Principles of Computer Organization	3 hours
CS 557	Operating Systems	3 hours
CS 561	System Programming	3 hours
MA 591	Topics in Mathematics	1-3 hours
MA 715	Topology	3 hours
MA 727	Groups, Rings, and Fields	3 hours
MA 728	Vector Spaces	3 hours
MA 733	Mathematical Statistics II	3 hours
MA 734	Complex Variables	3 hours
MA 736	Advanced Calculus II	3 hours
MA 740	Number Theory	3 hours
MA 760	Numerical Analysis	3 hours
MA 762	Optimization Techniques	3 hours
MA 763	Simulation Techniques	3 hours
MA 764	Regression Analysis	3 hours
MA 765	Numerical Linear Algebra	3 hours
MA 791	Topics in Mathematics	1-3 hours

In addition to the required courses above, students are encouraged to consult with their advisor about selecting additional courses from computer science, mathematics, statistics, business, accounting, economics, physics, biology, and chemistry in order to complete the 70 hour major.

BACHELOR OF SCIENCE IN EDUCATION MATHEMATICS TEACHING FIELD

The Bachelor of Science in Education degree with a teaching field in mathematics enables the graduate to be fully licensed to teach mathematics in Kansas schools. Along with the mathematics courses listed, students will take a sequence of professional education courses. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog.

ELEMENTARY MAJOR MATHEMATICS CONCENTRATION

In addition to MA 110, MA 307, and MA 308 which are required of all elementary teacher candidates, the elementary

education student desiring a concentration in mathematics must complete:

CS 130	Microcomputer Problem Solving	3 hours
MA 312	Algebra for the Elementary/Middle School Teacher	3 hours
MA 313	Geometry for the Elementary/Middle School Teacher	3 hours
MA 341	Introduction to Probability and Statistics	3 hours

MIDDLE SCHOOL / JUNIOR HIGH LICENSURE

Students pursuing the Bachelor of Science in Education with an elementary education major who wish to be licensed to teach mathematics in Kansas middle schools/junior high must take these courses.

Required Courses:

CS 130	Microcomputer Problem Solving	3 hours
MA 112	Trigonometry	2 hours
MA 165	Basic Calculus	5 hours
MA 307	Mathematics for the Elementary/Middle School Teacher I	3 hours
MA 308	Mathematics for the Elementary/Middle School Teacher II	3 hours
MA 312	Algebra for the Elementary/Middle School Teacher	3 hours
MA 313	Geometry for the Elementary/Middle School Teacher	3 hours
MA 341	Introduction to Probability and Statistics	3 hours
MA 460	History of Mathematics	1 hour
MA 470	Teaching Secondary Mathematics	3 hours
EE 317	Teaching Mathematics in Elementary Schools	2 hours

Note: MA470 must be taken before student teaching in middle school mathematics. It is recommended that MA470 be taken before Block II.

Students must have at least a 2.6 grade point average in mathematics courses prior to student teaching.

See the appropriate general education and professional education requirements elsewhere in this catalog.

MIDDLE LEVEL LICENSURE

For students other than Elementary Education majors seeking Middle-Level License.

Required Courses:

MA 125	Introduction to Mathematics	1 hour
CS 130	Microcomputer Problem Solving	3 hours
MA 112	Trigonometry	2 hours
MA 165	Basic Calculus	5 hours
MA 240	Discrete Mathematics	3 hours
MA 291	Mathematical Modeling	3 hours
MA 307	Mathematics for the Elementary/Middle School Teacher I	3 hours
MA 308	Mathematics for the Elementary/Middle School Teacher II	3 hours
MA 313	Geometry for the Elementary/Middle School Teacher (spring only)	3 hours
MA 322	Introduction to Linear Algebra	3 hours
MA 341	Introduction to Probability and Statistics	3 hours

MA 460	History of Mathematics	1 hour
MA 470	Teaching Secondary Mathematics	3 hours

Other Requirements:

- After completion of the courses above, under the direction of the Teachers College at ESU, the student will complete the equivalent of one semester student teaching experience for students with only one teaching field and half-semester student teaching experience when a student has two or more teaching fields at the appropriate level.
- MA470 must be taken before you may student teach in middle school mathematics. It is recommended that you take MA470 after Phase I, but if necessary it is possible to make special arrangements.
- All students must have at least a 2.6 GPA in their mathematics courses prior to Phase II.
- It is recommended that all students seeking a middle-level license see Dr. M. Harrell or Dr. C. Schrock in the Department of Mathematics, Computer Science and Economics to develop/review their long-range plans.

SECONDARY

The student who desires mathematics as one of two teaching fields should choose Option A. The student preparing for one teaching field, mathematics only, should choose Option B.

The student must have at least a 2.6 grade point average in their mathematics courses prior to Phase II.

See the general education requirements in the General Education section of this catalog. See the professional requirements elsewhere in this catalog.

OPTION A - Two Teaching Fields

Required Courses (38 hours):

MA 125	Introduction to Mathematics	1 hour
CS 130	Microcomputer Problem Solving	3 hours
MA 161	Calculus I	5 hours
MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
MA 291	Mathematical Modeling	3 hours
MA 322	Introduction to Linear Algebra	3 hours
MA 380	Probability & Statistics	3 hours
MA 421	College Geometry	5 hours
MA 425	Abstract Algebra	3 hours
MA 460	History of Mathematics	1 hour
MA 470	Teaching Mathematics in the Middle/High School	3 hours

Note: MA 110 (College Algebra) and MA 112 (Trigonometry) or MA 160 (Functions of Calculus) may be required if mathematics background is insufficient.

OPTION B - One Teaching Field

Complete the 38 hours required above in Option A and the 6 hours following:

MA 263	Calculus III	3 hours
Take one of the following:		
MA 532	Mathematical Statistics I	3 hours
MA 727	Groups, Rings, & Fields	3 hours
MA 728	Vector Spaces	3 hours

MATHEMATICS MINOR

The minor in mathematics will provide the interested student with an opportunity to acquire some minimal skills in mathematical

problem solving which may be applied to other disciplines. A minor in mathematics consists of the following 19-hour program in mathematics.

Required Courses (13 hours):

MA 161	Calculus I	5 hours
MA 262	Calculus II	5 hours
MA 240	Discrete Mathematics	

OR

MA 322	Introduction to Linear Algebra	3 hours

Electives (Select 6 hours):

CS 220	Introduction to Computer Science	
	OR	3 hours

CS 260	Programming & Problem Solving	
MA 240	Discrete Mathematics*	3 hours
MA 263	Calculus III	3 hours
MA 291	Mathematical Modeling	3 hours
MA 322	Introduction to Linear Algebra*	3 hours
MA 335	Differential Equations I	3 hours
MA 380	Probability and Statistics	3 hours

* If not counted as a required course

DUAL-DEGREE ENGINEERING

The dual-degree program in engineering allows the student to complete all of the requirements for the degree of bachelor of science with a major in mathematics, including all major requirements as well as those in general education, in three years and a summer of residence at Emporia State University. All that remains after the third year is to meet the requirement of at least 124 semester hours to graduate. The dual-degree program permits the student to transfer back to Emporia State as many hours of engineering courses as are necessary to fulfill the 124-hour requirement, and suspends the residency rule that requires a student to be currently enrolled at the time of graduation. A student can normally expect to graduate from ESU after his/her fourth year in college (and the first at the engineering school), and to receive the B.S. in engineering from either KSU or KU after the fifth year.

The dual-degree is available in conjunction only with Kansas State University and The University of Kansas. Listed below are the curricula that should be followed by students in the dual-degree programs with a major in mathematics. For additional information about the engineering program see Physical Science/Engineering.

DUAL-DEGREE ENGINEERING

ESU BACHELOR OF SCIENCE

MATHEMATICS MAJOR

Recommended Schedule of Classes:

FIRST YEAR

Fall -- 17 hours

CS 260	Programming and Problem Solving	3 hours
MA 161	Calculus I	5 hours
EG 101	Composition I	3 hours
SP 101	Public Speaking	3 hours
PE 100	Lifetime Fitness	1 hour
PS 100	Introduction to Engineering	2 hours

Spring -- 17 hours

MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour

	PE Activity	1 hour
EG 102	English Comp II	3 hours

(See summer course note, following second year schedule.)

SECOND YEAR

Fall -- 16 hours

PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
PH 315	Statics	3 hours
MA 322	Linear Algebra	3 hours
EG 363	Calculus III	3 hours
	Fine Arts Elective	2 hours

Spring -- 18 hours

MA 335	Differential Equations I	3 hours
MA 425	Abstract Algebra	3 hours
MA 322	Linear Algebra	3 hours
CS 501	Advanced Computer Programming	3 hours
BC 103	Principles of Economics I	3 hours
PH 316	Dynamics	3 hours
	Social/Behavioral Elective	3 hours

Summer -- 10 hours

CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
CH 126	Chemistry II	3 hours
CH 127	Chemistry II Lab	2 hours

Chemistry is offered only on alternate summers, so this session may be shifted to the summer between the first and second year. Not all engineering programs at KU require Chemistry II. Please refer to the table below.

THIRD YEAR

Fall -- 17 hours

MA 735	Advanced Calculus I	3 hours
	Mathematics Elective	3 hours
	Technical Elective	3 hours
	Literature/Ideas Elective	3 hours
	Cultural Diversity Elective	3 hours
	Fine Arts Elective	2 hours

Spring -- 18 hours

MA 380	Probability & Statistics	3 hours
	Mathematics Elective	6 hours
	Technical Electives	3 hours
	Social/Behavioral Science Elective	3 hours
	History Elective	3 hours

See "TECHNICAL ELECTIVES" and "GENERAL EDUCATION INFORMATION" at the end of the Dual Degree Engineering section.

DUAL-DEGREE ENGINEERING

ESU BACHELOR OF SCIENCE

MATHEMATICS MAJOR

COMPUTER SCIENCE CONCENTRATION

Recommended Schedule of Classes:

FIRST YEAR

Fall -- 17 hours

CS 260	Programming and Problem Solving	3 hours

MA 161	Calculus I	5 hours
EG 101	Composition I	3 hours
SP 101	Public Speaking	3 hours
PE 100	Lifetime Fitness	1 hour
	Technical Elective	2 hours
	Social/Behavioral Elective	3 hours

Spring -- 17 hours

MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
CS 260	Programming & Prob. Solving (C++)	3 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
	PE Activity	1 hour
EG 102	Composition II	3 hours

(See summer course note, following second year schedule.)

SECOND YEAR**Fall -- 17 hours**

PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
MA 363	Calculus III	3 hours
MA 322	Introduction to Linear Algebra	3 hours
CS 340	Algorithms & Data Structure I	3 hours
	Technical Elective	2 hours

Spring -- 17 hours

MA 335	Differential Equations I	3 hours
MA 425	Abstract Algebra	3 hours
CS 501	Advanced Computer Programming	3 hours
CS 345	Algorithms & Data Structure II	3 hours
	Technical Elective	3 hours
FA 220	Analysis of Fine Arts	3 hours

Summer -- 10 hours

CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
CH 126	Chemistry II	3 hours
CH 127	Chemistry II Lab	2 hours

Chemistry is offered only on alternate summers, so this session may be shifted to the summer between the first and second year. Not all engineering programs at KU require Chemistry II. Please refer to the table below.

THIRD YEAR**Fall -- 17 hours**

MA 735	Advanced Calculus I	3 hours
CS 350	Programming Language	3 hours
BC 103	Principles of Economics I	3 hours
	Literature/Ideas Elective	3 hours
	Cultural Diversity Elective	3 hours
	Fine Arts Elective	2 hours

Spring -- 18 hours

MA 380	Probability & Statistics	3 hours
	Computer Science Electives	3 hours
	Technical Electives	6 hours

Social/Behavioral Elective	3 hours
Multicultural Electives	3 hours

See "**TECHNICAL ELECTIVES**" and "**GENERAL EDUCATION INFORMATION**" at the end of the Dual Degree Engineering section.

DUAL-DEGREE ENGINEERING**ESU BACHELOR OF SCIENCE****MATHEMATICS MAJOR****STATISTICS CONCENTRATION****Recommended Schedule of Classes:****FIRST YEAR****Fall -- 17 hours**

CS 260	Programming and Problem Solving	3 hours
MA 161	Calculus I	5 hours
EG 101	Composition I	3 hours
SP 101	Public Speaking	3 hours
PE 100	Lifetime Fitness	1 hour
PS 100	Introduction to Engineering	2 hours
	Technical Elective	2 hours

Spring -- 17 hours

MA 240	Discrete Mathematics	3 hours
MA 262	Calculus II	5 hours
EG 102	Composition II	3 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
	P.E. Activity	1 hour

(See summer course note, following second year schedule.)

SECOND YEAR**Fall -- 17 hours**

PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
MA 263	Calculus III	3 hours
MA 322	Introduction to Linear Algebra	3 hours
CS 340	Algorithms & Data Structures I	3 hours
	Technical Electives	3 hours

Spring -- 17 hours

MA 335	Differential Equations I	3 hours
MA 380	Probability & Statistics	3 hours
MA 425	Abstract Algebra	3 hours
CS 345	Algorithms & Data Structures II	3 hours
	Technical Elective	3 hours
FA 220	Analysis of Fine Arts	3 hours

Summer -- 10 hours

CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
CH 126	Chemistry II	3 hours
CH 127	Chemistry II Lab	2 hours

Chemistry is offered only on alternate summers, so this session may be shifted to the summer between the first and second year. Not all engineering programs at KU require Chemistry II. Please refer to the table below.

THIRD YEAR**Fall -- 17 hours**

MA 532	Mathematical Statistics I	3 hours
MA 735	Advanced Calculus I	3 hours
BC 103	Principles of Economics I	3 hours
	Literature Elective	3 hours
	History Elective	3 hours
	Fine Arts Elective	2 hours

Spring -- 18 hours

MA 733	Mathematical Statistics II	3 hours
MA 764	Regression Analysis	3 hours
	Technical Elective	6 hours
	Social/Behavioral Science Elective	3 hours
	Multi Cultural Elective	3 hours

TECHNICAL ELECTIVES FOR DUAL DEGREE ENGINEERING

Technical electives are courses offered at Emporia State University which will meet certain engineering requirements at either Kansas State University or the University of Kansas. Please refer to the information below to see which courses should be selected.

<i>(Transfer to Kansas State Univ.)</i>	EECE	IE	ME
PS 100 Intro to Engineer	2	Elec	Elec
PS 200 Intro Engin Graphic	1-2	Elec	Req
PH 316 Dynamics	3	Req	Req
PH 410 Elec Circ Anal/Lab	4	Req	Req
PH 530 Heat & Thermodyn	3	---	---
PH 540 Modern Physics	3	Elec	---
MA734 Complex Variable	3	Elec	---
CH126/127 Chem II/Lab	5	Req	Req
AC 233 Financial Acctg	3	Elec	Req

<i>(Transfer to University of Kansas)</i>	EECE	ME
PS 100 Intro to Engineer	2	---
PS 200 Intro Engin Graphic	2-3	---
PH 316 Dynamics	3	Elec
PH 410 Elec Circ Anal/Lab	4	---
PH 530 Heat & Thermodyn	3	---
PH 540 Modern Physics	3	Req*
MA734 Complex Variable	3	Elec
CH126/127 Chem II/Lab	5	---
AC 233 Financial Acctg	3	---

* At KU, PH540 is "required" for DDE-Math and DDE-Statistics; it is an "elective" for DDE-Computer Science.

GENERAL EDUCATION INFORMATION FOR DUAL-DEGREE ENGINEERING

Emporia State University Requirements:

Students in the dual-degree pre-engineering program must meet the LAS general education requirements with the following exceptions: SP101 must be taken rather than SP100; EC103 must be taken rather than EC101; and a Life Science (4 hrs) and Applied Science (3 hrs) courses are not required. MA 161 (Calculus I) should be substituted for the basic skills mathematics requirement; and CH123/124 (Chemistry I/Lab) for the physical science requirement.

Kansas State University Requirements:

KSU requires that all engineering students complete English Composition I, English Composition II (unless an "A" or "B" is earned in English Composition I), public speaking, one course in physical education, and technical writing (at the junior level).

In addition to the required courses, each KSU student is to complete 15 hours in the humanities and social sciences, which includes such areas as anthropology, art, economics, English, geography, history, journalism, modern language (advanced work only), music, philosophy, political science, psychology, sociology and speech. At least two courses must be taken at the 400 level or above, and not more than three credits may be taken in applied music or applied art.

The University of Kansas Requirements:

Students will be required to complete 15-18 semester hours in the areas of humanities and social sciences, depending upon the field of engineering. In selecting courses, students should follow these guidelines: 1) At least one course designated as a humanities course, and one designated as a social science course. 2) At least two courses offered by one department. 3) A maximum of four credits from such areas as band, chorus, orchestra, drawing, painting, and sculpture may be taken for general education credit.

Courses offered by the Department of Mathematics, Computer Science and Economics:

ECONOMICS**EC 101. BASIC ECONOMICS 3 HRS.**

This course is for non-business majors and provides a basic understanding of the economic ideas and institutions. Introductory topics from micro, macro, and international economics are covered in the course.

EC 102. HONORS ECONOMICS 1 HR.

(Prerequisite, concurrent enrollment in EC 101 is expected unless the student is repeating this class.) This course complements a regular section of EC 101 Basic Economics. It goes into additional depth on selected topics and covers topics which are not covered in the EC 101. Its coverage extends microeconomics, macroeconomics, and international economics.

EC 300. TOPICS IN ECONOMICS 1-4 HRS.

(Prerequisites, EC 101 or BC 104.) This course focuses on economic topics not covered in existing economics classes. The seminars may also involve field experience or civic engagement associated with the American Democracy Project at ESU.

EC 301. GLOBALIZATION 1-3 HRS.

This pro-seminar style course poses scholarly questions associated with the integration of economic, political, and cultural systems around the world. It attempts to address these key questions as it explores issues related to trade, migration, development, energy, gender, culture, technology, health, education, the environment, and others with research, presentations, and discussion.

EC 305. INTERMEDIATE MICROECONOMICS 3 HRS.

(Prerequisites, EC 101 or BC 104.) This course is an intermediate level course in microeconomic theory. Particular emphasis is placed upon the theory of the consumer and firm. Market equilibrium conditions under perfect and imperfect competition are discussed.

EC 306. INTERMEDIATE MACROECONOMICS 3 HRS.
(Prerequisites, EC 101 or BC 104.) This course is a study of aggregate economic analysis from the perspective of different schools of thought. Consideration is also given to the effects of monetary and fiscal policy on such aggregate economic variables as income, prices, and economic growth.

EC 313. MATHEMATICAL APPLICATIONS FOR ECONOMICS 3 HRS.
(Prerequisites, EC 101 or BC 104 and MA 110.) An introduction to the applications of mathematical techniques to economic analysis. The mathematical tools used will be selected from the areas of matrix algebra, linear programming, game theory and calculus. Specific computational procedures will be introduced and used to analyze economic relationships.

EC 327. INDUSTRIAL ORGANIZATION 3 HRS.
(Prerequisites, BC103 and BC104 or EC101.) For students with some background in microeconomics, this course will examine how the performance of an industry is related to its structure. The approach used here includes the traditional structure-conduct-performance approach in addition to the latest advances in microeconomic theory, including game theory, contestability, and information theory.

EC 351. LABOR PROBLEMS 3 HRS.
(Prerequisites, EC 101 or BC 104.) The attitudes and problems of the worker in economic society as they find expression in such forms of behavior as strikes, boycotts, and lockouts; various remedies; benevolent employers, collective bargaining, government ownership of industry, political organization, and direct action.

EC 370. INTRODUCTORY ECONOMETRICS 3 HRS.
(Prerequisites, BC 104 or EC 101 and MA 380.) This course provides an introduction to modern methods of analyzing data used economics, business, and other social sciences. The course typically follows a course in statistics and the level of mathematics required for a complete understanding of all the material in the course is algebra. Topics include estimating techniques, tests of significance, prediction and forecasting.

EC 375. COMPARATIVE ECONOMIC SYSTEMS 2-3 HRS.
(Prerequisites, EC 101 or BC 104.) A comparative study of capitalism, socialism, and communism. Theoretical differences among these economic systems, together with their strengths and weaknesses, are examined.

EC 410. INTERNSHIP IN ECONOMICS 1-6 HRS.
(Prerequisite, EC 101 or BC 104.) An academic offering that provides special employment for students who wish to gain career-related experience before graduation. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects.

EC 471. INDEPENDENT STUDY 1-3 HRS.
(Prerequisites, EC 101 or BC 104.) Special project or readings on a topic initiated by the student and approved by the instructor.

EC 499. ECONOMICS CAPSTONE 1-4 HRS.
(Prerequisites, EC 305, EC 306, and statistics.) This course is intended to present students with the opportunity to work as a team on a real world project in economics and expose them to some areas of economics not covered with a complete course in their program of study. Beyond the exposure to different areas of economics, it is intended to expose the student to model building and economic analysis using quantitative techniques.

EC 501. HISTORY OF ECONOMIC THOUGHT 2-3 HRS.
(Prerequisites, EC 101 or BC 104.) A survey of the growth and development of economics from ancient times to the present.

EC 554. PUBLIC FINANCE 3 HRS.
(Prerequisites, EC 101 or BC 104.) This course extends economic theory to the public sector of the economy. In particular, it develops an economic theory of public expenditures and taxation at the federal, state, and local levels.

EC 560. ECONOMIC DEVELOPMENT 3 HRS.
(Prerequisites, EC 101 or BC 104 or equivalent.) An introductory course concerning the characteristics, obstacles, and problems of economic development facing the less-developed or less-industrialized countries of the world. Certain problems involved in the relation of the less-industrialized countries to the more-industrialized countries are examined. Designed to acquaint the student with the theory, history and policy of economic development.

EC 701. SEMINAR IN ECONOMICS 3 HRS
(Prerequisites, EC 101 or BC 104.) Selected main events, trends and interpretations in economics will be examined through readings, reports and discussions. Designed to introduce the important literature on significant economic topics.

EC 705. ECONOMIC EDUCATION 1-6 HRS.
You must be a certified Kansas teacher who has a contract (or will have a contract) to teach in a K-12 classroom in the next academic year to be eligible for a Kansas Council on Economic Education scholarship for this course. This class is a series of seminars that focus on economic topics. The seminars also involve field experience in gathering useful examples for classroom teachers.

EC 740. BUSINESS CYCLES AND FORECASTING 3 HRS.
(Prerequisites, EC 101 or BC 104 or equivalent.) An analysis is made of the nature and causes of business fluctuations. Methods are developed to measure and predict changes in business activity.

MATHEMATICS

MA 049. ARITHMETIC SKILLS IMPROVEMENT 2 HRS.
This course is for students whose Gateway, a required departmental examination for MA307, scores indicate a need for improving arithmetic skills prior to reenrolling in MA307 or enrolling in MA308. Course content includes arithmetic skills, including addition, subtraction, multiplication, and division of fractions and decimals; percentages and their applications; and geometric concepts such as area and perimeter.

MA 091. TOPICS IN MATHEMATICS 1-6 HRS.
The course offers selected topics in mathematics not currently found in other mathematics courses. See Schedule of Classes for specific topic and prerequisites when offered.

MA 095. BEGINNING ALGEBRA 3 HRS.
(Prerequisite, for students whose ACT scores and/or departmental screening examination indicate basic need for computational and algebraic skills prior to enrollment in the proper general education course.) Review of computational skills in the arithmetic of whole numbers, fractions, and decimals. Review of proportion and percent concepts. Review of basic algebra skills including signed numbers, algebraic expressions and simplification, laws of algebra, factoring, equation solving, graphing, and formula usage. Computer aided instruction will enhance skills development.

MA 096. GEOMETRY CONCEPTS AND SKILLS DEVELOPMENT**2 HRS.**

(Successful completion of the course MA 095 or successful completion of a departmental screening exam designed to exempt a student from the necessity of taking MA 095.) (Prerequisite for students whose results in the departmental screening exam indicate a need for basic geometric skills and knowledge.) Basic concepts in geometry including names and properties of geometric figures, concepts of parallelism and perpendicularity, congruence and similitude. Measurements associated with geometric figures. Use of basic geometry concepts as they relate to applications of a geometric nature. Coordinate Geometry. Computer aided instruction used to enhance concepts.

MA 097. BEGINNING AND INTERMEDIATE ALGEBRA**4 HRS.**

(Prerequisite: for students whose ACT score and/or Algebra Evaluation indicate basic need for computational and algebraic skills prior to enrollment in the proper general education course.) Review of computational skills in the arithmetic of whole numbers, fractions, and decimals. Review of proportion and percent concepts. Review of basic algebra skills including signed numbers, algebraic expressions and simplification, laws of algebra, factoring, equation solving, graphing, and formula usage. Review of linear and quadratic equations, exponents and radicals.

MA 098. INTERMEDIATE ALGEBRA**3 HRS.**

(Prerequisite, MA 095 or appropriate ACT score or appropriate score on the math placement exam.) A thorough review of the fundamentals of elementary algebra, linear and quadratic equations, exponents and radicals.

MA 103. ALGEBRA ENHANCEMENT**3 HRS.**

(Corequisite, concurrent enrollment in MA 098 and consent of instructor.) This course is designed to enrich the mathematical experiences of students who are enrolled in MA 098, Intermediate Algebra. Students work in collaborative groups to solve open-ended and non-routine problems. The use of current technology, which includes computers and graphing calculators, is used in solving application problems involving linear and quadratic models.

MA 107. TECHNICAL MATHEMATICS**3 HRS.**

(For Flint Hills Technical College students only.) Technical Mathematics is designed to provide many of the math skills needed in the general and technical courses that follow as students progress through the Power Plant Technology Program.

MA 110. COLLEGE ALGEBRA**3 HRS.**

(Prerequisite, MA 098, or appropriate ACT score or appropriate score on the Algebra Evaluation.) This course provides a review of the concepts and skills of algebra with an emphasis on functions. Topics include linear, quadratic, rational, exponential, and logarithmic functions, as well as solving equations and inequalities.

MA 111. COLLEGE ALGEBRA WITH REVIEW**5 HRS.**

(Prerequisites: MA 097 or MA098 or appropriate ACT math score or appropriate score on the Algebra Evaluation.) This course provides a review of the concepts and skills of algebra with an emphasis on functions. Topics include linear, quadratic, rational, exponential, and logarithmic functions, as well as solving equations and inequalities. This course proceeds at a pace that allows for review and practice of prerequisite skills and concepts. Note: if a student has completed both MA110 and MA111, only the more recent grade will be counted towards the student's GPA.

MA 112. TRIGONOMETRY**2 HRS.**

(Prerequisite, MA 110 or equivalent.) Trigonometric functions, identities, graphs, trigonometric equations, radian measure, complex numbers, polar coordinates, solving triangles, applications.

MA 120. ELEMENTARY STATISTICS**3 HRS.**

(Prerequisite, High school Algebra or MA 095 is highly recommended.) This course is designed to introduce students to basic statistics, and Statistical inference. Topics include: descriptive statistics, summarizing univariate data, correlation and regression for bivariate data, concepts of probability, probability distributions, simulation, sampling distributions, estimation, and hypothesis testing. Some uses of statistical software will be incorporated into this course.

MA 125. INTRODUCTION TO MATHEMATICS**1 HR.**

(Prerequisite, course will be required for all students with Math or Math Ed. Majors, who are new to the program, whether freshman or transfer students.) This course introduces incoming majors to the math department, the world of mathematics and the college environment. It addresses goals, expectations, responsibilities, math classes, decision making, study skills, problem solving and the joy of doing mathematics, as well as career choices in mathematics.

MA 130. PROBLEM SOLVING WITH COMPUTERS**3 HRS.**

(Prerequisite, one year of high school algebra.) An introductory study of problem solving using computers. Basic programming skills and efficient techniques for setting up problems applicable for computer solution are stressed. The primary response of the student is to solve problems by writing programs, testing them, and obtaining the results on the computers.

MA 156. PRINCIPLES OF MATHEMATICS**3 HRS.**

(Prerequisite, MA 098 or appropriate ACT score or appropriate score on the Mathematics Placement examination.) A course in mathematics for the nontechnically oriented student. Problem solving skills and critical thinking skills are developed through a selection of interesting and unique mathematical content and topics. Previously learned skills in algebra and geometry are enhanced and improved as students develop a greater awareness of and appreciation for mathematics.

MA 160. PRECALCULUS**3 HRS.**

(Prerequisites, MA098 or ACT math score of 22 or higher.) This course provides the background in algebra and trigonometry that is necessary for calculus. It focuses on functions as mappings, associations, and ordered pairs; graphs of algebraic, absolute value, greatest integer, logarithmic, trigonometric, and exponential functions; and operations on and inverses of functions.

MA 161. CALCULUS I**5 HRS.**

(Prerequisite, MA 110 and MA 112 or equivalent, or appropriate ACT score.) Calculus is the mathematics of change. This course focuses on the differential calculus of one variable. It includes the study of limits, differentiation, implicit differentiation, the Mean Value Theorem, optimization, related rates; it illustrates applications from other fields.

MA 162. CALCULUS HONORS**1 HR.**

(Prerequisite, either completed or currently enrolled in MA 161, Calculus I.) In this one hour class, students do investigative projects on calculus topics which align with the content in the five hour, Calculus I course. These projects are designed to enrich the students' conceptual understanding of the fundamental calculus I topics.

MA 165. BASIC CALCULUS**5 HRS.**

(Prerequisite, MA 110 or equivalent.) A course designed for non-math majors which emphasizes the application of calculus procedures to Economics, Business, Social Sciences, Life Sciences, and other areas. Topics include limits, derivatives, and integrals.

MA 180. PROBABILITY**2 HRS.**

(Prerequisite, two years of high school algebra or equivalent.) An introduction to the theory of probability, probability models, random sampling, frequency distributions, binomial, normal and uniform distributions.

MA 191. TOPICS IN MATHEMATICS**1-6 HRS.**

The course offers selected topics in mathematics not currently found in other mathematics courses. See Schedule of Classes for specific topic and prerequisites when offered.

MA 210. HONORS SEMINAR**1 HR.**

(Prerequisite, Honors Program.) An in-depth study of problem solving techniques dealing with material from the student's previous and/or current mathematics courses.

MA 223. ELEMENTARY LINEAR ALGEBRA**3 HRS.**

This course is an introduction to linear algebra. The topics include systems of linear equations, vectors, matrices, determinants, linear transformations and applications. We will focus on techniques of solving systems of linear equations, matrix arithmetic and basic proof writing skills.

MA 225. MATHEMATICS AS A DECISION MAKING TOOL**3 HRS.**

(Prerequisite, MA 110.) This course is designed for non-mathematics majors. The focus of this course is to develop quantitative skills, and reasoning ability necessary to help students read critically and make decisions in our technical information society. A project tying this course to the student's own interests is a course requirement. Major topics include: collecting and describing data, inferential statistics and probability; geometric similarity, geometric growth, symmetry and patterns.

MA 240. DISCRETE MATHEMATICS**3 HRS.**

(Prerequisites, MA 161, MA 165, or permission of the instructor.) Discrete mathematics is the study of relationships between finite and countable sets as well as the analysis of processes involving a finite number of steps. This course will introduce and emphasize the concept and methods of proof, while studying topics such as sets, logic, functions and relations, mathematical induction, and recursion.

MA 262. CALCULUS II**5 HRS.**

(Prerequisite, MA 161 or equivalent.) As a continuation of Calculus I, this course emphasizes integration. Topics include techniques of integration, improper integrals, numerical integration, basic differential equations, sequences, infinite series; applications to other fields are illustrated throughout the course.

MA 291. MATHEMATICAL MODELING**3 HRS.**

(Prerequisite, MA 161 or MA 165.) Mathematical modeling is the "art" of using math to help understand, describe, and forecast real-world phenomena. Topics include the modeling process, model fitting, optimization, experimental modeling, simulation, and modeling using the derivative.

MA 307. MATHEMATICS FOR THE ELEMENTARY/ MIDDLE SCHOOL TEACHER I**3 HRS.**

(Prerequisites, a score of 80% on a departmental arithmetic proficiency exam or the successful completion of MA 049:Arithmetic Skills Improvement, and have a grade of "C" or higher in MA 110.) This course will prepare prospective elementary and middle school teachers to know, understand, and use the basic principles and concepts of mathematics involving sets, whole numbers, integers, rational numbers, and real numbers.

MA 308. MATHEMATICS FOR ELEMENTARY/ MIDDLE SCHOOL TEACHER II**3HRS.**

(Prerequisite, must have a "C" or higher in MA 307.) This course will prepare prospective elementary and middle school teachers to know, understand, and use the basic principles and concepts of mathematics involving probability, statistics, measurement, and geometric concepts, such as properties of two and three-dimensional shapes, congruency, similarity, and transformations.

MA 312. ALGEBRA FOR THE ELEMENTARY/ MIDDLE SCHOOL TEACHER**3 HRS.**

(Prerequisite, MA 225 or equivalent.) Algebraic concepts needed for today's elementary/middle schools including properties of the field of real numbers, algebraic and graphic solutions of equations and of inequalities. Concrete models, such as algebra tiles, will be examined in the teaching and learning of algebra.

MA 313. GEOMETRY FOR THE ELEMENTARY/ MIDDLE SCHOOL TEACHER**3 HRS.**

(Prerequisite, MA 308.) Geometric concepts needed for today's elementary/middle schools including geometric constructions, experimental geometry, and a study of congruences, similarity, and measurement.

MA 315. TECHNICAL CALCULUS I**3 HRS.**

(Prerequisite, K.G.E. employees only.) A new course in differential calculus designed solely for the Kansas Gas & Electric (KGE) education program at the Wolf Creek Nuclear Power Plant offered by the continuing education program at ESU.

MA 316. TECHNICAL CALCULUS II**3 HRS.**

(Prerequisite, KGE employees only.) A new course in calculus designed solely for the Kansas Gas & Electric (KGE) education program at the Wolf Creek Nuclear Power Plant offered by the continuing education program at ESU. This is the sequence to Technical Calculus I.

MA 317. APPLIED DIFFERENTIAL EQUATIONS**3 HRS.**

(Prerequisite, KGE employees only.) A new course in differential equations covering methods of solution of elementary and linear differential equations, including Laplace transforms, with applications to geometry and the physical sciences; designed to meet the needs of KGE and offered by the continuing education program at ESU.

MA 322. INTRODUCTION TO LINEAR ALGEBRA**3 HRS.**

(Prerequisites, MA 240 or permission of instructor.) This course provides additional experience with proof while introducing the methods and applications of solving systems of linear equations. Topics include: elementary vector arithmetic and matrix arithmetic, Gaussian Elimination and the Reduced Echelon Form, linear transformations, linear independence, basis, dimension, range, null space, rank, and determinants.

MA 331. THE MATHEMATICS OF FINANCE **3 HRS.**
(Prerequisite, two years high school algebra or equivalent.) Simple and compound interest and discount, present value and accumulated value of annuities, bonds, amortizations, sinking funds, depreciation, life annuities and life insurance. Introduction to linear programming for solution of problems of business and industry.

MA 335. DIFFERENTIAL EQUATIONS **3 HRS.**
(Prerequisite, MA 262.) Differential equations are essential in modeling various phenomena in the world since the rates at which quantities change are of great interest when trying to understand or forecast future results. The course involves the basic qualitative and quantitative analysis of the solutions of ordinary differential equations. Topics covered include: direction fields, first order differential equations, higher order linear differential equations, basic numerical approximation techniques, and series solutions. Several applications are demonstrated throughout the course.

MA 341. INTRODUCTION TO PROBABILITY AND STATISTICS **3 HRS.**
(Prerequisites, MA 110 or equivalent.) An introductory study of probability and statistics for students who wish to apply statistics to their field of study. The course includes methods of presenting and interpreting data. Topics include frequency distributions, measures of central tendency, measures of dispersion, probability, probability distributions, normal distributions, sampling distributions, confidence intervals for large and small samples, and hypothesis testing of means for large and small samples.

MA 352. INTRODUCTION TO BIOSTATISTICS **3 HRS.**
(Prerequisite, MA 110.) This course is designed to provide the background in statistics for various fields in Biology. This course focuses on the use of statistics to help answer biological questions. Students will learn how to use relevant statistical software. Topics include statistics and samples, displaying data, describing data, estimations with uncertainty, probability, hypothesis testing, analyzing proportions, fitting probability models to frequency data, categorical variables, the normal distribution, t-tests and confidence intervals, paired t-test, two-sample t-test, and correlation and regression.

MA 363. CALCULUS III **3 HRS.**
(Prerequisite, MA 262 or equivalent.) Multivariable calculus, double integral, triple integral and partial derivatives. Vectors, polar coordinates, parametric equations, and vector valued functions.

MA 380. PROBABILITY AND STATISTICS **3 HRS.**
(Prerequisite, MA 262 or consent of instructor.) The study of probability and statistics provides methods to analyze data. This course is an introduction to basic probability and counting techniques as well as statistical methods using distribution theory, confidence intervals, significance tests, and sampling.

MA 386. INTERNSHIP: MATHEMATICS **1-3 HRS.**
(Prerequisite, 20 hours in mathematics courses.) An academic course to provide students with an opportunity to gain field experience in mathematics through professional experience. The academic experience is developed jointly by the student and the faculty advisor. No more than 3 hours in MA 386 may be counted toward the mathematics major.

MA 391. TOPICS IN MATHEMATICS **1-6 HRS.**
An in-depth study of selected topics in mathematics not currently found in other mathematics courses. See schedule of classes for specific topic and prerequisites when offered.

MA 410. SEMINAR IN MATHEMATICS **0-4 HRS.**
(Prerequisite, permission of mathematics department.) A seminar involving various topics in mathematics.

MA 421. COLLEGE GEOMETRY **5 HRS.**
(Prerequisites, MA 240.) This course is designed to help students learn the axiomatic development of Euclidean Geometry using conjectures, models, constructions and proofs. Transformations, coordinate geometry, and technology (dynamic geometric systems) are explored. Included is an introduction to Non-Euclidean geometries such as: Finite, Hyperbolic, Elliptical and Projective.

MA 425. ABSTRACT ALGEBRA **3 HRS.**
(Prerequisite, MA 322 or permission of instructor.) Foundations of deductive mathematical reasoning and proof. Basic concepts of abstract algebra including symbolic logic, proof strategies, sets, relations mapping and binary operations. A study of some algebraic structures including groups, rings, integral domains and fields.

MA 450. INTERDISCIPLINARY SCIENCES: MATHEMATICS **3 HRS.**
(Prerequisite, permission of instructor.) In this interdisciplinary course students and faculty will collaborate to conduct quantitative research on biological systems. Weekly meetings will entail group discussions in which we will identify potential questions, design experiments to investigate those questions, and interpret the results of the experiments. With the use of sophisticated computer technologies we will analyze phenomena that were previously too fast, slow, small or large to be investigated with quantitative precision. Digital video and image processing techniques will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to analyze and model the observation. Students will develop written reports of their investigations; students will make public presentations of their findings at university seminars and possibly at professional meetings.

MA 460. HISTORY OF MATHEMATICS **1 HR.**
(Prerequisites, MA 161 or MA 165 or permission of instructor.) This course explores the historical development of mathematics from Ancient times through Calculus. Contributions of different cultures and individuals as well as problems of historical significance are investigated.

MA 470. TEACHING MATHEMATICS IN THE MIDDLE/HIGH SCHOOL **2-3 HRS.**
(Prerequisite, at least junior standing or permission of instructor.) Students enrolled in this course examine multiple approaches to helping middle and high school students learn mathematics. Attention is given to current research, state and national standards, ELL and IEP'd students, assessment, and technology. Experiences are provided in a mathematics classroom.

MA 480. INDEPENDENT STUDY (MATHEMATICS) **1-4 HRS.**
(Open only to qualified juniors and seniors.) Topics of special interest in some area of mathematical study not included in regularly listed courses.

MA 510. TECHNOLOGY IN MATHEMATICS **3 HRS.**
(Prerequisite MA 262 or graduate standing.) Provides an introduction to the latest technologies that are used for the teaching, learning, and presenting of mathematics.

MA 532. MATHEMATICAL STATISTICS I 3 HRS.

(Prerequisite, MA 262 and MA 380.) Fundamental principles of a random variable and its distribution; the binomial, normal, the F, the Student-t, and Chi-Square; testing hypotheses, estimation, and applications.

MA 542. DISCRETE STRUCTURES 3 HRS.

(Prerequisites: MA240 Discrete Mathematics.) Computer oriented course. Theory and applications with regard to trees, graphs, partial orders, lattices, Boolean algebra, finite groups, and combinatorics.

MA 561. TEACHING PERSPECTIVES IN CALCULUS 3 HRS.

(Prerequisite, MA 262 or graduate standing.) Provides a survey of the topics of single variable calculus from the perspective of someone who will teach calculus or pre-calculus. It will emphasize the underlying concepts of calculus and present the most effective ways of conveying those concepts to students.

MA 570. TEACHING COLLEGE MATHEMATICS 1 HR.

(Prerequisite, graduate standing.) This course provides an introduction to the current techniques, methods and technologies that are used in the teaching of undergraduate college mathematics through both classroom observation and supervised teaching. This course is intended for graduate students only.

MA 581. MATHEMATICAL MODELING 3 HRS.

(Prerequisite, MA262.) Mathematical modeling is the study of the use of mathematics to describe and forecast real-world phenomena. A variety of modeling techniques are introduced. The course includes a review of relevant topics from algebra, trigonometry, calculus, statistics, and differential equations. The prerequisite can be overridden by the consent of the department.

MA 591. TOPICS IN MATHEMATICS 1-3 HRS.

(Prerequisites will vary with topic) An in-depth study of selected topics in mathematics not currently found in other mathematics courses. May be repeated with different topics. See schedule of classes for specific topic and prerequisites when offered.

MA 592. TOPICS IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS 1-3 HRS.

(Prerequisites will vary with topic, possibly including but not limited to MA 312 or MA 313.) A course designed to enrich and supplement the teaching of elementary/middle school mathematics. May be repeated with different topics for credit. See Schedule of Classes for specific topic (and prerequisites) when offered.

MA 701. MATHEMATICAL PROOFS 3 HRS.

(Prerequisite, MA322) This course focuses on a review of methods of mathematical proof and proof writing techniques. Students' proof skills are exercised through a review of set theory and logic and their applications to other areas of mathematics. The prerequisite can be overridden by the consent of the department.

MA 715. TOPOLOGY 3 HRS.

(Prerequisite, consent of mathematics department.) Theory of point sets with applications to analysis. Topological, metric, and function spaces, sequences, continuity, connectedness, compactness, separation, completions.

MA 721. PROJECTIVE GEOMETRY 3 HRS.

(Prerequisite, MA 421 or consent of department.) Projective geometry of one and two dimensions, its axiomatic foundation, and the fundamental ideas of the projective plane. Duality, harmonic forms,

coordinates, conics, polarities, and a brief introduction to geometry of higher dimensions.

MA 722. NON-EUCLIDEAN GEOMETRY 3 HRS.

(Prerequisite, MA 421 or consent of department.) A comparison of non-Euclidean geometries with Euclidean geometry. Hilbert's axioms, history of the parallel postulate, elementary theorems of hyperbolic plane geometry and a brief introduction to elliptic geometry.

MA 727. GROUPS, RINGS, AND FIELDS 3 HRS.

(Prerequisites, MA 322 and MA 425 or consent of the mathematics department.) The properties of groups, rings and fields with emphasis on the algebraic structure and morphisms. Algebraic and transcendental field extensions.

MA 728. VECTOR SPACES 3 HRS.

(Prerequisite, MA 322 and MA 425 or consent of department.) The structure of vector spaces, algebras and fields. Transformations, linear independence, bases and other topics are studied.

MA 731. STATISTICS USING SAS 3 HRS.

This course provides an overview of a wide array of concepts and methods of statistical analysis, and how these methods can be implemented using SAS to perform data analysis. Concepts typically covered are graphical summaries of data, populations and samples, measures of central tendency, measures of dispersion and variability, probability, the normal distribution, an introduction to hypothesis testing, assessing normality, simple t-tests, two-sample hypotheses, analysis of variance and multiple comparisons, and modern regression analysis. Programming assignments in SAS are an important component of the course. The course should be of interest to mathematics majors and to graduate students in other disciplines with an interest in statistical analysis of data. It is recommended that students who enroll in this course have already taken at least one course in statistics.

MA 733. MATHEMATICAL STATISTICS II 3 HRS.

(Prerequisite, MA 532.) Probability, distributions, expected values, moments, sampling distribution and point estimation. Multivariate normal distribution, maximum likelihood estimation, interval estimation, test of hypotheses, linear regression, experimental design and analysis of variance.

MA 734. COMPLEX VARIABLES 3 HRS.

(Prerequisite, MA 263.) A study of the complex plane, holomorphic functions, the elementary functions, complex integration. Taylor's series and the Laurent expansion, the calculus of residues and conformal mapping.

MA 735. ADVANCED CALCULUS I 3 HRS.

(Prerequisite, MA 262 and MA 425 or permission of instructor.) This course rigorously proves the results of Calculus I and II. Topics include an axiomatic characterization of the real numbers, sequences, functions, limits, continuity, differentiation, Riemann integration, and infinite series.

MA 736. ADVANCED CALCULUS II 3 HRS.

(Prerequisite, MA 735.) As a continuation of Advanced Calculus I, this course provides a rigorous treatment of multi-variable calculus. Topics include topology, convergence, differentiability, and integration on $\mathbb{R}^n$.

MA 740. NUMBER THEORY 3 HRS.

(Prerequisite, MA 425 or consent of department.) Properties of numbers, prime and composite, Euclid's algorithm, indeterminate

problems. Diophantine problems, congruences and residues, Euler's Theorem, Fermat's Theorem, classical problems.

MA 744. INTRODUCTION TO MATHEMATICAL LOGIC 3 HRS.

(Prerequisites, MA 240, MA 161.) Deductive logic as applied in secondary school mathematics. Symbolic Aristotelian logic, truth tables, rules of inference, methods of deductive proof, and the restricted predicate calculus.

MA 745. VECTOR ANALYSIS 3 HRS.

(Prerequisite, MA 263.) Fundamental principles of vector analysis, algebra and calculus of vectors, applications of vectors to geometry and physics.

MA 760. NUMERICAL ANALYSIS 3 HRS.

(Prerequisite, MA 262) Most real world applications of mathematics involve the implementation of numerical algorithms to approximate the solutions to well-known types of mathematical problems. Therefore this course includes the study of types of numerical errors, precision versus efficiency considerations, and methods of detecting when a numerical solution is unacceptably inaccurate. Mathematical areas for numerical algorithms include solving nonlinear equations, interpolation, polynomial approximation and differentiation and integration.

MA 762. OPTIMIZATION TECHNIQUES 3 HRS.

(Prerequisites: MA 322, MA 262, and CS 260) Computer oriented course. Mathematical development of optimization techniques, linear programming, transportation problems, game theory.

MA 763. SIMULATION TECHNIQUES 3 HRS.

(Prerequisites: MA 262 and MA 332, and CS 260) Computer oriented course, simulation of complex problems, queing, models, Monte-Carlo techniques.

MA 764. REGRESSION ANALYSIS 3 HRS.

(Prerequisite, MA 380 or equivalent.) Computer oriented statistics methods course. Topics include estimating parameters, testing hypotheses, analysis of variance, and multiple linear and nonlinear regression methods.

MA 765. NUMERICAL LINEAR ALGEBRA 3 HRS.

(Prerequisite or taken concurrently, MA322) The solution of systems of linear equations is an important component of solving many applications in a wide variety of fields. A central part of the course features how this is done efficiently and accurately when using a calculator or computer to solve the system. Topics include LU factorization and iterative methods, along with modern techniques for approximating eigenvalues and eigenvectors.

MA 791. TOPICS IN MATHEMATICS 1-3 HRS.

(Prerequisites will vary with topic.) An in-depth study of selected topics in mathematics not currently found in other mathematics courses. May be repeated with different topics. See Schedule of Classes for specific topic and prerequisites when offered.

MA 792. TOPICS IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS 1-3 HRS.

(Prerequisite, in-service teacher or consent of department.) A course designed to enrich and supplement the teaching of elementary/middle school mathematics. May be repeated with different topics for credit. See Schedule of Classes for specific topic (and prerequisites) when offered.

MA 793. TOPICS IN SECONDARY SCHOOL MATHEMATICS 1-3 HRS.

(Prerequisite, in-service teacher or consent of department.) A course designed to enrich and supplement the teaching of secondary school mathematics. May be repeated with different topics for credit. See Schedule of Classes for specific topic (and prerequisites) when offered.

MA 810. SEMINAR IN MATHEMATICS 0-4 HRS.

Directed reading and research in a selected field.

MA 820. DIFFERENTIAL GEOMETRY 3 HRS.

(Prerequisite, MA 263.) A study of curves and surfaces in Euclidean space. Frenet formulas, curvature, geodesics, and fundamental forms.

MA 825. GROUP THEORY 3 HRS.

(Prerequisite, MA 727.) An introduction to the theory of groups. Topics included are classifications of groups, such as cyclic, Abelian, solvable, nilpotent, etc., homomorphisms and isomorphisms, types of subgroups and factor groups, and the Sylow theorems.

MA 832. DIFFERENTIAL EQUATIONS II 3 HRS.

(Prerequisite, MA 335.) Extension of MA 335 and an introduction to systems of differential equations and partial differential equations; applications.

MA 835. FUNCTIONS OF A REAL VARIABLE 3 HRS.

(Prerequisite, MA 736.) The study of linear sets of points, sequences of functions, upper and lower semi-continuity, equi-continuity, Lebesgue measure, Lebesgue integration, Borel sets, Baire functions and measurable functions.

MA 847. RESEARCH PROJECTS IN MATHEMATICS 1-5 HRS.

Independent study and research in mathematics. Allowed on master's degree program with consent of mathematics department.

MA 850. THESIS, MA, or MS 1-6 HRS.

Required for the Master of Arts degree with a major in Mathematics. Independent study and research in an approved field. Frequent conferences with the instructor.

MA 955. CURRENT LITERATURE IN MATHEMATICS 0-3 HRS.

(Prerequisite, Master's degree.) Directed reading of current literature and research in mathematics with individual reports and group discussions.

MA 957. THESIS, ED.S. 1-5 HRS.

Required for the Specialist in Education with a major in mathematics. Independent study and research in mathematics.

DEPARTMENT OF MUSIC

Professor Allan Comstock, Chair
(Double Reeds, Music History)

Professor: Allan D. Comstock (Double Reeds, Music History), Martín Cuéllar (Piano), Andrew Houchins (Music Theory, Technology), Gary Ziek (Bands, Trumpet, Jazz). **Associate Professors:** Dawn Courtney (Single Reeds, Music Education), Tracey Freeze (Percussion, Technology), Penelope A. Speedie (Voice, Opera), **Assistant Professors:** Dennis Bassett (Voice), Gary Brattin (Marching Band, Low Brass), Carol Krueger (Choral Director, Music Education), Jeremy Starr (Orchestra Director, Upper Strings), Gaile Stephens (Music Education). **Instructors:** Kate Bergman (Flute), Tiffany Budke (Music Appreciation), Andrea Garritano (Voice), Melinda Groves (Group Piano), Susan Mayo (Cello, Double Bass), Terrisa Ziek (Horn, Music Education).

<http://www.emporia.edu/music/>

The Department of Music (NASM accredited since 1947) offers a comprehensive inventory of courses for those who wish to major or minor in music and for those who seek musical knowledge and experiences. Students may acquaint themselves with music as appreciative listeners, inquisitive scholars, or active performers. Music faculty are active in performance, composition and arrangement, and publication efforts.

A state-approved degree program is offered to prepare teachers of music for the elementary and secondary schools of Kansas. Other degree programs are designed to enable students to pursue advanced studies in music and/or to find employment within the field of music.

The department provides a yearly schedule of concerts, recitals, master classes, and lectures which feature ESU music faculty and students as well as invited artist performers.

The undergraduate degree programs are as follows:

- Bachelor of Arts - Major in Music
- Bachelor of Music – Major in Music
 - Music Education Concentration
 - Music Performance Concentration

A concentration in Digital Audio Recording is available as part of the Bachelor of Arts – Music Major degree program.

Certificates are offered in the following areas:

- Digital Audio Recording
- Music Technology
- Music Performance
- Piano Pedagogy

Two options for a Music Minor are available.

The department also offers a master's degree. For more information see the Graduate Office web site,

<http://emporia.edu/grad/>.

BACHELOR OF ARTS MUSIC MAJOR

(Changes Effective Fall 2013)

A broad-based music degree, the Bachelor of Arts degree

prepares the student to enter an extensive variety of career options. Music opportunities include performance, studio instruction, church and community music careers, and occupations in the music service industry (merchandising, recording, booking, etc.). Other career directions might include community arts organizations, liberal arts options, and as a professional degree preparation.

The degree emphasis, along with traditional music preparation, includes opportunities for student-directed elective second concentrations. Students have extensive opportunities for solo, chamber, and ensemble performance.

This major encompasses 38 hours of core and applied music study with an additional 12 Second Field hours. Second Field options may be in music, in digital audio recording, in music technology, or in another academic field. See individual course descriptions for prerequisites and concurrent enrollment requirements.

A concentration in Digital Audio Recording is available as part of the BA in Music degree. Requirements include MU 270/470/570 – 8 hours as the applied study and a specific recording project as the MU 580 Senior Capstone Research Project.

Students must also complete general education requirements as stated in this catalog.

Music Theory (12 hours):

MU 108	Ear Training/Sight Singing 1	1 hour
MU 118	Music Theory 1	3 hours
MU 109	Ear Training/Sight Singing 2	1 hour
MU 119	Music Theory 2	3 hours
MU 208	Ear Training/Sight Singing 3	1 hour
MU 218	Music Theory 3	3 hours

Music History & Literature (6 hours):

MU 328	Music History I	3 hours
MU 329	Music History II	3 hours

Music Professional Studies (2 hours):

MU 099	Music Convocation (required each semester)	0 hours
MU 477	Basic Conducting	2 hours

Music Performance (16 hours):

	Applied Music-Primary Instrument	8 hours
	Group/Applied Piano	2 hours
	Music Ensembles	6 hours
MU 575	Senior Recital or	
MU 580	Senior Capstone Research Project	

Music Electives (2 hours): 2 hours

Second Field or Internship Requirements 12 hours

BACHELOR OF ARTS

MUSIC MAJOR

DIGITAL AUDIO RECORDING CONCENTRATION

Music Theory (12 hours):

MU 108	Ear Training/Sight Singing 1	1 hour
MU 118	Music Theory 1	3 hours
MU 109	Ear Training/Sight Singing 2	1 hour
MU 119	Music Theory 2	3 hours
MU 208	Ear Training/Sight Singing 3	1 hour
MU 218	Music Theory 3	3 hours

Music History & Literature (8 hours):

MU	324	World Music	2 hours
MU	328	Music History I	3 hours
MU	329	Music History II	3 hours

Music Professional Studies (4 hours):

MU	099	Music Convocation (required each semester)	
MU	477	Basic Conducting	2 hours
MU	585	Professional Portfolio	1 hour
MU	595	Computer Literacy Portfolio	1 hour

Music Performance (17 hours):

		Applied Digital Audio Recording	8 hours
MU	131	Group Piano I	1 hour
MU	132	Group Piano II	1 hour
		Music Ensembles	6 hours
MU	580	Senior Capstone Research Project	1 hour

Music Electives: 2 hours**Second Field (12 hours):**

AC	223	Financial Accounting	3 hours
		Select 3 from the following:	
MK	360	Principles of Marketing	3 hours
BE	330	Business Communications	3 hours
BU	353	Legal Environment of Business	3 hours
MG	342	Principles of Management and Organizational Behavior	3 hours

BACHELOR OF MUSIC**MUSIC MAJOR***(Changes Effective Fall 2013)*

The degree Bachelor of Music with a Music Education concentration prepares the student to teach PreK-12 music. The program assumes that nurturing qualified music teachers includes the specialized preparation to develop performance skills; the music educator must be a competent performing musician.

Satisfactory completion of the requirements for this degree entitles the graduate to a license to teach music, issued by the Kansas State Department of Public Instruction to teach PreK-12 Instrumental Music or Pre-K 12 Vocal Music. The music education concentration selects the Instrumental Music Track or the Vocal Music Track. See individual course descriptions for prerequisites and concurrent enrollment requirements. Second area certification is available.

Requirements for admission to teacher education and recommendation for a teaching certificate are outlined under the degree Bachelor of Science in Education-Secondary Education Major. Students must successfully complete all Professional Education Requirements. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog.

Students must also complete general education requirements as stated in this catalog.

The degree Bachelor of Music with a concentration in Music Performance is recommended for the student interested in a career as a professional musician or as an independent teacher of music. It is especially appropriate for the student who plans to continue on to graduate study in music. The degree may be elected upon the recommendation of the music faculty after the student has demonstrated ability in his or her area of performance by means of a formal audition performance. This audition performance is

generally taken at the end of the second semester of applied study.

The program centers on a core of courses in music theory, music history, and music literature. It is designed to provide a thorough musical education along with a broad expectation in the liberal arts and sciences. Performance requirements include a strong emphasis on solo, chamber, and large ensemble performance opportunities. Students may major in voice, piano, violin, viola, cello, double-bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, trombone, horn, baritone horn, tuba, percussion, and composition.

Students must also complete general education requirements as stated in this catalog.

Music Theory (16 hours):

MU	108	Ear Training/Sight Singing 1	1 hour
MU	118	Music Theory 1	3 hours
MU	109	Ear Training/Sight Singing 2	1 hour
MU	119	Music Theory 2	3 hours
MU	208	Ear Training/Sight Singing 3	1 hour
MU	218	Music Theory 3	3 hours
MU	209	Ear Training/Sight Singing 4	1 hour
MU	219	Music Theory 4	3 hours

Music History & Literature (6 hours):

MU	328	Music History I	3 hours
MU	329	Music History II	3 hours

Music Professional Studies (2 hours):

MU	099	Music Convocation (required each semester)	0 hours
MU	477	Basic Conducting	2 hours

Music Performance (20 hours):

		Applied Music-Primary Instrument	8 hours
		Music Ensembles (MU245/318/319)	7 hours
MU	131	Group Piano 1	1 hour
MU	132	Group Piano 2	1 hour
MU	133	Group Piano 3	1 hour
MU	134	Group Piano 4	1 hour
MU	391	Chamber Music	1 hour
MU	575	Senior Recital	0 hours

Music Education Concentration**Instrumental Music Track (17 hours):**

MU	210	Intro. to Music Education	2 hours
MU	350	Voice Methods	1 hour
MU	352	String Methods	2 hours
MU	354	Woodwind Methods	2 hours
MU	356	Brass Methods	2 hours
MU	358	Percussion Methods	1 hour
MU	372	Marching Band Methods	1 hour
MU	474	Elementary Music Methods	2 hours
MU	484	Instrumental Conducting	2 hours
MU	494	Instrumental Music Methods	2 hours

Vocal Music Track (17 hours):

MU	210	Intro. to Music Education	2 hours
MU	237	Applied Piano for Vocal Students 1	1 hour
MU	320	Vocal Diction 1	1 hour
MU	322	Vocal Diction 2	1 hour
		MU Methods (3-4 hours)	

Selected from:

MU	352	String Methods	2 hours
MU	354	Woodwind Methods	2 hours

MU	356	Brass Methods	2 hours
MU	358	Percussion Methods	1 hour
MU	474	Elementary Music Methods	2 hours
MU	480	Choral Methods	2 hours
MU	482	Choral Conducting	2 hours
MU	524	Vocal Pedagogy	1 hours
MU		Music Electives	1-2 hours

Music Performance Concentration

Instrumental Track (29 hours):

Applied Concentration	16 hours
Music Ensembles	1 hour
Pedagogy Course	2 hours
MU 391 Chamber Music	1 hour
Music Electives	9 hours
MU 375 Junior Recital	0 hours

Voice Track (29 hours):

Applied Concentration	14 hours
Music Ensembles	1 hour
Applied Piano	2 hours
MU 320 Vocal Diction 1	1 hour
MU 322 Vocal Diction 2	1 hour
MU 524 Vocal Pedagogy	1 hour
MU 741 The Art Song	2 hours
Music Electives	7 hours
MU 375 Junior Recital	0 hours

CERTIFICATES IN MUSIC

The certificates in music provide additional specialized study within specific music application areas. Study in certificate areas is limited to upper division students. Admission is with permission of the applied instructor for each specialized area.

Certificate – Digital Audio Recording (12 hours)

MU 412	Digital Audio	2 hours
MU 270/470	Applied Digital Audio	4 hours
MU 271/471	Applied MIDI	2 hours
MU 418	Projects in Recording 1	2 hours
MU 419	Projects in Recording 2	2 hours

Certificate – Music Technology (12 hours)

MU 412	Digital Audio	2 hours
MU 270/470	Applied Digital Audio	4 hours
MU 271/471	Applied MIDI	2 hours
MU 414	Technology for the Classroom	2 hours
MU 415	Projects in Technology	2 hours

Certificate – Piano Pedagogy (12 hours)

MU 728	Piano Pedagogy	2 hours
MU 729	Piano Pedagogy 2	2 hours
MU 442	Performance Practices in Music	2 hours
MU 740	Piano Literature	2 hours
MU 451/551	Applied Piano	4 hours

Certificate, Graduate – Music Performance (12 hours)

MU 800	Applied Music	4 hours
MU 700/800	Performance Area Literature	3 hours
MU 600/800	Music Electives	5 hours

MUSIC MINOR

The undergraduate with an interest in music can select one of two music minors: Plan I-Applied Music and Performance; Plan II-Music Theory and History. This program, designed for the student who wants thorough preparation in some field other than music, provides the opportunity to pursue a minor concentration in music.

At the beginning of the freshman year, but not later than the start of the junior year, the degree candidate may select the music minor. Before this choice can be official, the chair of music must meet with the candidate to approve the scheme of courses. Following this conference, the schedule of required courses for the music minor is entered on a "minor contract" that is filed with the registrar. The music minor does not lead to certification in music instruction. See individual course descriptions for prerequisites and concurrent enrollment requirements.

PLAN I - Applied Music and Performance

MU	108	Ear Training/Sight Singing 1	1 hour
MU	118	Music Theory 1	3 hours
MU	109	Ear Training/Sight Singing 2	1 hour
MU	119	Music Theory 2	3 hours
MU	324	World Music	2 hours
MU	328	Music History I	
		Or	3 hours
MU	329	Music History II	
MU		Applied Music	4 hours
MU		Music Ensembles	2 hours
MU		Music Electives	3 hours

PLAN II - Music Theory & History

MU	108	Ear Training/Sight Singing 1	1 hour
MU	118	Music Theory 1	3 hours
MU	109	Ear Training/Sight Singing 2	1 hour
MU	119	Music Theory 2	3 hours
MU	324	World Music	2 hours
MU	328	Music History I	3 hours
MU	329	Music History II	3 hours
MU		Music Electives	6 hours

MUSIC ENSEMBLES

The Department of Music offers a wide variety of performance ensembles available to all university students. Ensembles rehearse several hours weekly and give 1-2 public performances each semester. The following performance ensembles are available:

Bands --

MU 244	Hornet Revue (Pep Band)
MU 245	Marching Hornets (Marching Band)
MU 316	Wind Ensemble

Choirs --

MU 220	Community Chorus
MU 310	A Cappella Choir
MU 312	Opera Theatre
MU 391	Musical Theatre

Orchestra --

MU 319	Orchestra
MU 391E	Chamber Orchestra

Jazz --

MU 318	Jazz Ensemble

Chamber Music --

MU 391A	Chamber Winds
MU 391B	Low Brass Ensemble

MU 391C	Percussion Ensemble
MU 391G	Chamber Choir
MU 391H	Flute Choir
MU 391I	String Ensemble
MU 391J	Clarinet Choir
MU 391K	Saxophone Ensemble

PRIVATE LESSONS AND PLACEMENT

There are no additional fees for private lessons for university students. One weekly half-hour private lesson per semester plus necessary practice is required for one credit hour. One weekly one hour private lesson per semester plus necessary practice is required for two or more credit hours. A student may study as many instruments as desired. Private instruction by a highly qualified faculty is available for voice, flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, baritone horn, tuba, violin, viola, cello, string bass, piano, percussion, composition, and digital audio.

Students must successfully complete a performance audition for admission to study applied piano or applied voice. Enrollment within all areas of applied study is limited with preference given to music major students.

Courses offered by the Department of Music:

MUSIC

MU 050-068. APPLIED MUSIC 1-2 HRS.

Private lessons. Voice, piano, organ, fretted instruments (e.g., classical guitar), or orchestral instruments. No special fee for music students.

MU 099. MUSIC CONVOCATION 0 HRS.

Recitals, master classes, and open discussions in seminar format providing opportunities for students to listen to and perform compositions. Master class sessions afford the music student opportunities to perform for and study with a master performer-teacher. Topics relative to music study and performance are also presented in open discussion.

MU 100. INTRODUCTION TO MUSIC STUDIES 1 HR.

This course consists of a series of seminars designed to assist the student to make a successful transition to Emporia State's Department of Music. Topics include an introduction to the White Library and Music resources, setting goals for the practice and learning of music, performance expectations, essential writing skills for musicians and academic advising.

MU 101. MUSIC FUNDAMENTALS FOR MUSICIANS 2 HRS.

The development of basic skill in music theory, including the musical staff, treble, alto, tenor and bass clefs, intervals within the octave, major and minor scales, rhythm, triads and sight singing. The goal of the class will be to bring students to a basic college level understanding of music theory.

MU 108. EAR TRAINING/SIGHT SINGING 1 1 HR.

(Corequisite, Concurrent enrollment in MU 118.) A study of the aural elements of music and sight singing, including dictation of intervals and melodies, harmonic dictation using primary triads, triad and scale identification, and solfege. MIDI based drill software and sight singing software will be available.

MU 109. EAR TRAINING/SIGHT SINGING 2 1 HR.

(Prerequisites, completion of MU 108 with a minimum grade of C, concurrent enrollment in MU 119.) A continuation of MU 108, this course has further studies in dictation and solfege based on materials presented in the Music Theory courses with MIDI based drill software and sight singing software available.

MU 118. MUSIC THEORY 1 3 HRS.

(Prerequisites, pass of 80% or higher of the Music Theory Entrance Examination. Students not meeting this requirement must enroll in MU 101. Concurrent enrollment in MU 108 and MU 131.) A study of the written elements of music, including clefs and basic pitch notation, major and minor scales, key signatures, scale degrees, intervals, triads, notation of rhythm, four-part vocal writing, primary triads in all inversions, and secondary triads. Some exercises will be completed using notation software.

MU 119. MUSIC THEORY 2 3 HRS.

(Prerequisites, MU 118 with minimum grade of C, concurrent enrollment in MU 132 and MU 109.) A continuation of MU 118, further studies of harmony will include harmonization of melodies, diatonic seventh chords, non-harmonic tones, secondary dominant seventh and secondary diminished seventh chords, analysis, and composition exercises using notation software.

MU 121. VOICE CLASS 1 HR.

To introduce students to use of the functional as well as a professional manner; designed for the student who has had no previous training in singing. Emphasis is placed upon performance.

MU 122. COMPOSITION I 3 HRS.

Introduction to formal principles of composition, contemporary techniques, and the range and characteristics of instruments and voices.

MU 123. COMPOSITION II 3 HRS.

(Prerequisite, MU 122.) An extension of MU 122, this course continues to acquaint students with the formal principles of composition and the ranges and characteristics of instruments and voices. It attempts to develop the creative ability of the individual student and increases his facility in writing for various combinations of instruments or voices.

MU 124. BASIC MUSIC 2 HRS.

A beginning course designed for the preparation of the classroom teacher: music fundamentals and the development of eye and ear correlation through the study of vocal music reading on the elementary level, knowledge and use of the piano keyboard, playing of the autoharp, song flutes and resonator bells. Analysis, singing, and conducting of songs.

MU 125. CLASS MUSIC LESSONS 1 HR.

A beginning course for students interested in studying individual musical instruments. The course, taught in group setting, will introduce students to beginning techniques, fundamentals of tone production, intonation, and basic performance skills. Students will also learn about the maintenance appropriate to the selected instrument. This course is intended for the non-music major, or for a music major seeking training on a secondary instrument.

MU 126. PIANO FOR FUN--NEW BEGINNERS 1 HR.

A course for beginners in piano, expressly those non-music majors whose goal is to learn to read music and to apply that skill at the piano.

MU 127. PIANO FOR FUN--ADVANCED BEGINNERS**1 HR.**

For non-music majors who wish to improve their skills in scale playing, harmonization of melodies, sight reading, and the preparation of piano literature.

MU 131. GROUP PIANO 1**1 HR.**

(Prerequisite, concurrent enrollment in MU 118.) A course of study for those students who have had no previous training or study of piano. Students will learn to play major and minor scales, major and minor arpeggi as with alternating hands, chord progression, playing of simple tunes by ear, and the transposition of simple melodies.

MU 132. GROUP PIANO 2**1 HR.**

(Prerequisite, concurrent enrollment in MU 119.) A continuation of the skills learned during MU 131. Students who have had brief periods of study as children are advised to enroll in this course. Course includes scales played hands separately for more than one octave, chord progression I, IV, V, I in inversions, a continuation of transposition skills, and an introduction to accompaniment patterns. Advanced solo literature included.

MU 133. GROUP PIANO 3**1 HR.**

(Prerequisite, concurrent enrollment in MU 218.) A continuation of skills learned during MU 132. Scales are played hands together, chord progression I, VI, IV, II, V, I with chord roots in the left hand. Beginning work on harmonization, arrangement, and transposition of melodies, continuation of sight reading techniques, and preparation of America in F and G. More advanced literature to include some work with four-part music.

MU 134. GROUP PIANO 4**1 HR.**

(Prerequisite, concurrent enrollment in MU 219.) Piano Proficiency Requirement Sheets, provided by the Department of Music, outline the content of MU 134. These requirements are the culmination of four semesters of study for those who began their piano study with MU 131. Note: The requirements for vocalists include more areas than for instrumentalists. These adjustments are made during the course of study for the vocal and instrumental students.

MU 135. GUITAR FOR FUN--NEW BEGINNERS**1 HR.**

A beginning course in guitar, of special interest and value to non-music majors and music specialists with no background in this area. For non music readers and those who have no knowledge of guitar. Includes correct position of hands, selecting the proper guitar, maintaining the instrument, tuning, movements of the right hand, rest strokes, free strokes, chords, arpeggios, coordination of both hands, left and right hand fingering. Emphasis on classical guitar; supplementary materials in folk and rock idioms will be made available.

MU 136. GUITAR FOR FUN – ADVANCED BEGINNERS**1 HR.**

(Prerequisite, MU 135.) Designed for students who read music but have little or no knowledge of the guitar. Continuation and review of elementary technical aspects of guitar performance that were introduced in MU 135. Includes hand position, diverse movements of right hand, rest strokes, free strokes, chords, arpeggios, coordination of both hands, left hand fingering, right hand fingering, and special effects (e.g., tremolo, harmonics, vibrato, staccato, and dynamics.) Emphasis placed on playing the guitar through suggested songs for practicing chords. Primary chords, strum symbols, right hand strums and picks, strum variations, and playing guitar by ear will be introduced.

MU 208. EAR TRAINING/SIGHT SINGING 3**1 HR.**

(Prerequisites, Grade of "C" or higher in MU 109 and concurrent enrollment in MU 218.) A continuation of MU 109, this course has further studies in dictation and solfege based on materials presented in the Music Theory courses with MIDI based drill software and sight singing software available.

MU 209. EAR TRAINING/SIGHT SINGING 4**1 HR.**

(Prerequisites, Grade of "C" or higher in MU 208 and concurrent enrollment in MU 219.) A continuation of MU 208, this course has further studies in dictation and solfege based on materials presented in the Music Theory courses with MIDI based drill software and sight singing software available.

MU 210. INTRODUCTION TO MUSIC EDUCATION 2 HRS.

Introduction to Music Education is designed as an introduction to the field of music education. The course will provide students with a broad overview and a clear representation of music education and instruction at all levels. Students will become acquainted with the philosophical rationale for music instruction and current trends in Music Education. The course will provide students with concrete applications of these concepts through observations and micro-teaching presentations.

MU 218. MUSIC THEORY 3**3 HRS.**

(Prerequisites, grade of C or higher in MU 119 and concurrent enrollment in MU 133 and MU 208.) A continuation of Music Theory, further studies of harmony will include augmented sixth chords, the neapolitan sixth, modulation, post-common practice harmony, analysis, and composition exercises using notation software

MU 219. FORM AND ANALYSIS**3 HRS.**

(Prerequisites, grade of C or higher in MU 218. Concurrent enrollment in MU 134 and MU 209.) Using skills acquired in the previous MU 118, MU 119, and MU 218, MU 219 Form and Analysis is a study of form in music by the identification of structural phenomena, structural units, and structural divisions. Some composition exercises using notation software are included.

MU 220. ESU COMMUNITY CHORUS**1 HR.**

The ESU Community Chorus is open to all students as well as residents of the community without audition and performs major choral works each semester in a variety of settings.

MU 222. COMPOSITION II**3 HRS.**

Continuation of MU 122 and MU 123 with special emphasis on polyphonic writing.

MU 223. COMPOSITION II**3 HRS.**

A continuation of the techniques introduced in MU 222. Expansion of creativity to vocal and instrumental ensembles of varying sizes and mixtures.

MU 226. MUSIC APPRECIATION**2 HRS.**

A general education course in music appreciation designed to arouse musical interest, enhance aesthetic enjoyment on the part of the listener, and show the relevance music plays in our everyday lives. Course will include a basic vocabulary of musical elements and a summary of the historical periods of music. Course includes sections which emphasize specialized musical topics. Students with both musical and non-musical backgrounds are invited to enroll. Required attendance at live musical events is a course component.

MU 236. GUITAR FOR FUN - INTERMEDIATES 1 HR.
(Prerequisite, consent of instructor.) Designed for the guitarist who has prior training in the skill of playing the guitar. The instructor will screen students, allowing only readers of music and those with a good grasp of basic guitar techniques to participate.

MU 237. APPLIED PIANO FOR VOCAL STUDENTS I 1 HR.
(Prerequisite, completion of MU 134 with a grade of "C" or better.) This is a course designed to meet the specific requirements of the vocal music education student. It will include accompaniment, sight-reading, score and part reading, and increased piano performance skills.

MU 238. APPLIED PIANO FOR VOCAL STUDENTS II 1 HR.
(Prerequisite, completion of MU 237 with a grade of "C" or better.) This is a course designed to meet the specific requirements of the vocal music education student. It will include accompaniment sight-reading, score and part reading, and increased piano performance skills.

MU 244. HORNET REVUE 1 HR.
An ensemble which performs at a variety of events. The group is most active during basketball season; however, there are other occasions throughout the year when the ensemble is called upon to perform. A wide array of past and current popular styles make up the fare for this group of entertainers.

MU 245. MARCHING BAND 1 HR.

MU 247. CONCERT BAND 1 HR.

MU 250-271. APPLIED MUSIC 1- 4 HRS.
Private lessons. Voice, piano, organ, orchestral instruments, composition, or digital audio. No fee for music majors.

MU 275. SIGHT-SINGING PROFICIENCY 0 HRS.
(Prerequisite, MU 119.) This course is required of all music majors to test sight-singing skills. The student must accurately sing three short exercises. No accompaniment is allowed other than to established the key prior to singing.

MU 276. PIANO PROFICIENCY 0 HRS.
This course is required of all music education majors to test piano skills and is the culmination of a student's study in piano, taken in conjunction with MU 134. The student must prepare two pieces and/or accompaniments, harmonize a single line with a creative left-hand accompaniment and prepare transposition, sight-read a four-part composition, play music of four lines in open score, and play six major and 5 minor scales three octaves hands alone. The examination is given several times during the year.

MU 301. BEGINNING IMPROVISATION: COMMON PRACTICE HARMONY AND THEORY APPLIED TO IMPROVISATION ON ALL INSTRUMENTS 1 HR.
The art of extemporizing music upon a harmonic framework; an initial exposure to spontaneous composition in the American jazz idiom. Major, minor, modal, whole-tone, synthetic, and blues scales as applied to jazz improvising are introduced; an overview of the use of three and four part chords (i.e., triads and seventh chords) in the jazz idiom and the mechanics of jazz notations are covered.

MU 302. INTERMEDIATE IMPROVISATION: COMMON PRACTICE HARMONY AND THEORY APPLIED TO IMPROVISATION ON ALL INSTRUMENTS 1 HR.
The art of extemporizing music upon a harmonic framework comprising

altered chords, ninth chords, eleventh chords, thirteenth chords. Chord sequences, cadences, and scales are related to their appropriate musical style (e.g., Jazz, Dixie, Country and Western, Rhythm and Blues, and the like).

MU 310. A CAPPELLA CHOIR 1 HR.
Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English.

MU 312. OPERA THEATRE 1 HR.
The course covers the entire gamut of opera from musical preparation to final stage production. Each student is required to learn a role from an opera and to perform it in public; further he/she participates in the technical development of the production in the ESU Opera Theatre. All students participate in the musical preparation and staging of an operatic work.

MU 314. SHOWSTOPPERS 1 HR.
A jazz choir whose members are chosen from versatile singers around campus. Entrance into the ensemble is by audition. Members must enroll for both Fall and Spring Semesters. Attendance is required at all rehearsals, concerts, and the annual tour.

MU 316. SYMPHONIC WIND ENSEMBLE 1 HR.

MU 318. JAZZ ENSEMBLE 1 HR.
The course promotes the understanding and appreciation of jazz and popular music by rehearsing and performing in big band format and in a variety of ensembles; it fosters the application of jazz principles to music through its artistic execution.

MU 319. ORCHESTRA 1 HR.
Performance of the standard orchestral literature from Baroque through 20th century. Activities include two oratorios, concerto program, two symphonic concerts, an opera, and a Broadway show.

MU 320. VOCAL DICTION I 1 HR.
This course is an introduction to the International Phonetic Alphabet (IPA) designed to acquaint students with the symbols and sounds necessary for standard singing pronunciation of English and Italian. Not for graduate credit.

MU 321. VOCAL DICTION II 1 HR.
(Prerequisite, MU320 Vocal Diction I) This course will provide knowledge and skill development for French and German music vocal texts.

MU 322. COMPOSITION III 4-5 HRS.
A study of more complex principles of composition and contemporary techniques. Original writing including larger forms and large ensembles.

MU 323. COMPOSITION III 4-5 HRS.
(Prerequisites, MU 322 .) A furthering of creativity in larger, more complex forms using mixed instrumental and vocal ensembles of varied sizes.

MU 324. WORLD MUSIC 2 HRS.
(Prerequisite, MU 119 with minimum grade of C.) An introductory course that will help students understand music as a cultural phenomenon by viewing music as a reflection of the culture and tradition of people in other parts of the world. Studying the diverse world of music will lead the student to an understanding of music as an

aspect of culture and to recognize that each culture creates the kind of music necessary to reflect values and traditions. In addition to the music sounds of the various cultures, the study will consider society's ideas about music and the events in which music plays a part.

MU 326. FOCUS ON FIFTEEN CLASSICAL MUSIC COMPOSERS

3 HRS.

The goal of this music class is to learn to appreciate classical music through studying fifteen famous classical composers and focusing on their most well-known pieces. Through the use of online discussion boards on blackboard, this online class enables students to post their own responses as well as reply to other students. The fifteen composers studied will include: Bingen, Machaut, Josquin, Palestrina, Purcell, Bach, Vivaldi, Haydn, Mozart, Mendelssohn, Smetana, Dvorak, Wagner, Debussy and Schoenberg.

MU 328. MUSIC HISTORY I

3 HRS.

This course focuses on understanding music of the Western World from its beginning through the Baroque Era (c. 1750). Emphasis is placed on listening to musical examples so that one may gain an aural perspective of the unfolding of the art as it evolved toward a system of major-minor tonality. General consideration is given to sacred and secular monophony and polyphony, Renaissance instrumental music, and the dramatic church and instrumental music of the Baroque Period.

MU 329. MUSIC HISTORY II

3 HRS.

This course focuses on understanding the music and musician of the Pre-Classic, Classic, and Romantic eras (1700-1850) to the present through a study of unique styles, contributions, and contemporary and lasting effects on Western music. Topics include the position music held during each period, the socio-economic and artistic standing of the musicians of each era, and their legacy to their time and posterity.

MU 344. MUSIC FOR ELEMENTARY TEACHERS

2 HRS.

(Prerequisite, MU 124.) Materials and procedures for teaching music in the elementary school through the following activities: singing, instrumental activity, listening, rhythmic creativity and music reading. Developmental Characteristics and the Planning of Sequential Music Experiences for Early Childhood, Middle Childhood and for Later Childhood. Continued emphasis on the use of the soprano recorder, and the use of rhythmic, melodic and harmonic instruments in the classroom.

MU 350. VOICE METHODS

1 HR.

Designed for music majors who have had limited experience with singing in ensembles or singing solo vocal literature, this course will introduce the student to the basics of healthy singing, how to practice for maximum benefit, how to gain self-confidence as a singer, how to help others sing in a healthy manner, and how to identify and solve basic vocal problems common to secondary school singers.

MU 352. STRING METHODS

2 HRS.

This course will prepare the music education major to work with and teach string players in the public schools. In a general way the course introduces the students to stringed instruments and string players - a specific way the students are taught basic beginning techniques of string playing and teaching to enable the prospective teacher to instruct beginning string classes.

MU 354. WOODWIND METHODS

2 HRS.

Students are expected to learn and be able to demonstrate, to a reasonable degree, the principles of tone production and basic performance techniques of the flute, oboe, bassoon and clarinet, and to

acquire the ability to sight read and perform easy music for each of the instruments. This is achieved through three class sessions per week and individual practice time outside class.

MU 356. BRASS METHODS

2 HRS.

This course is designed to give the student a practical working knowledge of the cornet/trumpet, horn, and trombone. The emphasis in this class is on learning how to effectively teach and critically evaluate the brass student as well as developing, as much as possible within the given time frame, the proper playing techniques on each instrument. Each instrument will be studied with the objective of learning the fundamentals of embouchure, tone production, and body position, breathing, articulation, intonation, and care and maintenance.

MU 358. PERCUSSION METHODS

1 HR.

This course is a practical study of and the development of performing proficiency on percussion instruments and a study based upon the use of these instruments in the bands and orchestras of the public schools, with special emphasis upon teaching techniques and procedures. Micro-teaching experience and the use of multi-media technology in these areas is also included.

MU 360. BEGINNING COMPOSITION

1 HR.

(Prerequisite, MU 218.) Class format: listen and analyze techniques of early twentieth composers including Debussy, Holst, Vaugh Williams, Copland, Stravinsky, Bartok, Hindemith. Information gleaned will be used in student's compositional process.

MU 362. INTERMEDIATE COMPOSITION

1 HR.

(Prerequisite, MU 360.) Class format: listen and analyze techniques of middle to late twentieth composers including Schoenberg, Webern, Reich, Cage, Cowell, Gorecki, Part Riley, Crumb, Penderecki, Stockhausen, and Brian Eno. Information gleaned will be used in student's compositional process. Course will explore use of computer with K-11 synthesizer for composition.

MU 371. INDIVIDUAL PROJECTS

1, 2, or 3 HRS.

Designed to allow independent study in areas which arouse a special curiosity for the student or in which the student exhibits a need for intense research. Student will work with a selected faculty expert in the identified field. The student must complete a departmental Independent Study Form during the first week of class.

MU 372. MARCHING BAND METHODS

1 HR.

The course is designed to give the future music educator knowledge and skills needed to teach marching band in the middle and secondary schools. The student will learn through lectures, evaluations, and field experience how to plan, organize, and implement the total marching band program.

MU 373. JAZZ METHODS

1 HR.

The course is designed to give the future music educator the knowledge and skills needed to teach jazz ensemble in the middle and secondary schools. The student will learn through lectures, evaluations, and direct experiences how to plan, organize, and implement the total jazz program.

MU 375. JUNIOR RECITAL

0 HRS.

This course is required of all music performance majors. Music performed should be representative of various style periods appropriate to the student's medium of performance. It must be a full recital and is subject to preview by the Audition Committee.

MU 391. CHAMBER MUSIC 1 or 2 HRS.

The course will give the student opportunity to experience independent part-playing in a small ensemble. The student will analyze, rehearse, and perform the music appropriate to the instrumentation available. Many ensembles will be traditional in make-up, that is string quartets, brass quintets, woodwind quintets, and the like.

MU 410. NAVIGATING COMPUTERS IN MUSIC 2 HRS.

This course will provide an overview of basic computer and electronic resources available to musicians.

MU 412. DIGITAL AUDIO 2 HRS.

This course explores the fundamental concepts of digital audio recording and provides opportunities for practical application.

MU 414. TECHNOLOGY FOR THE CLASSROOM 2 HRS.

This course will discuss possibilities and methods of integrating technology into a curriculum. The following subjects will be discussed within the context of their use in the classroom: use of electronic and web resources in research; developing a basic web page to disseminate information to students; computer assisted instruction; MIDI; music notation; audio; word processing and presentation programs.

MU 415. PROJECTS IN TECHNOLOGY 2 HRS.

This course is a laboratory class in which students will develop specific projects designed to create a music technology curriculum or to integrate various aspects of technology into a music curriculum.

MU 418. PROJECTS IN RECORDING I 2 HRS.

The first of two laboratory courses in which students will develop and begin recording audio projects.

MU 419. PROJECTS IN RECORDING II 2 HRS.

(Prerequisite, MU418 with a minimum grade of "C".) This course is the second of two laboratory classes in which students will develop and begin recording audio projects.

MU 422. COMPOSITION IV 4-5 HRS.

(Prerequisite, MU 323.) To develop the knowledge and skills necessary for music composition, and to help develop the student's own musical imagination in preparation for independent work. Emphasis placed on preparation of student recital of original work.

MU 423. COMPOSITION IV 4-5 HRS.

(Prerequisite, MU 422.) An extension of MU 422, the composer will prepare, organize, and conduct a recital encompassing works representative of the best of his creative skills.

MU 442. PERFORMANCE PRACTICE IN PIANO MUSIC 2 HRS.

A course designed to expose piano students to the body of knowledge and stylistic conventions known as "performance practices" in piano music of all periods.

MU 450-461. APPLIED MUSIC 1-5 HRS.

Private lessons. Voice, piano, orchestral instruments, composition and digital audio. Student must be approved by music faculty for enrollment in this level.

MU 462-470. APPLIED MUSIC 1-5 HRS.

Private lessons. Instruments, composition, or digital audio. Student must be approved by music faculty for enrollment in this level.

MU 474. ELEMENTARY SCHOOL MUSIC METHODS 2 HRS.

(Prerequisites, MU 210.) An elementary music education methods course designed to stimulate critical thinking concerning the teaching profession, and the role of the elementary music instructor as an integral component in the musical, aesthetic, and social development of the elementary child. The course will prepare students with competencies necessary to creatively formulate and plan a thorough elementary music program, and effectively teach and evaluate the elementary music program. The course will include observation, development and refinement of teaching techniques applicable to elementary music instruction, and micro-teaching experiences.

MU 477. BASIC CONDUCTING 2 HRS.

(Prerequisites, completion of MU218 and MU208 with a grade of "C" or better.) An introduction to the skill of conducting and rehearsing. The course stresses score analysis, singing and playing parts, stylistic consideration and interpretation. Skills are developed in a laboratory setting and evaluated through the use of video and audio tapes.

MU 482. CHORAL CONDUCTING 2 HRS.

(Prerequisite, MU 477.) This course prepares students for advanced conducting techniques necessary for directing choral ensembles. Course work will include rehearsal experiences in lab settings, score analysis and principles of performance practice.

MU 484. INSTRUMENTAL CONDUCTING 2 HRS.

(Prerequisite, MU 477.) This course is designed to give the student an advanced practical knowledge of the conducting art. The emphasis in this class is on learning how to critically study a score, rehearse an ensemble effectively, as well as developing, as much as possible within the given time frame, excellent baton technique. Score study and rehearsal technique will be studied with the objective of practical application in a public school setting. Videotape analysis will aid in the development of baton technique.

MU 486. MUSIC EDUCATION WORKSHOP 1-2 HRS.

Music Education Workshop addresses aspects of teaching and conducting music at all levels of music education from elementary through college. Workshop sessions typically include topics such as literature, teaching techniques, technology application, working with singers/choirs, pianists, etc. for all education levels. Sessions are led by recognized authorities/teachers/conductors.

MU 488. ORCHESTRATION 2 HRS.

(Prerequisite, grade of "C" or above in MU 219.) An introduction to the techniques of arranging and composing for orchestra. Writing for the orchestral instruments and basic scoring procedures are covered. Studies of orchestral scores from Haydn to the present with emphasis on Classical and early Romantic practice.

MU 489. ORCHESTRATION II 2 HRS.

(Prerequisite, MU 488.) To introduce the student to contemporary orchestration techniques and to equip the student with the knowledge and skills necessary for scoring original works for orchestra, and for reading and interpreting orchestral scores from all periods. Emphasis on 20th century techniques and scoring of original works.

MU 492. CHORAL METHODS 2 HRS.

(Prerequisites, MU 482.) A teaching methods course for secondary vocal music instruction. Choral course work will include demonstration of choral rehearsal techniques and singing skills; teaching strategies; and study and selection of choral literature.

MU 494. INSTRUMENTAL METHODS **2 HRS.**
(Prerequisites, MU 210.) This course is designed to introduce the student to various philosophies and pragmatic approaches to managing and teaching music in a secondary instrumental program. The course will also enable the student to develop a working philosophy based upon theoretical research, field based knowledge, and personal experience in secondary instrumental music education.

MU 496. PHILOSOPHY & RESEARCH IN MUSIC EDUCATION **2 HRS.**
(Prerequisites, MU 474 and MU 480 or MU 494.) This course is designed to acquaint the upper level music education undergraduate student with aspects of research and philosophy in music education. The primary focus of the course is to provide insight and develop skills which will enhance the knowledge base of the prospective music educator and serve as a good theoretical and practical foundation for meeting the multiple challenges in public school teaching.

MU 501. PIANO MAINTENANCE **2 HRS.**
A study of the piano, its construction, and guidelines to its superficial maintenance. Students will become familiar with both upright and grand pianos in order that they can recognize malfunctions in piano action and recommend intelligent maintenance procedures.

MU 502. DOUBLE REED MAKING **1 HR.**
The technique of making double reeds (i.e., selecting, gouging, shaping, binding, and adjusting cane) is taught through practical application.

MU 524. VOCAL PEDAGOGY **1 HR.**
A survey and analysis of teaching materials appropriate to all levels of advancement of the private and class voice student with emphasis on teaching techniques including demonstration. Not for graduate credit.

MU 530. INTERNSHIP IN MUSIC **3, 6, 9 or 12 HRS.**
An academic offering that provides opportunities for the student to utilize knowledge and skills within a professional music-related supervised position. The internship will reflect the interests and academic preparation and focus of the music degree program student. In addition to performing tasks outlined by the internship agency, each student will maintain a journal and a complete a final project paper.

MU 550 to 568. APPLIED MUSIC **1, 2, or 5 HRS.**
Private lessons. Voice, piano, organ, orchestral instruments, or classical guitar. No fee for music majors. **Not for graduate credit.**

MU 569. APPLIED COMPOSITION **1-2 HRS.**
Applied composition explores the formal principles of composition, contemporary techniques, and the range and characteristics of instruments and voices. Students will become familiar with notation, MIDI, and other appropriate compositional techniques.

MU 570. APPLIED DIGITAL AUDIO **1-2 HRS.**
Applied digital audio lessons. Student must be approved by music faculty for enrollment in this level.

MU 575. SENIOR RECITAL **0 HRS.**
This course is required of all music majors. Music performance majors are required to present a full recital; all other degree candidates have the option of sharing their recital with another student. Music performed should be appropriate to the student's performance medium. Not for graduate credit.

MU 580. SENIOR CAPSTONE RESEARCH PROJECT **1 HR.**
A research-based independent project course that will focus on an

identified music concept related to the student's primary applied focus and will serve as a capstone or final degree requirement for the Bachelor of Arts in Music degree. The student will explore through guided research the concept's knowledge base as well as the recent research in the field.

MU 585. PROFESSIONAL PORTFOLIO **1 HR.**
Development and organization of a professional portfolio which will serve as a reflection of the abilities and skills of the professional musician attained during the years of the baccalaureate degree. The collection of materials will occur during the entire degree program. Enrollment is open for senior-level students (students having completed 90 hours). Music Education majors must enroll at least a semester prior to student teaching.

MU 595. COMPUTER LITERACY PORTFOLIO **1 HR.**
This course requires the preparation and submission of an electronic portfolio that demonstrates the students' ability to use technology appropriate to the music field and selected music program. Assignments, research, and other creative products, from other classes that involve the use of, or are the result of the use of technology, may be included as part of the portfolio.

MU 610. A CAPPELLA CHOIR **1 HR.**
Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English.

MU 618. MUSIC THEORY 3 **3 HRS.**
This course will begin with diatonic and dominant seventh chords, higher numbered chords, the binary and ternary song forms, borrowed chords, secondary dominants, augmented sixth chords, chromatic and enharmonic modulations and secondary sub-dominants.

MU 619. MUSIC THEORY 4 **3 HRS.**
Course will be a study through composition and analysis of styles from the early twentieth century. Styles that will be studied include Impressionism, Modalism, Pan-triadic techniques, Quartal Harmony, Mixed Meters, Pandiatonicism and Polychords.

MU 620. ESU COMMUNITY CHORUS **1 HR.**
The ESU Community Chorus is open to all students as well as residents of the community without audition and performs major choral works each semester in a variety of settings.

MU 628. MUSIC HISTORY I **3 HRS.**
A survey of Western music from Ancient Greece through the end of the Baroque Period. The course is designed as a review for graduate students deemed to have deficiencies in their general knowledge of pre-eighteenth century music history.

MU 629. MUSIC HISTORY II **3 HRS.**
A survey of Western music from the Classical Period to the present day. The course is designed as a review for graduate students deemed to have deficiencies in their general knowledge of music history from the eighteenth century to the present.

MU 630. ORCHESTRA **1 HR.**
Performance of the standard orchestral literature from Baroque through 20th Century. Activities include two oratorios, concerto program, two symphonic concerts, an opera, and a Broadway show.

MU 635. OPERA WORKSHOP 1 HR.

The course covers the entire gamut of opera, from musical preparation to final stage production. Each student is required to learn a role from an opera and to perform it in public; further, the student participates in the technical development of the production in the E.S.U. Opera Theatre. All students participate in the musical preparation and staging of an operatic work.

MU 645. MARCHING BAND 1 HR.**MU 646. SYMPHONIC BAND 1 HR.****MU 647. CONCERT BAND 1 HR.****MU 648. JAZZ ENSEMBLE 1 HR.**

The course promotes the understanding and appreciation of jazz and popular music by rehearsing and performing in stage band format and in a variety of ensembles; it fosters the application of jazz principles to music through its artistic execution.

MU 675. ACCOMPANYING 1 HR.

An intense experience in the art of keyboard accompanying; the course must include a public performance.

MU 678. COUNTERPOINT 3 HRS.

Through a practical approach, students will explore the sacred polyphonic idioms of the sixteenth-century and the contrapuntal techniques of the eighteenth-century.

MU 691. CHAMBER MUSIC ENSEMBLE 1 HR.

The course will give the student opportunity to experience independent part-playing in a small ensemble. He will analyze, rehearse, and perform the music appropriate to the instrumentation available.

MU 723. STRING PEDAGOGY 2 HRS.

A survey of teaching materials appropriate to all levels of advancement of the private and class string student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material to meet this need.

MU 724. WOODWIND PEDAGOGY 2 HRS.

A survey of teaching materials and teaching methodology of the major and/or related instruments appropriate to all levels of advancement of the private and class woodwind student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material and/or method to meet this need.

MU 725. BRASS PEDAGOGY 2 HRS.

A survey of teaching materials and teaching methodology of the major and/or related instruments appropriate to all levels of advancement of the private and class brass student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material and/or method to meet this need.

MU 726. PERCUSSION PEDAGOGY 2 HRS.

A course designed for the percussionist performer and/or music educator in which basic and advanced methods of teaching percussion instruments are explored. Solo and ensemble literature and the philosophy behind percussion ensembles are examined and discussed. The focus is on the teaching methods, materials, and literature, with particular attention to meeting the need of the individual student. Special interest topics will be included based on the needs and personnel in the class.

MU 728. PIANO PEDAGOGY I 2 HRS.

This course is a survey of the exciting, dynamic field of piano pedagogy, with a concentration on teaching beginning and elementary children (group, individual), teaching techniques, and reviewing selected piano methods and materials. It will also include peer teaching, investigating information sources, and the creation of tools to enhance the student's teaching career.

MU 729. PIANO PEDAGOGY II PRACTICUM 2 HRS.

(Prerequisite: MU 728 Piano Pedagogy I.) A continuation of Piano Pedagogy I (MU 728), MU 729 is designed to provide the pedagogy student with an opportunity to engage in supervised one on one and group teaching of beginning piano students.

MU 730. WORKSHOP IN BAND TECHNIQUES 1-2 HRS.

A workshop for in-service and pre-service band directors. Includes marching band techniques, rehearsal procedures, and literature. Discussion using charts, films, and recordings of outstanding bands.

MU 732. SEMINAR IN MUSIC TEACHING PROBLEMS 1-2 HRS.

Discussions and laboratory experiences using audio-visual aids and laboratory performance groups. Includes analysis of scores and contemporary materials.

MU 733. MUSIC IN THE MEDIEVAL PERIOD 3 HRS.

A comprehensive study of the development of musical styles during the 10th through 14th centuries. Compositions, treatises, notation, instruments, and methods of performance will be covered.

MU 734. MUSIC IN THE RENAISSANCE 3 HRS.

A comprehensive study of the development of musical styles during the Renaissance through an investigation of the forms of the age and a survey of technical and aesthetic reasons for the shape in which they exist.

MU 735. MUSIC IN THE BAROQUE PERIOD 3 HRS.

A study of the trends and characteristics that mark the forms and musical styles of the seventeenth and early eighteenth centuries. The course deals with the disintegration of the Renaissance and the advent of the Baroque spirit through an investigation of the rise of practices and forms that have their roots in the sixteenth century as well as those novel to the Baroque: the monodic style, recitative, thorough-bass, opera, oratorio, ballet, cantata, concerto, suite, and the smaller sacred and secular vocal and instrumental forms.

MU 736. MUSIC IN THE CLASSICAL PERIOD 3 HRS.

This course is designed to give the student a comprehensive overview of music in the Classic Era (c.1750-c.1830). In-depth knowledge of the period will be gained by focusing on the major musical developments, studying the major composers, and analyzing representative works in order to recognize stylistic trends in the context of various geographic regions.

MU 737. MUSIC IN THE ROMANTIC PERIOD 3 HRS.

This course is designed to give the student a comprehensive overview of music in the nineteenth century. The period will be examined in terms of major musical movements, geographic locations, major composers, significant works, and stylistic trends.

MU 738. THE SYMPHONIC ORCHESTRA AND ITS LITERATURE**2 HRS.**

The evolution of the symphony orchestra from the Baroque Period to the Modern Era is studied along with an investigation of landmark works for this ensemble. The development of the Symphony as an orchestral form is emphasized.

MU 739. A STUDY OF CHAMBER MUSIC**2 HRS.**

A historical study of chamber music literature from 1600 to the present with reference to significant works in the repertoire: string quartet, woodwind quintet, piano trio, and the like; it includes a study of important works of unusual combinations of instruments.

MU 740. PIANO LITERATURE**2 HRS.**

A scrutiny of the significant music written for the piano is investigated from three aspects: how the instrument was exploited and the performance techniques expected; how these works related to a composer's entire legacy of creations; and how the works were a statement of the aesthetic ideal of their time.

MU 741. THE ART SONG: IT'S HISTORY & LITERATURE**2 HRS.**

A course outlining the history and development of art song in the western world. Standard repertoire of Germany, France, and England, as well as the lesser known contributions of Eastern Europe, Spain, and America will be discussed.

MU 744. MUSIC OF THE 20TH CENTURY**3 HRS.**

A technical survey of the music of the major composers and important schools of twentieth-century composition through the critical analyses of representative works. The principal trends in Europe and America are covered: post-romanticism, neo-classicism, twentieth-century nationalism, the twelve-tone school, and electronic music.

MU 746. CANON AND FUGUE**3 HRS.**

Through a practical approach, students will explore the techniques of the eighteenth-century canon and fugue.

MU 760. APPLIED COMPOSITION**1 HR.**

(Prerequisite, MU 362.) Private Lesson format: study of compositional styles used by composers of the last four centuries. Student will use information gained in composing a major work of three to five minutes in length. A minimum of one composition will be performed during the semester.

MU 775. THEORY PEDAGOGY**3 HRS.**

A study of the principles of and the problems in teaching theory at the secondary school and at the lower college levels. Materials for sight-singing, ear-training, keyboard, figured bass, and creative composition are examined.

MU 776. TECHNIQUES OF 20TH CENTURY COMPOSITION**3 HRS.**

A study of specific harmonic materials commonly used by 20th-century composers. Emphasis centers upon stimulating class members to create and perform original works that illustrate the styles and techniques studied.

MU 779. CHURCH SERVICE PLAYING**2 HRS.**

The playing of liturgical and non-liturgical services and their music.

MU 800. GRADUATE RECITAL**2 HRS.**

A full length public recital is required of all candidates for the degree

Master of Music in Performance. The course includes selection of appropriate repertoire under the direction of the major professor; Graduate Committee approval of the recital content; preparation, coaching and practice; performance of the entire recital for approval by the Recital Preview Committee; and successful completion of the actual recital in a public performance shortly following the recital preview.

MU 802. GRADUATE CHAMBER RECITAL**1 HR.**

An elective course that provides additional coached performance opportunities for Master of Music students. Student must successfully pass the recital preview prior to scheduling this recital performance.

MU 804. GRADUATE PERFORMANCE RESEARCH PROJECT**2 HRS.**

This course is designed as the capstone project for the Master of Music - Performance Emphasis degree student. It is intended to guide the student through the process of producing a graduate project that demonstrates the student's scholarly understanding of the repertoire intended for performance for the Graduate Recital. This course work will be completed the semester prior to Graduate Recital.

MU 810. NAVIGATING COMPUTERS IN MUSIC**2 HRS.**

This course will provide an overview of basic computer and electronic resources available to musicians.

MU 812. DIGITAL AUDIO**2 HRS.**

This course explores the fundamental concepts of digital audio recording and provides opportunities for practical application.

MU 814. TECHNOLOGY FOR THE CLASSROOM**2 HRS.**

This course will discuss possibilities and methods of integrating technology into a curriculum. The following subjects will be discussed within the context of their use in the classroom: use of electronic and web resources in research; developing a basic web page to disseminate information to students; computer assisted instruction; MIDI; music notation; audio; word processing and presentation programs.

MU 815. PROJECTS IN TECHNOLOGY**2 HRS.**

This course is a laboratory class in which students will develop specific projects designed to create a music technology curriculum or to integrate various aspects of technology into a music curriculum.

MU 816. ADVANCED CONDUCTING**2 HRS.**

For the graduate student who has experienced training in conducting, the course emphasizes advanced baton techniques, the elements of score reading, interpretation of scores, and form and analysis. The course includes the study of standard nineteenth- and twenty-century choral and instrumental works with special stress placed upon the communicative procedures necessary for the advanced conductor whether the idiom be vocal or instrumental. Students without conducting experience will be expected to audit MU 477—Basic Conducting (2 hrs.).

MU 818. PROJECTS IN RECORDING I**2 HRS.**

The first of two laboratory courses in which students will develop and begin recording audio projects.

MU 819. PROJECTS IN RECORDING II**2 HRS.**

(Prerequisite, completion of MU818 with a minimum grade of "C".) This course is the second of two laboratory classes in which students will develop and begin recording audio projects.

MU 820. MUSIC EDUCATION WORKSHOP**1-2 HRS.**

Music Education Workshop addresses aspects of teaching and

conducting music at all levels of music education from elementary through college. Workshop sessions typically include topics such as literature, teaching techniques, technology application, working with singers/choirs, pianists, etc. for all education levels. Sessions are led by recognized authorities/teachers/conductors.

MU 827. INSTRUMENTAL PEDAGOGY 2 HRS.

Survey of band and orchestra literature appropriate for elementary, middle, and high school instrumental groups. Rehearsal procedures, performance problems (e.g., intonation, balance, instrumentation), program building, administration, and public relations are topics for research and discussion.

MU 830. PERFORMANCE PRACTICE IN PIANO MUSIC 2 HRS.

A course designed to expose piano students to the body of knowledge and stylistic conventions known as "performance practices" in piano music of all periods.

MU 835. HISTORY AND DEVELOPMENT OF MUSIC EDUCATION 3 HRS.

This course will provide the music education student with a historical foundation for the development of music education in the United States as well as an examination of the important events and concepts crucial to this development. The role of technology and the impact of the National Standards upon music education will be discussed.

MU 836. TECHNIQUES OF ANALYSIS 3 HRS.

This course is designed to develop the tools of music analysis for the graduate student (or upper level undergraduate with the instructor's permission). Through readings, projects, and papers, students will use different theoretical methods to analyze music ranging from chant to impressionism.

MU 838. INTRODUCTION TO RESEARCH IN MUSIC 2 HRS.

An introduction to current methods of research in music. The course will include standard music resources, accepted writing styles, area of research relevant to music performance and music education, basic statistical methods employed in research, and the organization, development, and completion of a formal research project.

MU 839. RESEARCH IN MUSIC EDUCATION 3 HRS.

(Prerequisite, MU 838.) An advanced research course that will focus on traditional and contemporary research methodology as applied to music education. Students will explore the basic concepts, principles, and techniques of qualitative and quantitative music education research. An overview of philosophical and aesthetic inquiry, and historical research will be included. Descriptive and experimental research methods will be explored. The course will also include work with basic statistics as a means to better understand the research.

MU 841. OPERA: HISTORY AND LITERATURE 2 HRS.

An overview of opera from its birth in the Baroque period to present day. The standard works will be studied. Music dramas of historical significance, though not common to the repertoire most performed, will be included. Prominent composers, contributors to the development of music drama, will be covered.

MU 842. HISTORY OF CHORAL MUSIC 2 HRS.

Vocal ensemble and choral literature from 1400 to the present is studied in an historical context. Attention is given to stylistic traits, types of compositions, sources, performance practices and aesthetic considerations.

MU 843. ANALYTIC TECHNIQUES I--CHANT THROUGH PALESTRINA 2 HRS.

The history of music approached through analysis of representative compositions. An understanding of musical style will be developed through historic-analytic examination of musical structures, from Gregorian Chant through the late Renaissance Era (Palestrina).

MU 844. ANALYTIC TECHNIQUES II--PALESTRINA THROUGH WAGNER 2 HRS.

The history of music approached through analysis of representative compositions. An understanding of musical style will be developed through historic-analytical examination of musical structures, from the Baroque era (1600) through the late 19th Century (Wagner).

MU 845. SCORE ANALYSIS, PERFORMANCE & PERFORMANCE PRACTICE 2 HRS.

A course in music history providing a laboratory experience for graduate music students to become familiar with an important segment of literature from various periods through research/analysis and performance (where feasible) of the actual scores of musical works from any but not necessarily all of the major periods (Renaissance through 20th Century); to read and become familiar with important source readings in the area of performance practice; and to investigate special advanced topics in 20th Century music through an assigned project that will consist of an in depth analysis of the score of a particular work. This research assignment will culminate with an in-class presentation that will involve a performance of the work and a discussion of the student's findings.

MU 846. PHILOSOPHY OF MUSIC EDUCATION 3 HRS.

This course will provide the music educator with an historical foundation and knowledge as well as current developments in music education instructional philosophy. Major philosophies as well as current trends and issues in music education will be explored.

MU 847. FOUNDATIONS OF MUSIC EDUCATION 3 HRS.

This course will provide the music education student with a sociological, social psychological and psychological foundation for music instruction.

MU 848. LEARNING THEORIES IN MUSIC 3 HRS.

(Prerequisite, bachelor's degree in music and permission of instructor. A student whose bachelor's degree in music was not in music education and who intends to teach in public school following completion of a masters degree in music education must also complete certification requirements as required by the State of Kansas for the teaching area he/she has chosen.) This course is designed to examine the psychology of historically significant learning theories and their relationship and applicability to music education in the 20th Century. It will provide the student with the necessary knowledge to better evaluate established theories of learning, as well as "current trends" in the field, and to determine their usefulness in various settings within the music education curriculum. An examination of significant talent and achievement tests will also be addressed.

MU 849. CURRENT ISSUES IN MUSIC EDUCATION 3 HRS.

This course will provide the music education student an opportunity to explore in depth selected current issues in music education. Current educational issues and trends and their impacts upon music education will be examined.

MU 850-869. APPLIED MUSIC 1-2 HRS.

Private lessons. Voice, Piano, Organ, Orchestral Instruments, or Classical Guitar. No fee for music majors.

MU 871. APPLIED DIGITAL AUDIO**1-2 HRS.**

Applied digital audio lessons.

MU 872. APPLIED MIDI**1-2 HRS.**

This is a practical approach to learning MIDI. Throughout the course, students will be assigned projects to demonstrate their knowledge of specific topics. Topics will include types of MIDI data, assigning and modifying data, software synthesizers, samples, and the basics of MIDI orchestration.

MU 873. SPECIAL PROJECTS**1, 2, or 3 HRS.**

Designed to allow independent study in areas which arouse a special curiosity for the student who exhibits a need for intense research. Student will work with a selected faculty expert in the identified field. The student must complete a departmental Independent Study Form during the first week of class.

MU 878. ORATORIO**2 HRS.**

Analysis with studio performances of recitatives, arias, and ensembles from standard choral works.

MU 880. CAPSTONE RESEARCH**2 HRS.**

(Prerequisites, this course is a prerequisite for MU 882.) An advanced research independent projects course that will focus on an identified music teaching-learning concept. The student will explore through guided research the concept's knowledge base as well as the recent research in the related field. This research will serve as the foundation for the development of the Master of Music – Music Education capstone requirements – instructional practicum (MU 882), graduate project (MU 870), or thesis (MU 879).

MU 882. GRADUATE INSTRUCTIONAL PRACTICUM**2 HRS.**

(Prerequisite, MU 880.) This course provides directed experiences of working with students in music classes in the instruction of a semester topic-specific course module. Module curriculum and instructional procedures as developed in the prerequisite course MU 880 will be taught and assessed in one or more grade levels of the Pre K-12 music.

MU 883. GRADUATE PROJECT**1-2 HRS.**

(Prerequisite, MU 880.)

MU 884. GRADUATE THESIS**1-5 HRS.**

(Prerequisite, MU 880.) Independent investigation into a significant musical topic or subject. The results of this investigation must be presented in a formal paper. Topic must be approved by the Music Graduate Committee.

MU 888. ADVANCED ORCHESTRATION I**2 HRS.**

Advanced scoring for full orchestra and other ensembles. Study of orchestral techniques of Classic, Romantic, and Modern periods.

MU 889. ADVANCED ORCHESTRATION II**2 HRS.**

Continuation of Advanced Orchestration I, with emphasis on modern orchestral practice and original composition for full orchestra.

MU 891. ADVANCED COMPOSITION**2 HRS.**

Selected exercises in different historical styles and forms of composition, including advanced principles of orchestration. Also a survey of 20th Century compositional styles and media -- early, middle, and late 20th Century.

MU 892. ADVANCED COMPOSITION II**2 HRS.**

(Prerequisite, MU 891.) Continuation of Advanced Composition I.

Selected composition projects in different styles and forms; continued, emphasizing individual student preferences in selecting particular areas of stylistic concentration.

MU 893. ADVANCED COMPOSITION III**2 HRS.**

(Prerequisite, MU 892.) Specialization in writing in preferred media, styles, and forms examined in Advanced Composition I and II, culminating in selection of materials, compositions to be written, or a thesis topic for MU 894 (Graduate Composition Project and Recital) or MU 879 (Thesis).

MU 894. GRADUATE COMPOSITION PROJECT AND RECITAL**1-4 HRS.**

(Prerequisite, MU 893.) Creation and completion of original compositions for a final composition project of majors in music composition, followed by a public recital of these works in actual performance. The project must be approved by the major professor and the Graduate Music Committee. The final recital of works should be at least 30-35 minutes in length (a half recital). (Note: The project and recital requirement is 4 hours. However, the credit may be divided among two or more semesters, if necessary. By the time the project and recital are complete, the enrollment in MU 894 must total at least 4 hours.

DEPARTMENT OF NURSING

Professor: Linda Wendling, Chair

Associate Professor Jean DeDonder

Assistant Professors: Kari Hess, Mary Mitsui, Lynnette Schreiner, Sarah Tidwell, Gina Peek, Keri Jarvis. **Instructors:** Jennifer Swafford, Katelyn Haddock.

<http://www.emporia.edu/nursing/>

The Newman Division of Nursing (NDN), a department in the College of Liberal Arts and Sciences, offers a four-year baccalaureate program that prepares graduates with the knowledge, skills and attitudes to function as professional nurses. Students completing the program receive the Bachelor of Science in Nursing (BSN) degree.

There are two educational tracks leading to the BSN. The majority of students will complete the required 128 credit hours to earn the BSN degree. The nursing curriculum usually requires three years for completion once admitted into the major. Graduates of NDN are eligible to take the national licensure examination for registered nursing (NCLEC-RN).

The program also offers the RN-to-BSN educational track for registered nurses seeking to earn their BSN. An individual who has completed a nursing program and is licensed in Kansas as a RN may apply for admission as an articulating student to the NDN.

Contact the nursing Website or the nursing department for information about the RN-to-BSN.

The size of the department allows each student to have access to individual guidance throughout the program, and the nursing faculty works with students in the classroom, laboratory, simulation, and practicum settings. Faculty members are committed to scholarly, professional, and community activities and promote student involvement in these endeavors.

Recipients for any available nursing scholarships are selected on scholarship fund specific criteria. Criteria generally address academic performance and financial need.

APPLICATION STATEMENT:

Program prerequisites for the nursing major include admission to Emporia State University and a minimum of 30 credit hours in required non-nursing courses. Admission prerequisite courses include EG101/102, GB140/141**, CH120/121**, PY100/211, SO101*, MA110* and SP101. An applicant may choose any course that meets general education requirements if the admission prerequisite course is marked with an asterisk (*). With department approval, a suitable course may be substituted if the admission prerequisite course is marked with two asterisks (**).

Applicants should have completed the above 30 credit hours by the end of the spring semester of the application year. Applicants who need to complete no more than 6 nursing prerequisite hours in summer school should submit with the application a written request for special consideration. The 30 credit hours must be completed by the end of the summer semester of the application year.

Grades earned in the admission prerequisite courses will be used to calculate the NDN admission GPA. A minimum NDN admission GPA of 2.5, with at least a C in the admission prerequisite courses, is required.

The required standardized pre-admission test as designated by

the NDN must be completed. Test information, including testing dates, is available from the NDN office. Students are responsible for reserving a testing date and time and for paying the costs associated with the pre-admission test.

Foreign born or Non-native speakers of English are required to take the Test of English as a Foreign Language Internet Based Test (TOEFL iBT) and meet the minimum score requirements as described in the ESU NDN admission policies. Contact the NDN office for further information.

General education and NDN curriculum requirements are outlined in the NDN's admission policies. Retention and progression policies are detailed in the NDN's Student Handbook. Students enrolled in the NDN should refer to the withdrawal policy regarding nursing courses. Students are required to carry health insurance and professional liability insurance while enrolled in the nursing major.

Learning in clinical settings is an important aspect of the nursing program at Emporia State University. Many health care facilities require information about students engaged in clinical learning opportunities, including, but not limited to: verification of name; address and social security number; personal health information; drug and alcohol testing; criminal background checks, including fingerprint background checking; verification of education; listing on any registered sex offender lists; listing on the U.S. Office of Inspector General's Excluded Individual's list; and listing on the U.S. General Services Administration's Excluded Parties List.

While the Newman Division of Nursing may assist students in obtaining and gathering information required by a health care facility, the student is responsible for the cost of obtaining such information. The information required to permit a student to participate in a clinical setting is determined by the respective health care facility.

Students with a criminal history and/or arrests for which action is still pending will be evaluated on an individual basis, with no guarantee of admission to the program or a clinical site. Any student who does not consent to required disclosure or background checks, or does not meet the clinical settings' eligibility requirements, may not be allowed to enter clinical settings. The NDN is not responsible for finding alternative clinical sites. If a student is unable to fulfill the clinical experiences required by his/her program of study, the student may be unable to graduate. NDN reserves the right to request repeat background and/or criminal history checks at the expense of the student if deemed necessary by the Division Chair.

The department reserves the right to refuse admission or progression to an applicant or student who cannot meet, with reasonable accommodations, the functional abilities to practice safely and effectively as defined by the National Council of State Boards of Nursing, Inc. (1996). For questions related to special needs or accommodations, please contact directly the Emporia State University Director of Disability Services.

Be advised that by current Kansas law, the Kansas State Board of Nursing may refuse licensure to applicants with certain arrests, misdemeanors, and felonies. For more information, contact the state board of nursing in the state where you intend to practice. The NDN reserves the right to refuse admission or progression to an applicant or student who has been convicted as a felon or has otherwise committed offenses inappropriate for a nurse.

For additional information or to arrange an advising appointment, please contact:

Newman Division of Nursing
Cora Miller Hall
1127 Chestnut Street
Emporia, KS 66801

Phone: 620-343-6800, ext. 5654

Website: <<http://www.emporia.edu/nursing>>

ACCREDITATION STATEMENT:

Newman Division of Nursing is accredited by the Kansas Board of Regents and approved by the Kansas State Board of Nursing (KSBN). The program also is accredited by the Accreditation Commission for Education in Nursing (ACEN) formally known as NLNAC. For more information about the program contact ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, www.acenursing.org Telephone: (404) 975-5000.

BACHELOR OF SCIENCE

IN NURSING

Recommended Schedule of Courses:

FIRST YEAR

Fall - 18 hours

EG 101	Composition I +	3 hours
MA 110	College Algebra**+	3 hours
GB 140	Principles of Biology**+	3 hours
GB 141	Princ. of Biology Lab**+	1 hour
PY 100	Introductory Psychology+	3 hours
SP 101	Public Speaking+	3 hours
TH 105	Theatre Appreciation*	2 hours

Spring - 17 hours

CH 120	General Chemistry**+	3 hours
CH 121	General Chemistry Lab**+	2 hours
EG 102	Composition II+	3 hours
PY 211	Developmental Psychology+	3 hours
SO 101	Introduction to Sociology**+	3 hours
PE 100	Active Living**+	1 hour
UL 100	Info Literacy and Technology*	2 hours

SECOND YEAR

Fall - 16 hours

NU 206	Introduction to Professional Nursing	3 hours
NU 208	Essentials for Professional Nursing	2 hours
NU 222	Nursing Fundamentals	3 hours
ZO 362	Anatomy & Physiology+	3 hours
ZO 363	Anatomy & Physiology Lab+	2 hours
GB 385	Nutrition+	3 hours

Spring - 18 hours

NU 223	Nursing Fundamentals Practicum	2 hours
NU 306	Health Assessment	2 hours
NU 307	Health Assessment Lab	1 hour
ZO 364	Human Pathophysiology+	3 hours
MC 316	Microbiology+	3 hours
MC 317	Microbiology Lab+	1 hour
HI 112	U.S. History since 1877*	3 hours
HL 150	Critical Issues/Decisions in Health**+	3 hours

THIRD YEAR

Fall - 16 hours

NU 340	Pharmacology	3 hours
NU 374	Adult Health Nursing I	3 hours
NU 375	Adult Health Nursing I Practicum	3 hours
NU 376	Mental Health Nursing	3 hours
NU 377	Mental Health Nursing Practicum	1 hour
AN 210	Understanding Contemp Cultures*	3 hours

Spring - 15 hours

NU 379	Decision Making in Nursing I	1 hour
NU 382	Geriatric Nursing	2 hours
NU 384	Adult Health Nursing II	3 hours
NU 385	Adult Health Nursing II Practicum	3 hours
PY 520	Statistics (or MA341)+	3 hours
PI 225	Intro to Philosophy (or PI301 Ethics)+	3 hours

FOURTH YEAR

Fall - 16 hours

NU 426	Maternal/Newborn Nursing	3 hours
NU 428	Pediatric and Family Nursing	3 hours
NU 429	Maternal/Newborn and Pediatric Nursing Practicum	3 hours
NU 430	Nursing Research	3 hours
NU 431	Decision Making in Nursing II	1 hour
CW 301	Ethnic & Gender Studies *	3 hours

Spring - 12 hours

NU 454	Facing the Challenge of NCLEX-RN	1 hour
NU 486	Public Health Nursing	3 hours
NU 489	Public Health Nursing Practicum	2 hours
NU 492	Nursing Leadership	3 hours
NU 493	Transition into Professional Nursing Practicum	3 hours

+ Indicates a grade of C or better is required in the course.

* Student may choose any course that meets general education requirements.

** Or suitable course with department approval.

NOTE: A grade of C or better must be achieved in each required nursing theory/laboratory course. All practicum courses must be passed. Failure in a practicum course will result in termination from the nursing major with no option to be readmitted to the NDN. A grade of less than a C in an elective nursing course will not directly affect a student's retention or progression in the nursing major unless the student's GPA or the CGPA does not meet department or university requirements.

NOTE: From the initial date of admission the student must complete the program in a maximum of five years.

Courses offered by the Department of Nursing:

NURSING

NU 204. STRATEGIES FOR SUCCESS 1 HR.
(Prerequisite, admission to the nursing program or consent of instructor.) Content of this elective course focuses on strategies beginning students can learn and implement that will guide the students toward success in the nursing program. The strategies include methods that are applicable not only to nursing but to other events in the lives of the students. Available resources and the use of coping skills will be introduced.

NU 206. INTRODUCTION TO PROFESSIONAL NURSING**3 HRS.**

(Prerequisite, Admission to nursing major.) This theory course introduces nursing as a healthcare profession that uses specialized knowledge, skills, and attitudes to contribute to the health and well-being of society. Essential components of professional nursing are discussed including the concepts of nursing, Person, adaptation, health, and environment. The course also reviews the historical evolution of the nursing profession and the development of its body of knowledge.

NU 208. ESSENTIALS FOR PROFESSIONAL NURSING**2 HRS.**

(Prerequisite, Admission to nursing major.) This theory course introduces content that is essential to the practice of professional nursing. Content specific to therapeutic nursing interventions, professional values, and leadership abilities is emphasized. Students must demonstrate proficiency with dosage calculations in this course.

NU 210. TRANSITION TO THE PROFESSIONAL RN ROLE**3 HRS.**

(Prerequisite, Admission to nursing major) This course builds on prior knowledge acquired in a basic practical nursing program and requires the student to self-reflect on previous and future nursing roles. Essential components of professional nursing are discussed including the concepts of nursing, Person, adaptation, health, and environment. Students also learn to apply nursing process when delivering nursing care in the health care system as a professional nurse. The course also reviews the historical evolution of the nursing profession and the development of its body of knowledge. The process involved in establishing a professional identity as a baccalaureate student and graduate are presented.

NU 222. NURSING FUNDAMENTALS**3 HRS.**

(Prerequisite, Admission to nursing major.) In this theory course, students learn concepts and technical skills fundamental to professional nursing. Students also learn to apply nursing process when delivering nursing care in the health care system.

NU 223. NURSING FUNDAMENTALS PRACTICUM**2 HRS.**

(Prerequisites, NU 206, NU 208, NU222, GB 385, ZO 362, ZO 363. Concurrent enrollment in NU 306, NU 307.) Students in this practicum course provide fundamental nursing care in a clinical setting by demonstrating the knowledge, skills, and attitudes that were presented in NU 206, NU 208, NU 222.

NU 306. HEALTH ASSESSMENT**2 HRS.**

(Prerequisites, NU 206, concurrent enrollment in NU 223 and NU 307.) This theory course pertains to the health assessment of individuals across the lifespan. Normal and common variations of health assessment findings are described. Developmental, cultural, and environmental factors that influence health status are discussed.

NU 307. HEALTH ASSESSMENT LAB**1 HR.**

(Concurrent enrollment in NU 306 required.) In this laboratory course, students demonstrate the cognitive and psychomotor competencies necessary to complete health assessments of individuals across the life span. Students learn the basic methods of conducting a physical examination. Emphasis is placed on the processes of collecting client health histories and completing a physical examination.

NU 312. COMPLEMENTARY CARE**1 HR.**

(Prerequisite, admission to nursing major or consent of instructor.) This course provides a theory base for understanding the use of complementary therapies. The content builds on theories and research related to complementary therapies. The mind-body-spirit connection

will be explored. The nurse's role in educating patients about complementary therapies will be explored.

NU 340. PHARMACOLOGY**3 HRS.**

(Prerequisite, ZO364) In this theory course, students learn specific prototypes of selected drug classifications and their relationships to drug action, use, side effects, and nursing implications. Emphasis is placed on the nurse's role in promoting client adaptation through drug administration, management, and education. Legal, ethical, and professional responsibilities for administering drugs are presented.

NU 352. ROLE TRANSITION**3 HRS.**

(Prerequisite, Admission to nursing major.) This theory course builds on prior knowledge acquired in an associate degree or diploma program and requires the student to self-reflect on previous and future nursing roles. Essential components of professional nursing are discussed including the concepts of nursing, Person, adaptation, health, and environment. The course also reviews the historical evolution of the nursing profession and the development of its body of knowledge. Content specific to therapeutic nursing interventions and leadership abilities is emphasized.

NU 361. MASSAGE AS A THERAPEUTIC NURSING INTERVENTION**1 HR.**

(Prerequisite, NU 363 or concurrent enrollment.) This laboratory class includes current information regarding the use of massage as a therapeutic nursing intervention. Content includes practice of the various techniques appropriate for client situations. The benefits provided by the use of massage are explored.

NU 366. CURRENT TOPICS IN NURSING**1 HR.**

(Prerequisites, NU 303, NU 304, and NU 305, or consent of instructor.) Content of this elective course will address a specific topic that is currently relevant to the nursing profession. Course content will be additional to what has been presented in required nursing courses. The topic, including associated issues, will be reviewed for its impact on the nursing profession and the roles of the nurse.

NU 374. ADULT HEALTH NURSING I**3 HRS.**

(Prerequisites, MC 316, MC 317, ZO 364, NU 208, NU 222, NU 306. Concurrent enrollment in NU 340, NU375.) Concepts essential to adult health nursing care are discussed in this theory course. Nursing care to promote health, reduce risk, and manage specifically identified illnesses and diseases is emphasized. This course is the first of two sequential adult health courses.

NU 375. ADULT HEALTH NURSING I PRACTICUM**3 HRS.**

(Prerequisites, NU 223, NU 307, concurrent enrollment in NU 340, NU 374.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care to adult clients. Theoretical concepts from NU 374 are applied in this course.

NU 376. MENTAL HEALTH NURSING**3 HRS.**

(Concurrent enrollment in NU 340 is required.) Concepts essential to mental health nursing care are discussed in this theory course. Nursing care to promote health, reduce risk, and manage mental disorders is emphasized.

NU 377. MENTAL HEALTH NURSING PRACTICUM**1 HR.**

(Prerequisites, NU 307, NU 376, or concurrent enrollment.) Students in this practicum course demonstrate the knowledge, skills, and attitudes necessary when providing care to mental health clients. Principles of therapeutic communication as an intervention are emphasized. Theoretical concepts from NU 376 are applied in this course.

NU 379. DECISION MAKING IN NURSING I 1 HR.
(Prerequisites, NU 340, NU 374, NU 376, or concurrent enrollment.) Students in this laboratory course draw from knowledge, skills, and attitudes learned from previously completed courses and/or concurrent nursing courses. This information is synthesized to make decisions that impact the delivery of nursing care with clients. The use of higher order problem solving in making evidence-based decisions is emphasized. This course is the first of two sequential decision making courses.

NU 380. EXPLORING THE SCOPE OF THE NURSE'S ROLE IN ORGAN TISSUE DONATION AND RETRIEVAL 1 HR.
(Prerequisites, NU 372, NU 373, or consent of instructor.) This theory course is designed to explore the nurse's role in organ and tissue donation and retrieval. The legal and ethical requirements established by Kansas and the Federal Required Request Law are explained. The psychosocial and spiritual aspects are explored. Opportunities for role play are provided.

NU 382. GERIATRIC NURSING 2 HRS.
(Prerequisites, NU 340, 374, NU 376. Concurrent enrollment in NU 385.) In this theory course, concepts essential to geriatric nursing care are discussed, including aging, chronicity, rehabilitation, loss, grief, and dying. Principles of palliative care are emphasized.

NU 384. ADULT HEALTH NURSING II 3 HRS.
(Prerequisites, NU 340, NU 374, concurrent enrollment in NU385.) Concepts essential to adult health nursing care are discussed in this theory course. Nursing care to promote health, reduce risk, and manage specifically identified illnesses and diseases is emphasized. This course is the second of two sequential adult health courses.

NU 385. ADULT HEALTH NURSING II PRACTICUM 3 HRS.
(Prerequisites, NU 375, or concurrent enrollment in NU 382, NU 384.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care to adult clients. Theoretical concepts from NU 382 and NU 384 are applied in this course.

NU 390. SPIRITUAL CARE: THE NURSE'S ROLE 2 HRS.
(Prerequisites, NU372 or concurrent enrollment, NU373 or concurrent enrollment, or consent of instructor.) This course provides a theory base which enables nurses to meet the spiritual needs of children and adults. Spiritual development throughout the lifespan is included. Emphasis is placed on exploration of various ways of spiritual expression. The nursing process, as it relates to spirituality, is the main method of inquiry.

NU 405. PRACTICUM: CARE AT THE END OF LIFE 1 HR.
(Prerequisite, NU 404 or concurrent enrollment, or consent of instructor.) This practicum course provides opportunities for the application of concepts presented in NU 404. Students will observe and implement nursing care for individuals/families at the end of life.

NU 406. CAMP NURSING 1 HR.
(Prerequisites, NU 363, NU 372, or consent of instructor.) This course provides nursing theory specific to the physical and psychosocial needs of children in a camp setting. The content builds on principles, theories and research related to childrearing families. Topics presented in the course include health promotion, health maintenance and safety measures which can be initiated within a leisure setting. Also addressed are special needs of the family when a family member is a camper.

NU 407. PRACTICUM: CAMP NURSING 1 HR.
(Prerequisites, NU 406 or concurrent enrollment in NU 406, or consent of instructor.) This practicum course in a camp setting provides opportunities for the application of concepts presented in NU 406 Camp Nursing.

NU 408. PEDIATRIC PALLIATIVE CARE 1 HR.
(Prerequisite: Concurrent enrollment in NU428) This elective course presents the principles of pediatric palliative care. The course examines the biological, psychosocial, cultural, spiritual, and ethical dimensions which influence pediatric palliative care. The content prepares the student to care for, support, and advocate for the needs of children and families facing life-threatening illnesses or events so that the children might live out their lives with dignity and die in a manner that is meaningful.

NU 422. INTERPRETATION OF COMMON DYSRHYTHMIAS 2 HRS.
(Prerequisite, NU 416 or concurrently enrolled in NU 416 or consent of instructor.) This is an elective course that will expand the student's knowledge of basic dysrhythmias recognition and treatment. Students will learn: the criteria for determining atrial, junctional, and ventricular dysrhythmias and the AV blocks; nursing actions; and the common treatments.

NU 424. ADVANCED DYSRHYTHMIAS 1 HR.
(Prerequisites, NU416 or concurrent enrollment or consent of instructor.) This is an elective course that will expand the student's knowledge of dysrhythmia recognition and treatment. Students will learn the criteria for determining atrial, junctional, and ventricular dysrhythmias and the AV blocks. The nurses' role in the treatment of specific dysrhythmias will be explored. This course is recommended for students who are seriously exploring employment in the emergency or critical care arenas.

NU 426. MATERNAL/NEWBORN NURSING 3 HRS.
(Prerequisites, NU 306, NU 340, NU 385. Concurrent enrollment in NU 428, NU 429, NU 431.) Concepts essential to maternal/newborn nursing care are discussed in this theory course. Aspects of women's health are explained.

NU 428. PEDIATRIC AND FAMILY NURSING 3 HRS.
(Prerequisites, NU 306, NU 340, NU 385. Concurrent enrollment in NU 426, NU 429, NU 431.) Concepts essential to nursing care of children and their families are discussed in this theory course. Principles of growth and development and family nursing are emphasized.

NU 429. MATERNAL/NEWBORN AND PEDIATRIC NURSING PRACTICUM 3 HRS.
(Prerequisites, NU 307 and concurrent enrollment in NU 426, NU 428, NU 431.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care with maternal/newborn and pediatric clients. Theoretical concepts from NU 426 and NU 428 are applied in this course.

NU 430. NURSING RESEARCH 3 HRS.
(Prerequisite, PY 520 or MA 341, concurrent enrollment in NU 431.) This theory course focuses on the use of evidence-based practice in nursing and emphasizes the research process as a method of inquiry. Content addresses relationships between nursing or health-related theories and research, identification of nursing problems amenable to research, ethical considerations of research, preliminary steps in the research process, research designs, methods of data collection and analysis, and means of disseminating research findings. Emphasis is

given to developing the student's ability to critique evidence and research findings and to make decisions about the utilization of nursing and health related research based findings.

NU 431. DECISION MAKING IN NURSING II 1 HR.
(Prerequisites, NU 379, NU 382, NU 384, NU 385. Concurrent enrollment in NU 426, NU 428, NU 429, NU 430.) Students in this laboratory course draw from the knowledge, skills, and attitudes learned from previously completed courses and concurrent nursing courses. This information is synthesized to make decisions that impact the delivery of nursing care with clients. The use of higher order problem solving in making evidence-based decisions is emphasized. This course is the second of two sequential decision making courses.

NU 450. PHARMACOTHERAPEUTIC ADVANCES IN NURSING 2 HRS.
(Prerequisites, NU 410 or concurrent enrollment in NU 410, or consent of the instructor.) This nursing elective course explores the nurse's role in administering recently approved medications in the major drug classifications. Issues will be discussed regarding the use of the pharmacotherapeutic advances in promoting adaptive potential. Considerations unique to individuals across the lifespan will be reviewed.

NU 452. INDEPENDENT STUDY 1 HR.
(Prerequisite, consent of instructor.) This elective course is designed to allow independent study in an area of nursing that is of special interest to the student or to allow the student to participate in a faculty-guided research study. The student will be under the instruction or guidance of a faculty member with experience in the nursing area or research study.

NU 454. FACING THE CHALLENGE OF NCLEX 1 HR.
(Prerequisite, NU431) Content of this course focuses on preparation strategies specific to the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students learn strategies to further develop test taking skills and gain additional experience with computer adaptive testing. Students also learn methods to assess and analyze individual strengths and limitations regarding overall nursing knowledge and to develop a plan of study based on the findings.

NU 486. PUBLIC HEALTH NURSING 3 HRS.
(Prerequisites, NU 431, concurrent enrollment in NU 489.) Concepts essential to public health nursing are discussed in this theory course. Content specific to meeting the health related needs of groups and the concept of community as client is emphasized.

NU 488. CARE OF THE COMMUNITY 3 HRS.
(Prerequisites, NU 412, NU 414, NU 416, and concurrent enrollment in NU 491, or consent of instructor.) This course presents principles, theory, and research related to community health nursing. Community as client is presented as a major focus. Emphasis is placed on nursing activities that promote adaptive responses in aggregates and community.

NU 489. PUBLIC HEALTH NURSING PRACTICUM 2 HRS.
(Prerequisites, NU 429 and concurrent enrollment in NU 486.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care for the public. Theoretical concepts from NU 486 are applied in this course.

NU 490. NURSING LEADERSHIP AND MANAGEMENT 2 HRS.
(Prerequisites, NU 412, NU 414, NU 416, NU 430, and concurrent enrollment in NU 491, or consent of instructor.) This course presents

the principles, theory and research related to leadership and management in nursing. Issues germane to nursing and healthcare trends are also explored.

NU 491. PRACTICUM: LEADERSHIP AND MANAGEMENT 5 HRS.
(Prerequisite, concurrent enrollment in NU 488 and NU 490 or consent of instructor.) This clinical practicum course provides diverse opportunities for the application of principles, theories, and research related to the care of aggregated and communities. Leadership and management experiences will take place in a variety of health care settings. Health care projects consistent with identified needs will be designed, implemented, and evaluated.

NU 492. NURSING LEADERSHIP 3 HRS.
(Prerequisite, NU 431 and concurrent enrollment in NU 493.) Concepts essential to nursing leadership are discussed in this theory course, including the role of the nurse as leader and the leadership challenges of the 21st century.

NU 493. TRANSITION INTO PROFESSIONAL NURSING PRACTICUM 3 HRS.
(Prerequisites, Concurrent enrollment in NU 486, NU 489, NU 492.) Working with preceptors who are registered nurses, students have opportunities in professional nursing practice to synthesize and integrate empirical and theoretical knowledge from previous learning experiences. The focus is on individualized transition to the professional nursing role in a selected clinical setting. Concepts of leadership and management are emphasized. Essential components of professional nursing, including higher order problem solving; professional nursing values; leadership abilities; therapeutic nursing interventions; and the promotion of health, reduction of risk, and the management of illness and disease are demonstrated.

ZO 364. HUMAN PATHOPHYSIOLOGY 3 HRS.
(Prerequisites, ZO362, ZO363.) Biological processes that occur in the presence of dysfunction or disease are presented in this theory course. Content emphasizes the most common alterations in selected body systems. Risk factors, epidemiology, and clinical manifestations across the life span are discussed.

ZO 365. PATHOPHYSIOLOGY 3 HRS.
(Prerequisites, ZO 362 and ZO 363, or consent of instructor.) This course focuses on the clinical concepts of disease and explores the biological processes that lead to alterations of body structure and function. The content is developed around selected organ systems. The etiology and signs and symptoms for frequently encountered diseases are discussed.

DEPARTMENT OF PHYSICAL SCIENCES

Associate professor Richard Sleezer, Chair
(Earth Science)

Professors: James S. Aber (Geology), Jorge Ballester (Physics), Robert Jones (Physics), Kenneth W. Thompson (Earth Science, Science Education).

Associate Professors: Michael Morales (Paleontology), Christopher Pettit (Physics), Marcia Schulmeister (Environmental Geology), Kim T. Simons (Biochemistry), Eric L. Trump (Organic Chemistry).

Assistant Professors: Alivia Allison (Earth Science), Andrew Miller (Environmental and Analytical Chemistry), Christine Morales (Physical Chemistry), Diane Nutbrown (Inorganic Chemistry).

Instructors: Susan Aber (Earth Science).

<http://www.emporia.edu/physci/>

The Department of Physical Sciences offers programs leading to the following degrees:

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Education

For the degree Bachelor of Arts (BA), there are majors in chemistry, earth science, and physics. For the degree Bachelor of Science (BS), there are majors in biochemistry and molecular biology (joint with biological sciences), chemistry, earth science, and physics. For the degree Bachelor of Science in Education, there are programs for licensure in chemistry, earth-space science, physics, and science grades 5-8/middle-school science (or general science). In addition, the department offers dual-degree engineering programs in conjunction with other universities, a pre-engineering, a pre-medical, a pre-chiropractic, and a pre-dental program, and minor programs. GeoSpatial Analysis certificate programs also exist at the undergraduate and graduate levels. The specific requirements for each of these majors and programs are given on the following pages. While certain basic background courses in the discipline are required, the student is permitted flexibility in selecting course work, independent study, and field experiences to meet his or her specific career goals.

Majors and other programs in the physical sciences may prepare one for a variety of career possibilities: research in government and industrial laboratories, sales or technical positions in scientific companies, product development responsibilities in industry, teaching in middle/secondary schools; or numerous occupations in health-related fields. In addition, the majors or programs are the foundations for additional education at the graduate level, or pre-professional preparation for law, engineering, or medicine; employment in environmental fields; and finally graduate work in such related areas as library science and business.

While the Bachelor of Science is the traditional degree for the physical sciences, the degree Bachelor of Arts is available and intended for students who want a broad liberal arts education while majoring in a selected discipline. Students seeking teaching licensure normally work toward the Bachelor of Science in Education, although licensure is possible within the BS or BA in the discipline.

Chemistry

Chemistry is the science of understanding the structure of matter and the transformations which matter undergoes. Persons involved in chemistry-related professions are interested in discovering how they can help society fulfill its traditional material needs for improved clothing, shelter, and food, or how they can diagnose and treat physical ailments and afflictions associated with our technical age.

The Bachelor of Arts (BA) degree programs are designed to provide a more general type of educational background through broad exposure to various disciplines. Students seeking this degree are normally preparing for an interdisciplinary professional career which requires training in the sciences as well as in other fields, such as scientific sales, scientific writing, or social or environmental programs. The Bachelor of Science degree with majors in biochemistry and molecular biology (BMB) or chemistry are designed to provide science-focused majors. The BMB is used by many students in pre-professional programs, such as pre-medicine, pre-pharmacy, pre-optometry, and in some cases pre-law. The BS degree with a major in chemistry provides more depth than either of the above degree programs. The chemistry undergraduate BS program is approved by the Committee for Professional Training of the American Chemical Society. This committee endorses programs by careful evaluation of the major course requirements, faculty credentials, and facilities. A Bachelor of Science in Education (BSE), secondary, is designed to provide background for licensure for teaching chemistry in Kansas.

Emporia State chemistry students have the opportunity and are encouraged to become members of the American Chemical Society (ACS).

BACHELOR OF ARTS CHEMISTRY MAJOR

See introductory comments under "Chemistry" section heading above concerning BA degree.

Required Courses (30 hours):

The student is reminded that some chemistry courses require a background in physics and mathematics; for example, 15 hours of required associated courses for the BA with a chemistry major include MA 165, Basic Calculus, 5 hours, and PH 140-344, College Physics I and II and laboratories, 10 hours. Early consultation with a chemistry faculty advisor is strongly recommended.

See the graduation and general education requirements for the Bachelor of Arts degree in the General Education section of this catalog. (Note: The BA general education program requires 10 hours of a foreign language, and a minor or second program of study.)

Required Courses (25+ hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours
CH 479	Undergraduate Research	1 hour
CH 480	Capstone Report and Seminar	1 hour
CH 370-371	General Organic Chemistry & Lab	5 hours

OR

CH 572-575	Organic Chemistry I & II (lecture & lab)	10 hours

AND

CH 620	Elements of Physical Chemistry	3 hours

OR

CH 720-722	Physical Chemistry I & II (lecture & lab)	8 hours

Required and/or Free Electives (a possible 5+ hours):

A minimum of 30 hours in chemistry is required for the degree. A maximum of three hours of Undergraduate Research may be used to meet these requirements. Students may also select additional hours as desired to meet specific educational goals.

Required Associated Courses (15 hours):

A student must take at least MA 165, Basic Calculus, 5 hours, and at least PH 140/141 and PH 343/344, College Physics I & II and Labs, 10 hours.

Required Second Program of Study:

The student is required to complete a second program of study of 15 to 30 hours in another discipline.

BIOCHEMISTRY CONCENTRATION

This is a program of study leading to the BA degree with a major in chemistry in which biochemistry and the relevance of chemistry in biological functions are emphasized. The required second field of study for the BA degree will be completed in biology, unless the student is pursuing the BA degree, Chemistry major, and Biochemistry concentration with the 3+3 dual-degree articulated chiropractic program with Cleveland University-Kansas City. See those specific instructions on a separate program sheet available from the main office of the Physical Sciences, Cram Science Hall room 133.

Required Chemistry Courses (33+hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab*	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours
CH 479	Undergraduate Research	1-3 hours
CH 480	Capstone Report and Seminar	1 hour
CH 560-561	Fundamentals of Biochemistry & Lab	5 hours
CH 620	Elements of Physical Chemistry**	3 hours
CH 760	Nucleic Acids Biochemistry	3 hours

*CH 572-575 may substitute for CH 370-371. Required substitution for premeds.

**CH 720-722 may substitute for CH 620.

Required Biology Courses (19 hours):

GB 140-141	Principles of Biology & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
	Biology Electives	11 hours

ENVIRONMENTAL CHEMISTRY CONCENTRATION

The following courses with a BA degree, chemistry major, will prepare a student for a career in environmental chemistry. This preparation in chemistry enables a student to perform essential laboratory analyses while broadening the base of knowledge to include course work in a related discipline (e.g., biology or earth science).

Required Chemistry Courses (31 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab*	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours
CH 479	Undergraduate Research	1 hour
CH 480	Capstone Report and Seminar	1 hour
CH 506	Environmental Chemistry	3 hours
CH 578	Water Analysis	3 hours
CH 620	Elements of Physical Chemistry**	3 hours

*CH 572-575 Organic Chemistry I & II/Lab may be substituted

**CH 720-722 Physical Chemistry I & II/Lab may be substituted

Second field of study (either option may be selected):

Biology Option

GB 140-141	Principles of Biology & Lab	4 hours
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
EB 480	Principles of Ecology	2 hours
EB 481	Field Ecology	2 hours

Earth Science Option

ES 110-111	Intro to Earth Science & Lab	5 hours
ES 333	Environmental Geology	3 hours
ES 351	Intro to Geospatial Analysis	3 hours
GO 324	Rocks and Minerals	3 hours
ES 545	Geomorphology	3 hours
GO 571	Hydrogeology	4 hours
	Earth Science/Geology elective(s)	3 hours

BACHELOR OF SCIENCE CHEMISTRY MAJOR

This program is designed to provide the necessary background for employment in the chemical industry, for pre-professional education requiring chemistry (e.g., pharmacy, medicine, or law), for continued study at the graduate level, or for a combined career in chemistry and engineering, information science, or patent law.

A minimum of 49 hours is required for a BS degree with a major in chemistry. This includes 46 hours of required courses, plus electives which vary depending on whether the student seeks the American Chemical Society (ACS)-certified BS degree.

Students desiring to complete an ACS-certified BS degree must choose three advanced courses in chemistry. Advanced courses in biology, mathematics, or physics may be substituted with departmental approval for the "non-certified" degree. Courses in statistics and computer programming are highly recommended.

In addition to the chemistry requirements, students must complete the University-wide general education and graduation requirements. See the General Education section of the catalog.

Major Area Required Courses (46 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours
CH 479	Undergraduate Research	1 hour
CH 480	Capstone Report and Seminar	1 hour
CH 525	Descriptive Inorganic Chemistry	3 hours
CH 560	Fundamentals of Biochemistry	3 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
CH 720	Physical Chemistry I	3 hours
CH 721	Physical Chemistry Lab	2 hours
CH 722	Physical Chemistry II	3 hours
CH 777	Instrumental Analysis	5 hours

For a non-certified degree, one advanced elective must be chosen from the following:

CH 724	Topics in Physical Chemistry	3 hours
CH 725	Advanced Inorganic Chemistry	3 hours
CH 760	Nucleic Acids Biochemistry	3 hours
CH 772	Topics in Organic Chemistry	3 hours

In order to earn an ACS-certified BS degree, the following two are required:

CH 725	Advanced Inorganic Chemistry	3 hours
CH 726	Advanced Inorganic Chemistry Lab	2 hours

And choose one advanced elective from among the following:

CH 723	Advanced Physical Chemistry Lab	2 hours
CH 724	Topics in Physical Chemistry	3 hours
CH 760	Nucleic Acids Biochemistry	3 hours
Or		
CH 776	Topics in Biochemistry	3 hours
CH 772	Topics in Organic Chemistry	3 hours

Required Associated Courses (20 hours):

These courses are pre- or co-requisites to CH 720 and should be taken as early as possible; ideally CH 720 should be taken in the fall of the junior year.

MA 161	Calculus I	5 hours
MA 262	Calculus II	5 hours
PH 190-192	Physics I Lecture, Recitation, & Lab	5 hours
PH 393-395	Physics II Lecture, Recitation, & Lab	5 hours

BACHELOR OF SCIENCE**BIOCHEMISTRY and MOLECULAR BIOLOGY MAJOR**

Although chemistry and biology traditionally have been considered as separate disciplines, in recent years the boundary between these disciplines has become less distinct. The questions and problems being addressed, and the methodologies used to answer these questions, often require expertise in both fields. Indeed, the interface between chemistry and biology is now a very dynamic field in the sciences. This interdisciplinary BMB major represents an attractive and exciting opportunity for graduates, whether for employment or additional graduate study in fields such as biotechnology, bioengineering, or biomedical research. It also represents an excellent choice of major for preparation for a health-related professional program such as medical school.

In addition to the requirements shown below, students must complete the University-wide general education and graduation requirements, as well as 45 hours of courses with 300+ course numbers.

Major Area Required Courses (53 hours)**Chemistry Core (31 hours)**

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
CH 620	Elements of Physical Chemistry	3 hours
CH 660-661	Biochemistry I & Lab	5 hours
CH 662	Biochemistry II	3 hours

Biology Core (22 hours)

GB 140-141	Principles of Biology & Lab	4 hours
GB 425	General Genetics	3 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 520	Molecular Genetics	3 hours
MC 540	Cell Biology	3 hours
MC 549-550	Immunology & Lab	5 hours

Other Chemistry/Biology Courses (11 hours)

MC 409 or CH 479	"Undergraduate Research"	2 hours
GB 470 or CH 480	"Seminar"	1 hour
CH (MC) 765	Advanced Biotechnology Laboratory	4 hours
BMB Electives		4 hours

Required Associated Courses (15 hours)

MA 165	Basic Calculus	5 hours
PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours

MEDICAL TECHNOLOGY

Students interested in medical technology may elect a dual-degree program. After four years at ESU, a Bachelor of Science with a major in chemistry can be awarded. Students selecting this plan must complete the above BS degree, chemistry major, with the following changes:

Major Area Required Courses (46 hours + 3 elective):

Same as BS, chemistry major.

Associated Courses for Medical Technology:

GB 140-141	Principles of Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
ZO 362-363	Human Anatomy & Physiology & Lab	5 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425-426	General Genetics & Lab	4 hours
MC 549-550	Immunology & Lab	4 hours
MC 562-563	Pathogenic Microbiology & Lab	5 hours

PRE-MEDICAL PROGRAM**General Information:**

1. The programs presented here—one major with a Bachelor of Arts degree and two others with a Bachelor of Science degree and majors in either chemistry or biochemistry and molecular biology—can be used to meet the expected entrance requirements of the University of Kansas School of Medicine (KUMC) because most ESU students apply to that institution. Students applying to other institutions may find that the school of their choice requires a slightly different mix of courses. Although pre-medical students can successfully meet the entrance requirements for medical school with any major, the chemistry programs presented here provide additional, useful background and expanded medical career options such as the PhD-MD.
2. Pre-med students are encouraged to review the admissions requirements of medical schools. Each school will have a different set of requirements and recommendations. Most of the requirements will be fulfilled by a BS, BMB, or BA Chemistry with a concentration in Biochemistry program.
3. Students must complete the University-wide general education and graduation requirements. See the General Education section of the catalog.
4. Most successful ESU pre-med students have GPAs of 3.5 or higher.
5. To be considered for medical school admission, pre-med students must score well on the MCAT (Medical College Admission Test). The academic advisor and student will work to create a course schedule to allow the student to take the MCAT between the third and fourth year of studies.
6. We strongly suggest that pre-meds take an active role in the ESU American Chemical Society student organization (Chemistry Club) and the Caduceus Society (Pre-Med Club).
7. Volunteer work and shadowing of a medical professional is essential for admission into medical school.

BACHELOR OF SCIENCE**CHEMISTRY MAJOR****PRE-MEDICAL PROGRAM (Recommendation)****Major Area Required Courses (46 hours minimum):**

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours

CH 479	Undergraduate Research	1 hour
CH 480	Capstone Report and Seminar	1 hour
CH 525	Descriptive Inorganic Chemistry	3 hours
CH 560	Fundamentals of Biochemistry	3 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
CH 720	Physical Chemistry I	3 hours
CH 721	Physical Chemistry Lab	2 hours
CH 722	Physical Chemistry II	3 hours
CH 777	Instrumental Analysis	5 hours

Choose one advanced chemistry elective from the following:

CH 724	Topics in Physical Chemistry	3 hours
CH 725	Advanced Inorganic Chemistry	3 hours
CH 760	Nucleic Acids Biochemistry	3 hours
CH 772	Topics in Organic Chemistry	3 hours

Required Biology Courses:

The minimum to satisfy entrance requirements at the University of Kansas School of Medicine also includes:

GB 140-141	Principles of Biology	4 hours
ZO 362-363	Anatomy and Physiology & Lab	5 hours

In addition, the following courses are strongly recommended:

CH 561	Fundamentals of Biochemistry Lab	2 hours
MC 316-317	Microbiology & Lab	4 hours
GB 425	General Genetics	3 hours
ZO 515-516	Vertebrate Structure & Development & Lab	5 hours

Required Associated Courses (20 hours):

These courses are pre- or co-requisites to CH 720 and should be taken as early as possible; ideally CH 720 should be taken in the fall of the junior year.

MA 161	Calculus I	5 hours
MA 262	Calculus II	5 hours
PH 190-192	Physics I Lecture, Recitation, & Lab	5 hours
PH 393-395	Physics II Lecture, Recitation, & Lab	5 hours

If a pre-med student also wishes to earn an ACS-certified BS degree, three advanced chemistry electives, rather than one, must be taken. Two of these must be:

CH 725	Advanced Inorganic Chemistry	3 hours
CH 726	Advanced Inorganic Chemistry Lab	2 hours

BACHELOR OF ARTS

CHEMISTRY MAJOR

PRE-MEDICAL PROGRAM (Recommendation)

Major Area Required Courses (38 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours
CH 479	Undergraduate Research	1 hour
CH 480	Capstone Report and Seminar	1 hour
CH 560	Fundamentals of Biochemistry	3 hours
CH 561	Fundamentals of Biochemistry Lab	2 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
CH 620	Elements of Physical Chemistry*	3 hours
CH 760	Nucleic Acids Biochemistry	3 hours

*CH 720-722 may substitute for CH 620

Required Biology Courses (19 hours)

GB 140-141	Principles of Biology & Lab	4 hours
MC 316-317	Microbiology & Lab	4 hours
ZO 362-363	Anatomy and Physiology & Lab	5 hours
	Biology electives	6 hours

The following courses are strongly recommended for medical school preparation:

GB 425	General Genetics	3 hours
ZO 515-516	Vertebrate Structure and Development & Lab	5 hours

Required Associated Courses (15 hours)

MA 165	Basic Calculus*	5 hours
*MA 161 may substitute for MA 165		
PH 140-141	College Physics I & Lab	5 hours
PH 343-344	College Physics II & Lab	5 hours

The pre-med student in this recommended program must also satisfy the university requirements for the BA degree. See the Undergraduate Degrees section of the catalog.

**BACHELOR OF SCIENCE IN EDUCATION
SECONDARY –**

CHEMISTRY TEACHING FIELD (Licensure)

See Physical Science section.

DUAL-DEGREE IN ENGINEERING

CHEMISTRY MAJOR

See Engineering section.

CHEMISTRY MINOR

The minor in chemistry consists of a minimum of 23 hours of credit in chemistry courses.

Required Courses (20 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab*	5 hours

Elective Courses (3+ hours):

The student in conjunction with a chemistry faculty advisor must select and complete at least one of the following courses in addition to those required above (unless CH 572-575 were elected):

CH 506	Environmental Chemistry	3 hours
CH 525	Descriptive Inorganic Chemistry	3 hours
CH 560	Fundamentals of Biochemistry	3 hours
CH 578	Water Analysis	3 hours
CH 620	Elements of Physical Chemistry	3 hours

*Organic Chemistry I (CH 572-573) is not considered to be an appropriate substitute for CH 370-371. However, CH 572-573 and Organic Chemistry II (CH 574-575) may be used to fulfill the organic requirement and the elective requirement.

Earth Science

BACHELOR OF ARTS

EARTH SCIENCE MAJOR

The Bachelor of Arts (BA) degree with an earth science major can include course work in geology, meteorology, environmental, geospatial analysis, and space science. The BA degree allows the student some specialization in geology while gaining breadth in other closely related or allied disciplines. See the general education

requirements in the General Education section of this catalog.

Required Courses (17 hours):

ES 319	Meteorology	
OR		3 hours
ES 365	World Regional Climatology	
GO 324	Rocks and Minerals	3 hours
GO 325	Earth History	3 hours
<i>(The prerequisite for GO 325 is ES 110/111 or consent of the instructor. ES 110/111 counts for General Education credit.)</i>		
GO 326	Plate Tectonics	3 hours
GO 547	Field Geology	5 hours

Elective ES and GO Courses (9 hours):

ES 254	Physical Geography	3 hours
ES 319	Meteorology	3 hours
ES 320	Severe and Unusual Weather	3 hours
ES 331	Ice Age Environments	3 hours
ES 333	Environmental Geology	3 hours
GO 336	Mineralogy	4 hours
GO 340	Gemstones and Gemology	2-3 hours
ES 341	Wetland Environments	3 hours
ES 351	Introduction to GeoSpatial Analysis	3 hours
ES 365	World Regional Climatology	3 hours
ES 366	Natural Hazards	3 hours
ES 367	Topics in Earth Science	3 hours
ES 439	Independent Study in Earth Science	1-3 hours
ES 470	Internship in GeoSpatial Analysis	3 hours
ES 475	Senior Thesis	1-5 hours
ES 518	Space Science	3 hours
GO 521	History of Geology	3 hours
GO 536	Optical Mineralogy	3 hours
ES 539	Soil Science and Laboratory	4 hours
ES 545	Geomorphology	3 hours
ES 546	Field Geomorphology	2-5 hours
GO 548	Field Stratigraphy	2 hours
ES 551	Computer Mapping Systems	3 hours
ES 555	Small-Format Aerial Photography	3 hours
ES 567	Topics in Earth Science	1-4 hours
GO 568	Structural Geology	3 hours
GO 569	Invertebrate Paleontology	3 hours
GO 570	Sedimentation and Stratigraphy	3 hours
GO 571	Hydrogeology	4 hours
GO 572	Contaminant Hydrogeology	3 hours
GO 580	Environmental Field Methods	3 hours
ES 703	Seminar in Physical Geography	1-3 hours
GO 766	Petrology and Petrography	4 hours
ES 767	Topics in Earth Science	1-4 hours
GO 769	Vertebrate Paleontology	3 hours
ES 771	Remote Sensing	4 hours
ES 775	Advanced Image Processing	3 hours

Elective Associated Courses (10 hours):

Courses in chemistry, physics, mathematics, computer science, geography, biology, etc. as formally approved by the student's advisor.

Required Second Program of Study:

The student is required to complete a minor or second major or program of study in another discipline.

BACHELOR OF SCIENCE

EARTH SCIENCE MAJOR

The Bachelor of Science (BS) degree with an earth science major emphasizes geology, but may also include course work in atmospheric sciences, pedology (soils), physical geography, environmental studies, hydrology, geospatial analysis, and space science. The BS degree is designed for focused professional preparation for employment or graduate study in one of the earth sciences. See the general education requirements in the General Education section of this catalog.

Required Courses (33 hours):

ES 319	Meteorology	
OR		3 hours
ES 365	World Regional Climatology	
GO 324	Rocks and Minerals	3 hours
GO 325	Earth History	3 hours
GO 326	Plate Tectonics	3 hours
ES 333	Environmental Geology	3 hours
ES 351	Introduction to GeoSpatial Analysis	3 hours
GO 547	Field Geology	5 hours
CH 123-124	Chemistry I and Lab	5 hours
CH 126-127	Chemistry II and Lab	5 hours

Elective Courses (20 hours):

ES 254	Physical Geography	3 hours
ES 319	Meteorology	3 hours
ES 320	Severe and Unusual Weather	3 hours
ES 331	Ice Age Environments	3 hours
ES 336	Mineralogy	4 hours
GO 340	Gemstones and Gemology	2-3 hours
ES 341	Wetland Environments	3 hours
ES 365	World Regional Climatology	3 hours
ES 366	Natural Hazards	3 hours
ES 367	Topics in Earth Science	3 hours
ES 439	Independent Study in Earth Science	1-4 hours
ES 470	Internship in Geospatial Analysis	3 hours
ES 475	Senior Thesis	1-5 hours
ES 518	Space Science	3 hours
GO 521	History of Geology	3 hours
GO 536	Optical Mineralogy	3 hours
ES 539	Soil Science and Laboratory	4 hours
ES 545	Geomorphology	3 hours
ES 546	Field Geomorphology	2 hours
GO 548	Field Stratigraphy	2 hours
ES 551	Computer Mapping Systems	3 hours
ES 555	Small-Format Aerial Photography	3 hours
ES 567	Topics in Earth Science	1-4 hours
GO 568	Structural Geology	3 hours
GO 569	Invertebrate Paleontology	3 hours
GO 570	Sedimentation & Stratigraphy	3 hours
GO 571	Hydrogeology	4 hours
GO 572	Contaminant Hydrogeology	3 hours
GO 580	Environmental Field Methods	3 hours
ES 703	Seminar in Physical Geography	1-3 hours
GO 766	Petrology & Petrography	4 hours
ES 767	Topics in Earth Science	1-4 hours
GO 769	Vertebrate Paleontology	3 hours
ES 771	Remote Sensing	4 hours
ES 775	Advanced Image Processing	3 hours

Required Associated Courses (10 hours):

Elective courses in allied sciences of biology, chemistry, computer science, geography, mathematics, physics, or physical sciences (10 hours). Specific courses must be approved upon consultation with a student's advisor. This requirement may be satisfied by completing either a minor approved by a student's advisor or a second major in any other field. For employment by the Kansas Department of Health and Environment as an Environmental Geologist I, 10 hours of physics are required.

BACHELOR OF SCIENCE IN EDUCATION**SECONDARY –****EARTH-SPACE SCIENCE TEACHING FIELD (Licensure)**

See Physical Science section.

DUAL-DEGREE IN ENGINEERING**EARTH SCIENCE MAJOR**

See Engineering section.

EARTH SCIENCE MINOR

The minor in earth science consists of 20 hours of required or approved elective courses in earth science. The minor is a useful way for students majoring in other fields to expand their understanding of science and planet Earth. The minor in earth science consists of a minimum of 20 hours of credit.

Required Courses (11 hours):

ES 110	Intro to Earth Science	4 hours
ES 111	Intro to Earth Science Lab	1 hour
GO 325	Earth History	3 hours
GO 326	Plate Tectonics	3 hours

Elective ES, GO, or PS Courses numbered 200 or above (9 hours):

Electives should be selected in consultation with an earth science advisor (official or unofficial).

GEOSPATIAL ANALYSIS MINOR

Geospatial analysis refers to geographic information systems (GIS) and remote sensing applied to documenting, mapping, interpreting, and managing natural and cultural resources. GIS techniques have become the preferred method for documenting and monitoring a range of environmental conditions. An interdisciplinary minor in geospatial analysis could be used in combination with any undergraduate Bachelor of Arts or Bachelor of Science degree major. This minor is especially recommended to enhance majors in biological, physical, and social sciences, as well as mathematics and computer science. Additional information can be obtained from the main office of the Department of Physical Sciences, Cram Science Hall, room 133, Box 4030, the Department of Biology, Breukelman Science Hall, room 174, Box 4050, or Department of Social Sciences, Plumb Hall, room 411, Box 4032.

Requirements for the minor in GSA are:

General education courses in biological and physical sciences: GB 100/101; CH, ES, or PH 110/111; or advanced courses.

Required Courses (9 hours):

EB/ES351	Introduction to Geospatial Analysis	3 hours
GE 371	Cartography	3 hours
ES 551	Computer Mapping Systems	3 hours

Elective Courses (9 hours):

Electives are to be selected *upon approval of student's advisor*.

Elective courses must be 200-level or higher and should be chosen to complement courses in the student's major. (Note: courses used to satisfy requirements for the student's major cannot be used as electives for this minor.)

Refer to the list available from the Department of Physical Sciences' office, Cram Science Hall room 133, for recommended elective courses for geospatial analysis, some of which require prerequisites. Consult an advisor for assistance. Other appropriate courses, including topics, seminars, and independent study, may also be used for electives, *but must be approved by the student's advisor*.

GEOSPATIAL ANALYSIS UNDERGRADUATE CERTIFICATE

The interdisciplinary undergraduate Certificate in Geospatial Analysis (GSA) is a stand-alone program, which does not require matriculation for a major and degree. The undergraduate GSA certificate is especially recommended for nontraditional, nondegree-seeking, on- or off-campus students interested in acquiring these skills or desiring professional development opportunities. See, also, information with geospatial analysis minor above.

Required courses (12 hours):

GE 371	Cartography	3 hours
EB/ES351	Introduction to Geospatial Analysis	3 hours
ES 551	Computer Mapping Systems	3 hours
ES 439/475, GE 471, or EB 459	"Research Project"	3 hours

Elective courses (6 hours):

Elective courses must be 200-level or higher and should be chosen in conjunction with the student's advisor. Electives may be chosen from a list of recommended courses. Other appropriate courses, including topics, seminars, internships and independent studies may also be used for electives if approved by the student's advisor. Refer to the list available from the Department of Physical Sciences for recommended elective courses for geospatial analysis, some of which require prerequisites.

PALEONTOLOGY MINOR

This program is designed to provide some specialization and experience in paleontology to complement a major in another field of study (especially biology) for either a BS or BA degree.

The basic requirements are listed below. The total credit hours necessary are 19. The courses ES 110/111 (Introduction to Earth Science and Lab) are a prerequisite for the GO courses listed.

Required Courses (19 hours):

GO 325	Earth History	3 hours
GO 326	Plate Tectonics	3 hours
GO 569	Invertebrate Paleontology	3 hours
GO 570	Sedimentation & Stratigraphy	3 hours
GO 769	Vertebrate Paleontology	3 hours
GB 325	Bioscientific Terminology	1 hour
GB 725	Evolution	3 hours

Engineering

Two programs are available for students wishing to become engineers. The two-year pre-engineering program prepares students to transfer to an engineering school and complete a bachelor of science (BS) degree in engineering. The three-year dual-degree

program gives students the additional opportunity to complete a BS degree with a major in chemistry, earth science, physics or mathematics from ESU, as well as the BS in engineering. All engineering fields require a considerable level of computer expertise.

Students in the pre-engineering program transfer to an engineering school at Kansas State University (KSU), the University of Kansas (KU), Wichita State University (WSU) or an out-of-state university after completing two years at ESU. This program offers students excellent technical preparation for the engineering school with appropriate courses in mathematics, physics, chemistry, earth science, computer science and engineering. Required general education courses are included. The pre-engineering program is designed in consultation with, and parallels the first two years offered by, the accredited engineering schools in Kansas.

Students in the ESU dual-degree program transfer to the engineering school at WSU, KSU or KU, after completing three years at ESU. This program offers students excellent technical preparation for engineering school and the opportunity to obtain a BS degree from ESU after one year in attendance at the engineering school. After completing the ESU degree, these students complete the BS in engineering degree from WSU, KSU or KU with an additional year at the engineering school.

The time actually required to complete an engineering degree can be longer than the expected four years for the pre-engineering program, or five years for the dual-degree program. Engineering programs at ESU assume that Calculus I will be taken during the first semester of the first year. Students needing to take preparatory courses in algebra and trigonometry should do so, with the expectation that they will need additional time to complete their degree. Students participating in significant extracurricular activities such as athletics or work might also need additional time to complete the degree. Steady academic progress and eventual completion of the engineering degree are more important than the number of semesters required. Each student is expected to work with an advisor to adjust the recommended program to fit individual circumstances.

PRE-ENGINEERING

Recommended programs have been developed for students planning to transfer to KSU, KU or WSU after spending two years at ESU. Students planning to transfer to an out-of-state engineering school are expected to work with an advisor to develop a modified program of study based on the existing program for transfer to KSU.

Recommended program for those planning to transfer to Kansas State University:

This program is designed for students planning to transfer to the College of Engineering at Kansas State University to complete the Bachelor of Science in Engineering degree. It is highly recommended that students schedule a visit with an engineering advisor at KSU before registering for their final semester at ESU.

The following engineering fields are available at KSU: architectural engineering (Ar), biological and agricultural engineering (Ag), chemical engineering (Ch), civil engineering (CE), electrical and computer engineering (EE), industrial and manufacturing systems engineering (IM), and mechanical and nuclear engineering (ME).

NOTE: Chemical Engineering at KSU is a 2+3 program due to a required course that must be taken at KSU in the first semester of a

student's chemical engineering program.

Required Courses (67-69 hours):

FIRST YEAR

Fall -- 17 hours

EG	101	English Composition I	3 hours
MA	161	Calculus I	5 hours
CH	123	Chemistry I	3 hours
CH	124	Chemistry I Lab	2 hours
PE	100	Lifetime Fitness	1 hour
PS	100	Intro to Engineering	3 hours

Spring -- 18 hours

MA	262	Calculus II	5 hours
PH	190	Physics I	3 hours
PH	191	Physics I Lab	1 hour
PH	192	Physics I Recitation	1 hour
CH	126	Chemistry II	3 hours
CH	127	Chemistry II Lab	2 hours
EG	102	English Composition II	3 hours

SECOND YEAR (All but Chemical, see below)

Fall -- 17 hours

PH	393	Physics II	3 hours
PH	394	Physics II Lab	1 hour
PH	395	Physics II Recitation	1 hour
PH	315	Statics	3 hours
MA	363	Calculus III	3 hours
SP	101	Public Speaking	3 hours
		Technical Elective(s)	3 hours

Spring -- 17 hours

MA	335	Differential Equations I	3 hours
BC	103	Principles of Economics I	3 hours
CS	260	Programming & Problem Solving (C++)	3 hours
PH	316	Dynamics	3 hours
		Technical Elective(s)	5 hours

SECOND YEAR (Chemical Engineering)

Fall -- 16 hours

MA	363	Calculus III	3 hours
PH	393	Physics II	3 hours
PH	394	Physics II Lab	1 hour
PH	395	Physics II Recitation	1 hour
CH	572	Organic Chemistry I	3 hours
CH	573	Organic Chemistry I Lab	2 hours
PH	315	Statics	3 hours

Spring -- 16 hours

BC	103	Principles of Economics I	3 hours
MA	335	Differential Equations I	3 hours
CH	574	Organic Chemistry II	3 hours
CH	575	Organic Chemistry II Lab	2 hours
CH	376	Quantitative Analysis	3 hours
CH	377	Quantitative Analysis Lab	2 hours

Technical Elective Courses:

PS	100	Introduction to Engineering*	3 hours
PS	200	Intro to Engineering Graphics	1-2 hours
PH	315	Statics	3 hours
PH	316	Dynamics	3 hours
PH	410-411	Electrical Circuit Analysis & Lab	4 hours
PH	540	Modern Physics	3 hours

MA 322	Introduction to Linear Algebra	3 hours
MA 380	Probability & Statistics	3 hours
GO 231	Physical Geology	3 hours
ES 351	Introduction to GeoSpatial Analysis	3 hours
GB 140-141	Principles of Biology & Lab	4 hours
CS 315	JAVA Programming	3 hours
CH 310	Engineering Materials	2 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
CH 560	Fundamentals of Biochemistry	5 hours
CH 720	Physical Chemistry I	3 hours
CH 721	Physical Chemistry Lab	2 hours
CH 722	Physical Chemistry II	3 hours

Key to courses as electives (Elec) or required (Req):

	Ag	Ch	CE	EE	IM	ME	Ar
PS 100	Elec	Elec	Elec	Elec	Elec	Elec	Elec
PS 200	Elec	Elec	Elec	Elec	Elec	Elec	Elec
PH 315	Req	Elec	Req	Req	Req	Req	Req
PH 316	Req	----	Req	Req	Req	Req	Req
PH 410	Req	----	Elec	Req	Req	Req	Req
PH 411	Req	----	Elec	Req	Req	Req	Req
PH 540	----	----	----	Elec	----	Elec	----
MA 322	Elec	Elec	Elec	Elec	Req	Req	Elec
MA 380	Req	Elec	Req	Req	Req	Elec	Elec
GO 231	Elec	----	Req	----	----	----	Req
GB 140	Req	Elec	Elec	Elec	----	----	Req
GB 141	Req	Elec	Elec	Elec	----	----	Req
ES 351	Elec	----	Elec	----	----	----	----
CS 315	----	----	----	Elec	----	----	----
CH 310	Elec	Elec	Elec	Req	Req	Req	Req
CH 370	Req	----	Elec	----	----	----	----
CH 371	Req	----	Elec	----	----	----	----
CH 560	Elec	Elec	----	----	----	----	----
CH 720	----	Req	----	----	----	----	----
CH 721	----	Req	----	----	----	----	----
CH 722	----	Req	----	----	----	----	----

The total number of elective course transfer credits is limited in some engineering fields.

**PS 100 is recommended for all first-year pre-engineering students.*

Humanities and Social Sciences:

Each engineering student at Kansas State University is required to complete 13-15 hours of course work in the areas of the humanities and social sciences, excluding the required economics course. The following list indicates which courses may be taken at Emporia State University to satisfy this requirement. At least 2 courses must be taken at the 300-level or above. Not more than 3 credit hours may be taken in applied music and/or applied arts.

Art	Only AR 225, 235
Economics	Any course above BC 103
English	Any above those required
Geography	Any course
History	Any course
Modern Languages	At least 8 hours to receive any credit
Philosophy	Any course except PI 256
Political Science	Any course
Psychology	Any course
Sociology and Anthropology	Any course
Theater Arts	Only TH 105 accepted

Recommended program for those planning to transfer to the University of Kansas:

This program is designed for students planning to transfer to the University of Kansas School of Engineering to complete the Bachelor of Science in Engineering degree. It is highly recommended that students schedule a visit with an engineering advisor at KU before registering for their final semester at ESU.

The following engineering fields are available at KU: aerospace engineering (AE), chemical engineering (Ch), civil engineering (CE), electrical engineering (EE), engineering physics (EP), mechanical engineering (ME), and petroleum engineering (PE).

Required Courses (64-66 hours):

FIRST YEAR

Fall -- 16 hours

EG 101	English Composition I	3 hours
MA 161	Calculus I	5 hours
CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
PS 100	Intro to Engineering	3 hours

Spring -- 16 hours

MA 262	Calculus II	5 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
BC 103	Principles of Economics I	3 hours
EG 102	English Composition II	3 hours

SECOND YEAR (All but Chemical or Petroleum, see below)

Fall -- 17 hours

PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
PH 315	Statics	3 hours
MA 363	Calculus III	3 hours
	Humanities Elective	3 hours
	Technical Elective(s)	3 hours

Spring -- 17 hours

MA 322	Introduction to Linear Algebra	3 hours
MA 335	Differential Equations I	3 hours
PH 316	Dynamics	3 hours
	Technical Electives	5 hours
CS 260	Programming & Problem Solving (C++)	3 hours

SECOND YEAR (Chemical and Petroleum)

Fall -- 16 hours

MA 363	Calculus III	3 hours
PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
CH 572	Organic Chemistry I	3 hours
CH 573	Organic Chemistry I Lab	2 hours
PH 315	Statics	3 hours

Spring -- 16 hours

BC 103	Principles of Economics I	3 hours
MA 335	Differential Equations I	3 hours
CH 574	Organic Chemistry II	3 hours
CH 575	Organic Chemistry II Lab	2 hours
CH 376	Quantitative Analysis*	3 hours
CH 377	Quantitative Analysis Lab*	2 hours

**Not required in petroleum engineering. Substitute humanities or social sciences electives.*

Technical Elective Courses:

SP 101	Public Speaking	3 hours
PS 100	Introduction to Engineering**	3 hours
PS 200	Intro to Engineering Graphics	1-2 hours
PH 315	Statics	3 hours
PH 316	Dynamics	3 hours
PH 410-411	Electrical Circuit Analysis & Lab	4 hours
PH 540	Modern Physics	3 hours
MA 322	Intro to Linear Algebra	3 hours
MA 380	Probability & Statistics	3 hours
GO 231	Physical Geology	3 hours
GB 140-141	Principles of Biology & Lab	4 hours
ES 351	Introduction to GeoSpatial Analysis	3 hours
CS 260	Programming & Problem Solving (C++)	3 hours
CS 315	JAVA Programming	3 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 310	Engineering Materials	2 hours
CH 560	Fundamentals of Biochemistry	3 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
CH 720	Physical Chemistry I	3 hours
CH 721	Physical Chemistry Lab	2 hours
CH 722	Physical Chemistry II	3 hours

Key to courses as electives (Elec) or required (Req):

	AE	Ch	CE	EE	EP	ME	PE
SP 101	Req	Elec	Req*	Elec	----	----	Elec
PS 100**	Elec	Elec	Elec	Elec	Elec	Elec	Elec
PS 200	Elec	Elec	Elec	Elec	Elec	Elec	Elec
PH 315	Req	Elec	Req*	Elec	Req	Req	Elec
PH 316	Req	Elec	Req*	Elec	Req	Elec	Elec
PH 410	Req	Elec	Elec	Req	Elec	Req*	Elec
PH 411	Req	Elec	Elec	Req	Elec	Req*	Elec
PH 540	Elec	----	Elec	Elec	Req*	Elec	----
MA 322	Req	Elec	Req	Elec	Elec	Elec	Elec
MA 380	Elec	----	Req	Req	----	Req*	Elec
GO 231	----	----	Req	----	----	Elec	Req*
GB 140	----	----	Elec	----	----	Elec	----
GB 141	----	----	Elec	----	----	Elec	----
ES 351	----	----	Elec	----	----	----	Elec
CS 260	Req	Elec	Elec	Req	Req	Req	Elec
CS 315	Elec	----	----	Req	Elec	Elec	----
CH 126	Elec	Req*	Req	Elec	Req	Elec	Req*
CH 127	----	Req*	Req	----	Req	Elec	Req*
CH 310	Elec	----	Elec	----	----	Elec	Elec
CH 572	----	Req*	Elec	----	Elec	Elec	Req*
CH 573	----	Req*	Elec	----	Elec	Elec	Req*
CH 574	----	Req*	Elec	----	Elec	Elec	Req*
CH 575	----	Req*	Elec	----	Elec	Elec	Req*
CH 720	----	Req	----	----	----	----	Req
CH 721	----	Req	----	----	----	----	Req
CH 722	----	Elec	----	----	----	----	Elec

The total number of elective course transfer credits is limited in some engineering fields.

*These courses should be taken before transferring to KU.

**PS 100 is recommended for all first-year pre-engineering students.

Humanities and Social Sciences:

Students will be required to complete 15-18 semester hours in

the humanities and social sciences, depending upon the field of engineering.

In selecting courses students should follow these guidelines:

- At least one course designated as a humanities course, and one designated as a social sciences course.
- At least two courses offered by one department.
- A maximum of four credits from such areas as band, chorus, orchestra, drawing, painting, and sculpture may be acceptable at the discretion of the respective departments.

Courses that may be taken at Emporia State University to fulfill these requirements include:

Anthropology	Any course except AN 100, 355, 356 (SS)
Art	Only AR 225, AR 235 accepted (HU)
Economics	Any course above BC 103 (SS)
English	Any course except EG 301 (HU)
Modern Language	Only credits earned in second-year courses may apply (HU)
Geography	Any course except GE 371 (SS)
History	Any course (HU)
Philosophy	Any course (HU)
Political Science	Any course (SS)
Psychology	Any course (SS)
Sociology	Any course except SO 500 (SS)

Recommended program for those planning to transfer to Wichita State University:

This program is for students planning to transfer to the College of Engineering at Wichita State University to complete the Bachelor of Science in Engineering degree. It is highly recommended that students schedule a visit with an engineering advisor at WSU before registering for their final semester at ESU.

The following engineering fields are available at WSU: aerospace engineering (AE), electrical and computer engineering (EE), industrial engineering (IE), mechanical engineering (ME), and manufacturing engineering (Mf).

Required Courses (66-68 hours):**FIRST YEAR****Fall -- 16 hours**

EG 101	English Composition I	3 hours
MA 161	Calculus I	5 hours
CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
PS 100	Intro to Engineering	3 hours

Spring -- 16-17 hours

MA 262	Calculus II	5 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
EG 102	English Composition II	3 hours
	Science Elective(s)	3-4 hours

SECOND YEAR**Fall -- 17 hours**

PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
MA 363	Calculus III	3 hours
PH 315	Statics	3 hours
SP 101	Public Speaking	3 hours
	Humanities or Social Science Elective(s)	3 hours

Spring -- 17-18 hours

MA 335	Differential Equations I	3 hours
CS 260	Programming & Problem Solving (C++)	3 hours
MA 322	Intro to Linear Algebra	3 hours
PH 316	Dynamics	3 hours
	Technical, Natural Science, and/or Humanities and Social Sciences Electives*	5-6 hours

*Courses accepted as technical (T) and natural science (NS) electives are listed below.

Technical and Natural Science Electives:

PS 100	Introduction to Engineering*	3 hours
PS 200	Intro to Engineering Graphics	1-2 hours
PH 315	Statics	3 hours
PH 316	Dynamics	3 hours
PH 410-411	Electrical Circuit Analysis & Lab**	4 hours
PH 540	Modern Physics	3 hours
MA 322	Linear Algebra	3 hours
MA 380	Probability & Statistics	3 hours
GO 231	Physical Geology	3 hours
EG 305	Technical Writing	3 hours
BC 103	Principles of Economics I	3 hours
CS 260	Programming & Problem Solving (C++)	3 hours
CH 370-371	General Organic Chemistry & Lab	5 hours

*PS 100 is recommended for all pre-engineering students.

**Accepted only if EE 382 lab is completed at WSU.

Key to the above technical courses (electives or required):

	AE	EE	IE	ME	Mf
PS 100	----	----	T-Elec	T-Elec	T-Elec
PS 200	Req	Req	Req	Req	Req
PH 315	Req	Req	Req	Req	Req
PH 316	Req	Req	Req	Req	Req
PH 410	Req	Req	Req	Req	Req
PH 411	Req	Req	Req	Req	Req
PH 540	Elec	Elec	Elec	Elec	----
MA 322	----	----	Elec	----	Elec
GO 231	NS-Elec	NS-Elec	NS-Elec	NS-Elec	NS-Elec
EG 305	----	----	----	Elec	----
BC 103	SS-Elec	SS-Elec	Req	SS-Elec	SS-Elec
CS 260	T-Elec	T-Elec	T-Elec	T-Elec	T-Elec
CH 370	NS-Elec	NS-Elec	NS-Elec	NS-Elec	NS-Elec
CH 371	NS-Elec	NS-Elec	NS-Elec	NS-Elec	NS-Elec

Humanities and Social Sciences:

Students may complete 15 hours of humanities (HU) and social sciences (SS) course work using the following guidelines:

- One course from each of two different social sciences areas.
- One course from each of three different humanities or fine arts areas.
- Further study in a second higher-level course in one of the five course areas listed in a. and b. (except philosophy).

Note: Skills courses such as band, chorus, orchestra, drawing, painting, and sculpture are not acceptable.

Courses that may be taken at Emporia State to fulfill these requirements include:

Anthropology	Any course except AN 200, 355, 356 (SS)

Art	Only AR 225, 235 accepted (HU)
Economics*	Any course (SS)
English	Any course except EG 100, 101, 102, 103, 104, 301, 305 (HU)
Modern Language	Only credits earned in second-year courses may apply (HU)
History	Any course (HU)
Music	Only MU 226, 228 accepted (HU)
Philosophy	Any course (HU)
Political Science	Any course (SS)
Psychology	Only PY 100, 230, 231, 333, 401, 432 (SS)
Sociology	Any course except SO 125, 350, 351, 352, 353, 403, 418, 480 (SS)
Theatre Arts	Only TH 105 (HU)

*Industrial Engineering majors should complete Economics I and II (which also satisfies the requirement of a second higher-level humanities or social sciences course).

Dual-Degree Engineering

The dual-degree allows the student in three years and a summer to complete the basic pre-engineering program, complete the departmental requirements for a major in chemistry, earth science, physics, or mathematics, and complete all of the general education requirements for a bachelor's degree from Emporia State. Students normally earn the remaining credit hours required for graduation during the first year at an engineering school, and transfer them back and apply for the ESU degree at the end of the year. A fifth year is then necessary to complete the engineering requirements and obtain the BS in engineering. The dual-degree is only available at this time (June 2014) in conjunction with Kansas State University, the University of Kansas, and Wichita State University. Listed below are the programs of study that should be followed by students in the dual-degree programs with majors in chemistry, earth science, or physics. See Mathematics section for that dual-degree program.

DUAL-DEGREE ENGINEERING ESU BACHELOR OF SCIENCE CHEMISTRY MAJOR

This program is offered in conjunction with Kansas State University and the University of Kansas. It is especially appropriate for students planning to complete degrees in agricultural, civil, chemical or petroleum engineering.

To earn the BS degree at Emporia State, the student must satisfy all major and general education requirements prior to conferral of the degree. The student will normally fulfill the requirements for the BS in engineering after an additional two years at either Kansas State University or the University of Kansas.

NOTE: Chemical Engineering at KSU is a 3+3 program due to a required course that must be taken at KSU in the first semester of a student's chemical engineering program.

TECHNICAL COURSES – DUAL-DEGREES

Several courses may be used as "technical courses" in the various dual-degree programs. Refer to the charts following the two-year pre-engineering programs to determine which courses are appropriate for each program. General education information specific to dual-degree majors for ESU, KSU, and KU appears at the end of this section concerning Dual-Degree Engineering.

Recommended Courses:**Fall -- 17 hours**

EG 101	English Composition I	3 hours
MA 161	Calculus I	5 hours
CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
PE 100	Lifetime Fitness	1 hour
PS 100	Intro to Engineering	3 hours

Spring -- 18 hours

MA 262	Calculus II	5 hours
CH 126	Chemistry II	3 hours
CH 127	Chemistry II Lab	2 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
EG 102	English Composition II	3 hours

Fall -- 18 hours

	Fine Arts Elective	2 hours
MA 363	Calculus III	3 hours
PH 315	Statics	3 hours
PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
CH 572	Organic Chemistry I	3 hours
CH 573	Organic Chemistry I Lab	2 hours

Spring -- 19 hours

	Literature/Ideas Elective	3 hours
	Social/Behavioral Elective	3 hours
MA 335	Differential Equations I	3 hours
CH 376	Quantitative Analysis	3 hours
CH 377	Quantitative Analysis Lab	2 hours
CH 574	Organic Chemistry II	3 hours
CH 575	Organic Chemistry II Lab	2 hours

Summer -- 9 hours

BC 103	Economics I	3 hours
SP 101	Public Speaking	3 hours
	Social/Behavioral Science Elective	3 hours

Fall -- 17 hours

CH 720	Physical Chemistry I	3 hours
	Chemistry Elective	3 hours
	Fine Arts Elective	2 hours
CH 479	Undergraduate Research	1 hour
	Social/Behavioral Science Elective	3 hours
	Cultural Diversity Elective	3 hours
	Technical Elective	3 hours
	History (Multicult Intensive) Elective	3 hours

Spring -- 19 hours

CH 722	Physical Chemistry II	3 hours
CH 721	Physical Chemistry Lab	2 hours
CH 777	Instrumental Methods of Analysis	5 hours
CH 480	Capstone Report and Seminar	1 hour
CS 260	Programming & Problem Solving (C++)	3 hours
PE	Activity Course	1 hour
	Technical Elective	3 hours

**DUAL-DEGREE ENGINEERING
ESU BACHELOR OF SCIENCE
EARTH SCIENCE MAJOR**

This program is offered in conjunction with Kansas State University and the University of Kansas. It is especially appropriate for students planning to complete the degree in civil engineering.

To earn the BS degree at Emporia State, the student must satisfy all major and general education requirements prior to conferral of the degree. The student will normally fulfill the requirements for the BS in engineering after an additional two years at either Kansas State University or the University of Kansas.

Recommended Courses:**Fall -- 17 hours**

EG 101	English Composition I	3 hours
MA 161	Calculus I	5 hours
GO 231	Physical Geology*	3 hours
	Fine Arts Elective	2 hours
PS 100	Intro to Engineering	3 hours
PE 100	Lifetime Fitness	1 hour

*ES 110/111 may be substituted.

Spring -- 17 hours

MA 262	Calculus II	5 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
EG 102	English Composition II	3 hours
	Earth Science Elective	3 hours
PE	Activity Course	1 hour

Summer -- 10 hours

CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
CH 126	Chemistry II	3 hours
CH 127	Chemistry II Lab	2 hours

Fall -- 17 hours

MA 363	Calculus III	3 hours
PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
GO 324	Rocks and Minerals	3 hours
GO 325	Earth History	3 hours
PH 315	Statics	3 hours

Spring -- 17 hours

MA 335	Differential Equations I	3 hours
GO 326	Plate Tectonics	3 hours
BC 103	Principles of Economics I	3 hours
PH 316	Dynamics	3 hours
	Earth Science Elective	3 hours
	Fine Arts Elective	2 hours

Fall -- 18 hours

CS 260	Programming & Problem Solving (C++)	3 hours
SP 101	Public Speaking	3 hours
ES 319	Meteorology	3 hours

OR

ES 365	World Regional Climatology	3 hours
ES 351	Intro to Geospatial Analysis	3 hours
	Cultural Diversity Elective	3 hours
	Literature/Ideas Elective	3 hours

Spring -- 18 hours

Technical Electives	6 hours
Earth Science Electives	6 hours
Social/Behavioral Science Elective	3 hours
History (Multicult Inten) Elective	3 hours

Summer -- 8 hours

GO 547	Field Geology	5 hours
	Social/Behavioral Science Elective	3 hours

DUAL-DEGREE ENGINEERING ESU BACHELOR OF SCIENCE PHYSICS MAJOR

This program is offered in conjunction with Kansas State University, the University of Kansas, and Wichita State University. It is especially appropriate for students planning to complete degrees in electrical, computer, or mechanical engineering. To earn the BS degree at Emporia State, the student must satisfy all major and general education requirements prior to conferral of the degree. The student will normally fulfill the requirements for the BS in engineering after an additional two years at either Kansas State University, the University of Kansas or Wichita State University.

Recommended Courses:**Fall -- 17 hours**

EG 101	English Composition I	3 hours
CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
MA 161	Calculus I	5 hours
PE 100	Lifetime Fitness	1 hour
PH 100	Orientation to Physics	3 hours

Spring -- 17 hours

MA 262	Calculus II	5 hours
CH 126	Chemistry II	3 hours
CH 127	Chemistry II Lab	2 hours
PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
	Fine Arts Elective	2 hours

Fall -- 17 hours

EG 102	English Composition II	3 hours
MA 363	Calculus III	3 hours
PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
CS 260	Programming & Problem Solving (C++)	3 hours
PH 315	Statics	3 hours

Spring -- 17 hours

MA 335	Differential Equations I	3 hours
PH 540	Modern Physics	3 hours
	Fine Arts Elective	2 hours
PH 316	Dynamics	3 hours
	Technical Electives	6 hours

Summer -- 7 hours

SP 101	Public Speaking	3 hours
PE	Activity Course	1 hour
	Social/Behavioral Science Elective	3 hours

Fall -- 18 hours

PH 741	Advanced Physics I Lab	3 hours
PH 760	Mechanics I	3 hours
PH 762	Electricity & Magnetism I	3 hours
MA 322	Linear Algebra	3 hours
BC 103	Principles of Economics I	3 hours
	Literature/Ideas Elective	3 hours

Spring -- 18 hours

Physics Electives	6 hours
History (Multicult Inten) Elective	3 hours
Technical Elective	3 hours
Social/Behavioral Science Elective	3 hours
Cultural Diversity Elective	3 hours

DUAL-DEGREE ENGINEERING PROGRAM GENERAL EDUCATION INFORMATION

Emporia State University

The following general education program applies to students participating in an approved ESU dual-degree program offered in conjunction with an engineering program accredited by the Accreditation Board for Engineering and Technology (ABET).

Students in these programs follow the general education program published in this catalog, with the following exceptions:

1. Students in the program must use MA 161 (Calculus I) to fulfill the quantitative and Mathematical Reasoning core requirement.
2. Students in the programs must use SP 101 (Public Speaking) to fulfill the Speaking and Listening core requirement.
3. Students in the programs must use CH123/124 (Chemistry I/Lab) to fulfill the Physical Sciences and lab portion of the Life and Physical Sciences core requirement.
4. Students in the programs are exempted from the Biological Sciences and Lab portion of the Life and Physical Sciences core requirement.
5. Students in the programs satisfy the Personal and Social Well-Being core requirement by successfully completing one course (1-3 credit hours) from the approved list.

Kansas State University Requirements:

KSU requires that all engineering students complete English Composition I, English Composition II (unless an "A" or "B" is earned in English Composition I), speech, one course in physical education, and technical writing (at the junior level). In addition to the required courses, each KSU student is to complete 15 hours in the humanities and social sciences, which includes such areas as anthropology, art, economics, English, geography, history, journalism, modern language (advanced work only), music, philosophy, political science, psychology, sociology, and speech. At least two courses must be taken at the 300-level or above, and not more than three credits may be taken in applied music or applied art.

The University of Kansas Requirements:

Students will be required to complete 15-18 semester hours in the areas of humanities and social sciences, depending upon the field of engineering. When selecting courses, students should follow these guidelines:

1. At least one course designated as a humanities course, and one designated as a social science course.
2. At least two courses offered by one department.
3. A maximum of 4 credits from such areas as band, chorus, orchestra, drawing, painting, and sculpture may be acceptable at the discretion of the respective departments.

Wichita State University Requirements:

See engineering advisor.

Science Grades 5-8

BACHELOR OF SCIENCE IN EDUCATION SECONDARY – SCIENCE GRADES 5-8 TEACHING FIELD (Licensure)

See Physical Science section, below, Science Grades 5-8 Teaching Field. (This program is sometimes referred to as the middle-level science licensure program, and was formerly the General Science teaching field program.)

Physical Science

PHYSICAL SCIENCE MINOR

A minor in physical science will consist of a minimum of 20 hours. PS 214, *Physical Science* or the equivalent, may serve on the minor if this is the student's first course in the physical sciences. It is expected that the student select courses from each of the areas of chemistry, physics, and earth science. Additional information is available from the Departments of Physical Sciences Office, Cram Science Hall, room 133.

BACHELOR OF SCIENCE IN EDUCATION SECONDARY TEACHING FIELDS (Licensures) -- *CHEMISTRY (71321)* *EARTH-SPACE SCIENCE (71381)* *SCIENCE GRADES 5-8 (71341)** *PHYSICS (71331)*

*Science Grades 5-8 as a field of licensure is sometimes known as Middle-school science; it was formerly known as the General Science teaching field.

The program variations are designed to satisfy **requirements to teach in the secondary schools of Kansas in chemistry, earth-space science, physics, and science grades 5-8**. Students are required to complete licensures in two of these areas or one of these plus an additional licensure area (mathematics or biology, for example).

While there are two university options available for students preparing to teach at the secondary level (Option A, two licensure areas, and Option B, one licensure area), the Physical Sciences offer only Option A. Beginning physical sciences teachers are nearly always required to teach in more than a single field. In Physical Sciences (CH, ES, GO, PH or PS) teaching licensure courses, students must have a GPA of 2.5 or higher, and no more than one course with a "D" grade (lecture-laboratory course combinations with separate course numbers are considered two courses). Departmental approval is required for admission to teacher education program candidacy (Phase I) and student teaching (Phase II).

See the general education requirements applicable to BSG program in the General Education section of this catalog.

See also, the Professional Education and Program requirements for the Bachelor of Science in Education - Secondary Education, in the Department of School Leadership/Middle & Secondary Teacher

Education section of this catalog.

The following requirements exist for the various teaching fields; the core is common to all fields (licensure):

Physical Science Core Requirements (20 hours):

CH 123-124	Chemistry I & Lab	5 hours
PH 140-141	College Physics I & Lab	5 hours
ES 110-111	Intro to Earth Science & Lab	5 hours
PS 516	Teaching Physical Sciences in Middle/High Schools	3 hours
PS 430	Nature of Science	2 hours

Additional Requirements:

Complete the set or sets of courses listed below for each licensure selected.

Chemistry -- 15 hours

CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours

Earth-Space Science -- 14-16 hours

GO 325	Earth History	3 hours
GO 547	Field Geology	5 hours
OR		
ES 546	Field Geomorphology	2-5 hours
GO 548	Field Stratigraphy	2 hours
OR		
ES/GO	Field-based course	
ES 319	Meteorology	3 hours
Astronomy or Space Science Course:		
PS 218	Descriptive Astronomy	3 hours
OR		
ES 518	Space Science	5 hours
OR		
PH 110/111	Intro to Space Science & Lab	5 hours

Physics -- 18 hours

PH 343-344	College Physics II & Lab	5 hours
PH 540	Modern Physics	3 hours
PH	Approved Elective(s) (must include a lab beyond general physics level)	5 hours
MA 161	Calculus I	
OR		
MA 165	Basic Calculus	5 hours

Science Grades 5-8 -- See also Biology section.

Life Science Requirements (12 hours):

GB 140-141	Principles of Biology & Lab	
OR		
GB 100-101	General Biology & Lab	
BO 212-213	Biology of Plants & Lab	4 hours
ZO 214-215	Biology of Animals & Lab	4 hours

Physical Science Requirements (5 hours):

CH 126-127	Chemistry II & Lab	5 hours
OR		
PH 343-344	College Physics II & Lab	5 hours

One of the following (3-5 hours):

ES 319	Meteorology	3 hours
GO 325	Earth History	3 hours

GO 326	Plate Tectonics	3 hours
PH 110-111	Introduction to Space Science	5 hours

All pre-service candidates will demonstrate instructional technology competence and should arrange to do part of their student teaching at the middle-school level.

NOTE: Persons seeking science grades 5-8 as a licensure area in addition to others administered by the Departments of Physical Sciences must take PS 430. If a science grades 5-8 licensure is desired, a portion of student teaching must be at that level.

Physics

BACHELOR OF ARTS

PHYSICS MAJOR

This program is designed to allow some specialization in Physics while gaining breadth in other disciplines. Required courses in the major total 25 hours.

Required Courses (14-16 hours):

PH 190	Physics I	3 hours
PH 191	Physics I Lab	1 hour
PH 192	Physics I Recitation	1 hour
PH 393	Physics II	3 hours
PH 394	Physics II Lab	1 hour
PH 395	Physics II Recitation	1 hour
PH 490	Independent Study	1-3 hours
PH 540	Modern Physics	3 hours

NOTE: College Physics I (PH 140/141) and College Physics II (PH 343/344) may be substituted for Physics I (PH 190/191/192) and Physics II (PH 393/394/395), respectively.

Elective Courses (11 hours):

A student must complete an additional 11 hours of approved electives in physics. All physics courses at the 300-level or above may be used to fulfill this requirement. An upper-division laboratory course is highly recommended. The degree program may include a maximum of 6 hours of credit for any combination of PH 315, PH 316, PH 760, and PH 761.

Required Associated Courses (15 hours):

CH 123	Chemistry I	3 hours
CH 124	Chemistry I Lab	2 hours
MA 161	Calculus I	5 hours
MA 262	Calculus II	5 hours

Required Second Program of Study:

The student is required to complete a second program of study from 12 to 30 hours in another discipline of choice, or an ESU approved minor.

BACHELOR OF SCIENCE

PHYSICS MAJOR

This degree and major are designed for students planning a graduate degree in one of the many areas of experimental or theoretical physics or a career in a closely allied field. The program of study is flexible, permitting students to achieve a certain degree of specialization, but also requiring significant experience in theory, experimentation and computation. PH 490, Independent Study, is a capstone course to be taken in the final year. In addition to the

physics courses, students develop a solid background in mathematics, computer science, and chemistry, which provides many career options. For some, physics provides an excellent foundation for the professions of law or medicine, or applied opportunities for physics-based careers such as medical physics or computational science. Recommended programs of study are available for students who wish to obtain a BS in physics and simultaneously prepare for employment or further education in an allied field, e.g., engineering, geophysics, medicine, or computer science. Additional information about recommended programs and opportunities in physics may be obtained in the Department of Physical Sciences Office, Cram Science Hall, room 133. See the general education requirements in the General Education section of this catalog.

Required Courses (23-25 hours):

PH 190/191/192	Physics I Lecture/Lab/Recitation	5 hours
PH 393/394/395	Physics II Lecture/Lab/Recitation	5 hours
PH 490	Independent Study	1-3 hours
PH 540	Modern Physics	3 hours
PH 741	Advanced Physics I Lab	3 hours
PH 760	Mechanics I	3 hours
PH 762	Electricity & Magnetism I	3 hours

Elective Courses (8 hours):

At least 6 hours of electives must be at the 300-level or above. PH 100 may be used as an elective. The degree program may include a maximum of 6 hours of credit for any combination of PH 315, PH 316, PH 760, and PH 761, and a maximum of 3 hours of credit in PH 490.

Required Associated Courses (19 hours):

CH 126-127	Chemistry II & Lab	5 hours
CS 260	Programming & Problem Solving (C++)	3 hours
MA 262	Calculus II	5 hours
MA 363	Calculus III	3 hours
MA 335	Differential Equations	3 hours

PHYSICS MINOR

This program is designed to allow a degree of specialization in physics while majoring in another field such as chemistry, mathematics, earth science, or computer science. The total credit hours necessary are 19.

Required Courses (10 hours):

PH 190/191/192	Physics I Lecture/Lab/Recitation	5 hours
PH 393/394/395	Physics II Lecture/Lab/Recitation	5 hours

Elective Courses (9 hours):

The student may select from these and other physics courses for a minimum of 9 hours. PH 540 Modern Physics and an advanced laboratory course such as PH 741 Advanced Physics Laboratory I are highly recommended.

PH 100	Orientation to Physics	3 hours
PH 450	Interdisciplinary Sciences: Physics	3 hours
PH 500	Topics in Physics	1-5 hours
PH 510	Computer Applications in Physics	3 hours
PH 520	Light	3 hours
PH 530	Heat & Thermodynamics	3 hours
PH 540	Modern Physics	3 hours
PH 547	Analog Electronics	3 hours
PH 548	Analog Electronics Lab	2 hours
PH 550	Digital Electronics	3 hours
PH 551	Digital Electronics Lab	2 hours
PH 730	Seminar in Physics	0-2 hours

PH 741	Advanced Physics Lab I	3 hours
PH 742	Advanced Physics Lab II	3 hours
PH 760	Mechanics I	3 hours
PH 762	Electricity & Magnetism I	3 hours
PH 763	Electricity & Magnetism II	3 hours
PH 790	Theoretical Physics	3 hours
PH 795	Introduction to Quantum Mechanics	3 hours

BACHELOR OF SCIENCE IN EDUCATION

PHYSICS TEACHING FIELD (Licensure)

See Physical Science section.

HEALTH-RELATED FIELDS

Students wishing to prepare for careers in the health-related professions (such as dentistry, optometry, medicine, medical technology, optometry, and pharmacy) should consult the appropriate section in this catalog. These programs are under the direction of an interdepartmental committee. Details on preparation for a specific field are available in the office of the Departments of Physical Sciences. The pre-dental and pre-pharmacy programs are outlined below.

PRE-DENTAL PROGRAM

A major in chemistry or biochemistry and molecular biology can provide an excellent background for dental students.

Required and Recommended Courses:

A survey of eight dental schools to which ESU students regularly send applications indicates the following minimum requirements for acceptance. All science courses must have an accompanying laboratory.

English Composition	2 semesters
General Chemistry	2 semesters
Organic Chemistry	2 semesters
Physics	2 semesters
Biology*	4 semesters

*These courses must include general biology, anatomy, physiology, and cell biology. Other courses that have counterparts in the dental curriculum (histology, neuroscience, microbiology, biochemistry) are strongly recommended.

Most ESU students that have been accepted into the School of Dentistry at UMKC in recent years have gained admission through the Reserved Admission Program. To be eligible for Reserved Admission one must have completed a minimum of, but not more than, four semesters of college credit while being continuously enrolled in full-time course loads (a minimum of 15-18 credit hours per semester). The semester grade point average must be at least 3.60 in a degree-seeking program including prerequisite courses.

PRE-PHARMACY PROGRAM

The pre-pharmacy program is a two-year, 68-hour curriculum required by schools of pharmacy for admission to their professional programs. An additional three or four years of study at a school of pharmacy is required to become a registered pharmacist. In addition to those courses shown below, the student must also have taken physics prior to admission. (High school physics with a grade of B or better will satisfy this requirement at the University of Kansas.) Pre-calculus math and physics courses do not count toward the 68-hour preadmission requirement. A grade-point average higher than 2.5 is necessary to enter pharmacy school; those accepted typically

have much higher grade-point averages.

First-Year Requirements (33 hours):

EG 101	English Composition I	3 hours
EG 102	English Composition II	3 hours
CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
GB 140-141	Principles of Biology & Lab	4 hours
ZO 362-363	Human Anatomy & Physiology & Lab	5 hours
MA 165	Basic Calculus	5 hours
SP 100	Interpersonal Communication	3 hours

Second-Year Requirements (35 hours):

CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
MC 316-317	Microbiology & Lab	4 hours
	General Studies Electives	21 hours

Courses offered by the Department of Physical Sciences:

CHEMISTRY

CH 110. CHEMISTRY FOR TODAY'S WORLD 4 HRS.

(Corequisite, CH 111.) A chemical science course for the nonscientist. The necessary scientific background is established in order to consider aspects of the energy crisis, nuclear chemistry, chemical consumer products, and health-related chemical topics. (This course is not a substitute for CH 123.)

CH 111. CHEMISTRY FOR TODAY'S WORLD

LABORATORY 1 HR.

(Corequisite, CH 110.) The laboratory emphasizes that chemistry is a "real-world" experience. Each laboratory is designed to provide understanding of some aspect of the chemical sciences.

CH 120. GENERAL CHEMISTRY 3 HRS.

(Corequisite, CH121.) Introduction to some basic concepts and principles of chemistry and their theoretical, practical, and mathematical interrelationships. Three lecture periods a week. (A one semester course which is designed for health-related professionals, and is not designed to substitute for CH 123.)

CH 121. GENERAL CHEMISTRY LAB 2 HRS.

(Corequisite, CH 120.) Laboratory to accompany CH 120.

CH 122. GENERAL CHEMISTRY RECITATION 1 HR.

Recitation class to accompany CH 120 and CH 121.

CH 123. CHEMISTRY I 3 HRS.

(Prerequisite, MA110 or equivalent or higher. Corequisite, CH 124.) Fundamental principles and concepts of chemistry, including atomic structure and chemical bonding, chemical stoichiometry, reaction types, thermochemistry, phases of matter and solutions.

CH 124. CHEMISTRY I LAB 1-2 HRS.

(Corequisite, CH 123.) Laboratory to accompany CH 123.

CH 126. CHEMISTRY II 3 HRS.

(Prerequisite, CH 123 or equivalent. Corequisite, CH 127.) A continuation of Chemistry I with emphasis on equilibria and properties of elements and compounds. Three lecture periods a week.

CH 127. CHEMISTRY II LAB 1-2 HRS.

(Corequisite, CH 126.) Laboratory to accompany CH 126.

CH 310. ENGINEERING MATERIALS 2 HRS.

(Prerequisites, CH 123 and PH 190 or concurrent enrollment.) Engineering requirements of materials; arrangements of atoms in materials; metallic and ceramic phases and their properties; polymers; multiphase equilibrium and non-equilibrium relationships; modification of properties through changes in microstructure; thermal behavior in service; corrosion; effect of radiation on materials. Two lectures per week.

CH 370. GENERAL ORGANIC CHEMISTRY 3 HRS.

(Prerequisite, CH 126. Corequisite, CH 371.) Organic chemistry covering all important functional groups; also sugars and carbohydrates, fats and oils, amino acids and proteins, polymers, drugs. Nomenclature, molecular structures and common chemical reactions are stressed. Three lecture periods per week.

CH 371. GENERAL ORGANIC CHEMISTRY LAB 2 HRS.

(Corequisite, CH 370.) A specially developed set of classical experiments with some non-classical experiments involving polymers, dyes, chromatography, sugars, amino acids and proteins, enzymes, fats and oils.

CH 376. QUANTITATIVE ANALYSIS 3 HRS.

(Prerequisites, CH 126 and CH 127. Corequisite, CH 377.) The course is laboratory oriented. Development of good analytical technique is stressed. Includes the determination of quantitative data by volumetric, gravimetric and simple instrumental techniques. Areas discussed are acid-base reaction, oxidation-reduction, complex formation, solubility equilibrium and spectroscopy.

CH 377. QUANTITATIVE ANALYSIS LAB 2 HRS.

(Corequisite, CH 376.) Laboratory to accompany CH 376.

CH 479. UNDERGRADUATE RESEARCH 1-4 HRS.

(Prerequisite, consent of instructor.) For students wanting to conduct investigative study or do creative work of the type not covered by other courses. The student works independently under the supervision of a faculty member on a project in an area of chemistry in which he/she has an interest. Utilized as capstone course for chemistry majors.

CH 480. CAPSTONE REPORT AND SEMINAR 1 HR.

Permission of instructor is required to enroll. CH480 is the final capstone research semester course for the chemistry and biochemistry/molecular biology majors. Students complete the final draft of the written report and present an oral report of their capstone research.

CH 500. TOPICS IN CHEMISTRY (*) 1-5 HRS.

Permission of instructor required to enroll. Selected topics in chemistry for undergraduate and graduate students. The topic(s) to be covered will be announced in the enrollment schedule. Lecture, laboratory, and/or discussion will be utilized depending on the topic(s). Topic(s) will be chosen by the department. *The blank will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

CH 506. ENVIRONMENTAL CHEMISTRY 3-4 HRS.

(Prerequisites, CH 126 and CH 127.) Sources, transport, reactions and effects of chemical species in the hydrosphere, the lithosphere and the atmosphere.

CH 508. INDUSTRIAL CHEMISTRY 1-3 HRS.

(Prerequisite, CH 574.) Intended to form a bridge between the academic education of chemists and the chemical industry. Field trips are an integral part of this course.

CH 525. DESCRIPTIVE INORGANIC CHEMISTRY 3 HRS.

(Prerequisites, CH 126 and CH 127 or equivalent.) The properties and reactions (descriptive chemistry) of inorganic elements and their compounds and the principles, trends, and patterns of inorganic chemistry are studied. These trends are useful for predicting and explaining how and why reactions occur involving inorganic species in areas such as biochemistry, and geochemistry.

CH 560. FUNDAMENTALS OF BIOCHEMISTRY 3 HRS.

(Prerequisites, CH370 or CH574) Provides a survey of the common biological molecules, their metabolism, and their roles in life-sustaining processes. Topics include special features of the aqueous environment, structures of basic biological macromolecules, protein and nucleic acid biosynthesis, protein structure and function, enzyme mechanisms and kinetics, energetics, and metabolism of carbohydrates, lipids, and amino acids. Three lecture periods per week. (Concurrent enrollment in CH661 is strongly recommended.)

CH 561. FUNDAMENTALS OF BIOCHEMISTRY LABORATORY 2 HRS.

(Taken concurrently with CH560.) A laboratory course that serves as an introduction to several of the major experimental techniques and methodologies used in the study of biochemical systems. Topics may include buffers, protein determination, chromatography, enzyme kinetics, protein-ligand binding interactions, electrophoresis, DNA analysis, and use of biomolecular databases. One four-hour laboratory and a one-hour recitation per week.

CH 572. ORGANIC CHEMISTRY I 3 HRS.

(Prerequisite, CH 126. Corequisite, CH 573.) Chemistry of the more important classes of carbon compounds including both aliphatic and aromatic series, stereochemistry, IR and NMR spectroscopy. Three lecture periods per week.

CH 573. ORGANIC CHEMISTRY I LAB 2 HRS.

(Corequisite, CH572) Laboratory to accompany CH 572.

CH 574. ORGANIC CHEMISTRY II 3 HRS.

(Prerequisite, CH 572. Corequisite, CH 575.) A continuation of CH 572, Organic Chemistry I. Three lecture periods a week.

CH 575. ORGANIC CHEMISTRY II LAB 1-2 HRS.

(Corequisite, CH 574.) Laboratory to accompany CH 574.

CH 578. WATER ANALYSIS 3 HRS.

(Prerequisites, CH 376 and CH 377.) Lecture and laboratory covering analysis of water for inorganic substituents including pH, Oxygen, metal ions, and nutrients. Methods include volumetric, spectrophotometric, and electrochemical analysis. Interpretation of laboratory results is included.

CH 620. ELEMENTS OF PHYSICAL CHEMISTRY 3 HRS.

(Prerequisites, MA 165, PH 140, and PH 143.) A one-semester course covering the areas of physical chemistry. Some of the areas include thermodynamics, chemical and ionic equilibrium, kinetics, solutions and phase equilibrium.

CH 627. INTERMEDIATE CHEMISTRY 3 HRS.

(Prerequisites, CH 126 or consent of instructor.) Topics include inorganic, organic, analytical and physical chemistry. The course is intended to serve as a review of chemistry for students who require additional study of basic concepts before continuing into advanced courses. Three lecture periods per week.

CH 660. BIOCHEMISTRY I 3 HRS.
(Prerequisite, CH574 or CH370) The first half of a year-long biochemistry sequence that provides an in-depth look at the chemistry that occurs in living organisms. The course content will focus on the structure-function relationships as they pertain to the major classes of biomolecules. Central to this theme will be a detailed examination of protein function, enzyme kinetics, bioinformatics, and the molecular basis of nucleotide and protein synthesis. The basic structure and function of nucleic acids, lipids, and carbohydrates will also be examined. Concurrent enrollment in the lab is required for B.S. Biochemistry and Molecular Biology and the Biochemistry concentration within the Chemistry degrees.

CH 661. LABORATORY METHODS IN BIOCHEMISTRY 2 HRS.
The laboratory course to complement the Biochemistry lecture courses (CH560 or CH660). An emphasis will be placed on gaining experience with the primary methods of biochemical analysis in the laboratory. Students will learn both theory and practice of working with proteins, nucleotides, lipids and carbohydrates.

CH 662. BIOCHEMISTRY II 3 HRS.
(Prerequisite, CH 660.) The second half of a year-long biochemistry sequence that provides an in-depth look at the chemistry that occurs in living organisms. Topics covered include anabolic and catabolic pathways of metabolism, including photosynthesis, as well as the organization and utilization of genetic information. Students should be aware that CH560 is not considered to be an appropriate prerequisite for this course.

CH 676. ANALYTICAL CHEMISTRY 4 HRS.
(Prerequisite, CH127 or equivalent.) Three hours of lecture and 6 hours of laboratory per week. This is a lecture and laboratory course designed to teach technique, theory, and the interpretation of the quantitative results. A variety of techniques will be covered, including volumetric, gravimetric, spectroscopic, and electroanalytic methods.

CH 700. ADVANCED TOPICS IN CHEMISTRY(*) 1-5 HRS.
Permission of instructor required to enroll. Selected advanced topics in chemistry for graduate students. The topic(s) to be considered will be announced in the enrollment schedule. Lecture, laboratory, and/or discussion will be utilized depending on the topic(s). Topics will be chosen by the department. *The parentheses will be filled with an appropriate short description on the student's transcript to indicate the subject area studied. May be repeated for credit.

CH 720. PHYSICAL CHEMISTRY I 3 HRS.
(Prerequisites, CH 376, MA 262, and PH 193.) Topics covered include thermodynamics, one component systems, phase equilibria, colligative properties, and chemical statistics. Three lecture periods a week.

CH 721. PHYSICAL CHEMISTRY LABORATORY 2 HRS.
(Prerequisites, CH 376, CH 720, MA 262, and PH 193; concurrent with CH 722.) Physical Chemistry Laboratory is designed to reinforce an understanding of general physical chemistry principles in the area of error analysis, behavior of gases, thermodynamics, phase behavior, electrochemistry, kinetics, and spectroscopy.

CH 722. PHYSICAL CHEMISTRY II 3 HRS.
(Prerequisite, CH 720. Concurrent with CH 721.) Topics covered include kinetics, electromotive force, quantum theory, spectra and molecular structure. Three lecture periods a week.

CH 723. ADVANCED PHYSICAL CHEMISTRY LABORATORY 2 HRS.
(Prerequisites, CH 376, CH 720, CH 721, CH 722, MA 262, and PH

193.) Advanced Physical Chemistry Laboratory is designed to familiarize students with advanced chemistry laboratory techniques through research projects and computational experiments.

CH 724. TOPICS IN PHYSICAL CHEMISTRY: (*) 3 HRS.
(Prerequisite, CH 722.) A topic in physical chemistry will be chosen from among those topics of interest to students and faculty. Examples include quantum chemistry, statistical mechanics, thermodynamics, surface chemistry, and estimation of physical properties. *Topic to be considered is announced in the enrollment schedule. May be repeated for credit.

CH 725. ADVANCED INORGANIC CHEMISTRY 3 HRS.
(Prerequisites, CH 525 and CH 720.) A systematic study of the elements and their compounds emphasizing the relationships between the properties of substances and their atomic and molecular structures and the positions of the elements in the periodic table. Three lecture periods a week.

CH 726. ADVANCED INORGANIC CHEMISTRY LABORATORY 1-3 HRS.
(Prerequisite or corequisite, CH 725.) Synthesis and characterization of typical inorganic compounds employing methods and techniques which are unique to inorganic chemistry.

CH 728. CHEMICAL LITERATURE 1 or 2 HRS.
(Prerequisite, consent of instructor.) Use of chemical literature. A study of assorted chemical and related publications, reference books, and other sources of information. One-hour class period and one 2-hour library assignment per week.

CH 729. RESEARCH PROBLEM IN CHEMISTRY 1-3 HRS.
(Prerequisite, graduate standing and consent of instructor.) Individual studies by advanced students of problems of special interest in chemistry. Training in methods of research.

CH 730. SEMINAR IN CHEMISTRY 0-2 HRS.
(Prerequisite, consent of instructor.) Seminars are given by students, outstanding chemists from other institutions, and faculty. May be repeated for credit.

CH 745. NUCLEAR TECHNIQUES 4 HRS.
(Prerequisites: PH393 or PH343 and CH126.) Theory and applications of radioactive tracer techniques in chemistry.

CH 760. NUCLEIC ACIDS BIOCHEMISTRY 3 HRS.
(Prerequisite, CH 560 or CH 662.) A comprehensive coverage of the chemistry and biochemistry of nucleic acids. Topics include DNA and RNA structure, DNA replication and fidelity, DNA damage and repair, protein-DNA and drug-DNA interactions, biochemical aspects of modern molecular biology, and other current areas of interest from the literature. Three hours of lecture per week.

CH 765. ADVANCED BIOTECHNOLOGY LABORATORY 4 HRS.
(Prerequisites, one upper-level lab course from the following list; CH 561, CH 661, MC 541, MC 550, or MC 562.) Two hours of lecture and 6 hours of laboratory per week. A project-based course designed to allow students to learn and practice the major laboratory methods of inquiry used in biochemistry- and molecular biology-related areas of research. Techniques covered may include library screening, gene cloning, PCR, protein expression and purification, bioinformatics, microarray analysis, and protein characterization. An emphasis is placed on using these techniques and skills in an integrated way to address a semester-long project.

CH 772. TOPICS IN ORGANIC CHEMISTRY: (*) 1-3 HRS.
(Prerequisites, CH 574 and CH 720.) Selected topics in organic chemistry. *The topic to be covered is announced in the enrollment schedule. Some examples of areas are: industrial organic chemistry, reaction mechanisms, organic synthesis and organic polymers. May be repeated for credit.

CH 773. QUALITATIVE ORGANIC ANALYSIS 3 HRS.
(Prerequisite, CH 574.) Identification of unknown organic compounds using both instrumental and wet chemical methods. The analytical correlation of structure with instrumental and chemical information is stressed. Two lecture periods a week with laboratory by arrangement.

CH 776. TOPICS IN BIOCHEMISTRY: (*) 1-3 HRS.
(Prerequisite, CH 560.) Advanced studies of selected aspects of biochemistry for the student with previous background in the area. The area of study will be selected prior to the first class meeting. *The topic to be considered will be announced in the class schedule. May be repeated for credit.

CH 777. INSTRUMENTAL METHODS OF ANALYSIS 5 HRS.
(Prerequisite, CH 720 and pre- or corequisite, CH 722.) The use of instruments to obtain qualitative, quantitative, and structural data is discussed. Basic theory, fundamental principles, and limitations underlying the techniques are included. Laboratory experiments acquaint the student with the operation of the instruments and the interpretation of data. Techniques drawn from the areas of separations, spectroscopy, and electroanalytical methods, include gas and liquid chromatography; capillary electrophoresis; mass spectrometry; ultraviolet, visible, infrared, Raman, fluorescence, phosphorescence, atomic absorption, atomic emission, nuclear magnetic resonance, and electron paramagnetic resonance spectroscopies; voltammetry; and polarography.

CH 778. TOPICS IN ANALYTICAL CHEMISTRY: (*) 1-3 HRS.
(Prerequisite, CH 376.) Selected topics in analytical chemistry. *The topic to be covered is announced in the enrollment schedule. Some examples of areas are applied analytical methods, absorption spectroscopy, flame emission and atomic absorption spectroscopy, and electrochemical methods. May be repeated for credit.

CH 801. TRENDS IN HIGH SCHOOL CHEMISTRY CURRICULA 3 HRS.
(Prerequisites, graduate standing.) Designed for in-service physical science teachers. In depth investigation by class participants of current chemical education curricula to determine trends. Diagnostic study of these trends by the class to determine their relative significance, cost of implementation, and methods of integration into an existent or a new course. Laboratory investigations will be used as advisable.

CH 802. MODERN DEVELOPMENTS IN CHEMISTRY 3 HRS.
(Prerequisites, graduate standing.) Designed for in-service physical science teachers. A study of recent advances in the fields of analytical, inorganic, physical, organic and biochemistry.

CH 826. TOPICS IN INORGANIC CHEMISTRY: (*) 1-3 HRS.
(Prerequisite, CH 725.) A treatment of a specific area of inorganic chemistry to be chosen from among the following topics: physical methods, coordination chemistry, stereochemistry and symmetry of inorganic compounds, kinetics and mechanisms of inorganic reactions, aspects of metal chemistry and nonmetal chemistry. *The topic to be

covered will be announced in the enrollment schedule. May be repeated for credit.

CH 829. GRADUATE RESEARCH 1-5 HRS.
(Prerequisites, graduate standing.) Investigative research on a problem in an area of chemistry selected by the student after consultation with and under the supervision of a chemistry faculty member. Permission of instructor required to enroll.

CH 871. TOPICS IN ADVANCED PHYSICAL CHEMISTRY 1-3 HRS.
(Prerequisites, CH 722 and consent of instructor.) Each semester a topic in physical chemistry will be chosen and pursued at an advanced level of study. Some of the topics covered will be the same as those covered in CH 724, but at a different level of presentation. May be repeated for credit.

CH 875. THESIS M.S. 1-5 HRS.
(Prerequisite, consent of instructor.) Required for the 30-hour degree, Master of Science with a major in chemistry. Research in an approved area of chemistry and the preparation of a thesis.

EARTH SCIENCE

ES 110. INTRODUCTION TO EARTH SCIENCE 4 HRS.
(Corequisite, ES 111.) This course may be used for general education requirements and also serve as the first course for those majoring or pursuing a teaching field in earth science. An introduction to the earth sciences through combined lecture and laboratory experiences in the areas of astronomy, geology, meteorology, and oceanography.

ES 111. INTRODUCTION TO EARTH SCIENCE LAB 1 HR.
(Corequisite, ES110.) Laboratory to accompany ES 110.

ES 237. GEOLOGIC ENVIRONMENTS OF THE GREAT PLAINS 2 HRS.
The geological attributes and geologic history of the Great Plains region of North America are intimately involved, directly and indirectly, with its boundaries, scenery, resources, and hazards. Attention will focus on these relationships and on the coexistence of mankind. Aspects of geologic history will be examined for their impact on the present, and the interrelations of the geo-environmental factors of topography, soils, water, mineral resources, and climate will be illustrated and related to human activities.

ES 254. PHYSICAL GEOGRAPHY 3 HRS.
Primarily for majors and minors in geography, the physical and biological sciences, and others interested in physical geography. Systematic study of the elements of climate, landforms, water resources, vegetation, soil, and minerals.

ES 314. PROJECT DESIGN SEMINAR 1 HR.
(Prerequisite, earth science major or BSE candidate with earth/space science teaching field, at least junior standing.) The course is an introduction to strategies and techniques of research. Progressive definition of a problem and devising means to solve it will be emphasized. Supporting techniques of library use and conventions of scientific proposal and report writing will also be surveyed.

ES 319. METEOROLOGY 3 HRS.
(Prerequisite, ES110 and ES111.) The physical processes underlying weather phenomena are studied through the construction and analysis of various surface and high level atmospheric charts, cross sections and graphs.

ES 320. SEVERE AND UNUSUAL WEATHER 3 HRS.
(Prerequisites, ES110, ES111, and ES319.) The focus of this course will be weather phenomena that are considered to be severe and/or unusual. This would include blizzards, ice storms, thunderstorms, lightning, hail, flooding rains, tornadoes, hurricanes, droughts, and many other weather events that can affect our lives. The major emphasis will be placed on weather that affects the United States. Particular attention will be given to supplying students with a basic understanding of each weather phenomenon, its causes, its hazards, and information needed to predict, survive or avoid these hazards and to mitigate against their effects. It is also intended to be a follow-up course to our existing meteorology course (ES319).

ES 331. ICE AGE ENVIRONMENTS 3 HRS.
(Prerequisite, ES 110 and ES111.) An introduction to geology, landscapes, glaciers, climate, and biology of the Ice Ages. The relationship of Ice Age events to modern environments, the nature of climatic and environmental change, and the role of man. Three hours lecture per week and field trips.

ES 333. ENVIRONMENTAL GEOLOGY 3-5 HRS.
(Prerequisite, ES 110 and ES111.) Focus on natural operations of systems and cycles involved with geologic hazards and resource distribution/production. Beneficial and disastrous consequences of man's involvement with natural operations will be analyzed and applied to land use planning. Course appropriate for those interested in environmental studies, but also agriculture, civil engineering, construction, economics, planning, science education.

ES 341. WETLAND ENVIRONMENTS 3 HRS.
(Prerequisites, ES110 and ES111.) An interdisciplinary overview of physical, biological, and cultural aspects of wetlands. Definitions, classification, origins, and natural processes of wetland environments. Wetlands in boreal, temperate, and tropical climatic settings. Human impact, exploitation and management of wetland resources. Lectures, exercises and field trips. A student may not earn credit in more than one of EB 341, ES 341, or GE 341.

ES 351. INTRODUCTION TO GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisite, ES110 and ES111.) Introduction to geographic information systems (GIS) and remote sensing techniques as applied to documenting, mapping, interpreting, and managing natural and cultural resources. Types of GIS data, computer hardware and software used for geospatial analysis, basic cartography, and global positioning systems. Lectures, laboratory exercises, and field trip.

ES 365. WORLD REGIONAL CLIMATOLOGY 2-3 HRS.
(Prerequisites, ES110 and ES 111 or ES254 or GE254.) A study of the world climatic regions based upon a systematic classification system. The investigations of the cause of climatic variations and the effect of climate on man's natural environment.

ES 366. NATURAL HAZARDS 3 HRS.
(Prerequisites, ES110/111.) Natural hazards are Earth processes that are harmful to humans and their property. Natural hazards can be as spectacular as volcanic eruptions and as subtle as soil creep. This course provides a detailed discussion of natural hazards with emphasis placed on understanding the processes that cause natural hazards to occur and the factors that increase risk for humans and their property.

ES 367. TOPICS IN EARTH SCIENCE (*) 1-3 HRS.
A general introduction to topics in the earth sciences for which no regular course is available, but adequate texts, library holdings, and laboratory resources exist. Examples of possible areas of study include relevant or timely problems in earth science such as global

environmental change, energy and water resources. It is designed for non-majors or entry-level earth science majors, and resumes no prerequisites. *The parentheses will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

ES 439. INDEPENDENT STUDY IN EARTH SCIENCE 1-4 HRS.
(Prerequisite, consent of instructor.) For students wishing to conduct an investigative study or to do creative work in some area of the earth sciences. May be repeated.

ES 470. INTERNSHIP IN GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisites, GE371 and ES351 or EB351 or ES 551.) The internship provides an opportunity for undergraduate students enrolled in the GSA program to apply their mapping and geospatial analysis skills to practical problems. In addition to performing tasks outlined by the internship agency, each student will complete an end-of-semester written report, which will discuss various aspects of the internship. A student may not earn credit in more than one of EB 470, ES 470 or GE 470. Permission of instructor required to enroll.

ES 475. SENIOR THESIS IN EARTH SCIENCE 1-5 HRS.
(Prerequisites, earth science major, senior standing.) Advanced undergraduate research conducted on a specific project in climatology, earth-systems science, geology, meteorology, paleontology, planetary science, remote sensing, or related subjects. Students will work with a faculty member to design, carry out, and present the thesis project. Permission of instructor required to enroll.

ES 518. SPACE SCIENCE 3 HRS.
(Prerequisites, PS214 and PS215, or ES110 and ES111.) Studies include observational evidence for the heliocentric model of the solar system; the solar system with concentration upon the moon and lunar exploration; techniques for studying and physical characteristics of remote stellar bodies; and current concepts regarding the nature and dynamism of the universe as a system.

ES 539. SOIL SCIENCE AND LABORATORY 4 HRS.
(Prerequisites, ES110/111, CH123 and GB100 or GB140.) Lectures, laboratory, and field trips covering soil classification, determination of soil physical and chemical properties such as particle size analysis, bulk density, cation exchange capacity, nutrient analysis, and soil conservation.

ES 545. GEOMORPHOLOGY 3 HRS.
(Prerequisites, ES110 and ES111.) The processes that have shaped the Earth's surface are studied with the aid of topographic maps and aerial photographs. The influence that rock type and geologic structure has in producing land forms is stressed.

ES 546. FIELD GEOMORPHOLOGY 2-5 HRS.
(Prerequisites, ES110 and ES111.) Study of landforms and landscape development in the field. Techniques for description, surveying, mapping, and interpretation of landforms in a natural setting. Practical application of geomorphology to terrain analysis.

ES 551. COMPUTER MAPPING SYSTEMS 3 HRS.
(Prerequisite, ES351.) Theory and use of computer systems for capture, storage, analysis, and plotting of spatial information. Vector and raster geographic information systems, digitizing data, and spatial analysis. Practical applications of computer mapping systems. Two hours lecture and two hours laboratory per week, plus field trips.

ES 555. SMALL-FORMAT AERIAL PHOTOGRAPHY 3 HRS.
(Prerequisite, ES351.) Techniques of small-format aerial photography.

Acquisition of air photos with conventional cameras as well as compact digital cameras. Low-altitude, large-scale photography from airplanes, kites and balloons. Handling, scanning, processing, interpretation, enhancement, and display of analog and digital aerial images. Practical field and laboratory exercises. Course is designed for students in the geospatial analysis program.

ES 567. TOPICS IN EARTH SCIENCE (*) 1-4 HRS.

(Prerequisites, ES110 and ES111.) The student may concentrate in an area of the earth sciences for which no regular course is available if there are adequate texts, library holdings, and laboratory resources. Examples of the possible areas of study are: Vertebrate Paleontology, Invertebrate Paleontology, Crystallography, Structural Geology, Economic Geology, Ground Water Geology, Environmental Geology, Optical Mineralogy, and Geophysics. *The blank will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

ES 703. SEMINAR IN PHYSICAL GEOGRAPHY 1-3 HRS.

(Prerequisites, ES110 and ES111, or ES254, or GE254.) The seminar is designed to provide an opportunity for in-depth examination of selected topics of physical geography. It is a geographical analysis of the spatial characteristics of one or more factors that constitute the physical environment. The seminar specifically treats such subjects as climate, soils, landforms, and biogeography.

ES 730. GEOLOGIC TOPICS OF THE GREAT PLAINS 1-3 HRS.

(Prerequisites, ES110, ES111, and GO325.) The unique combination of natural forces both present and prehistoric have made the Great Plains region unlike any other on the North American continent. The extreme diversity of weather elements, the remote location relative to geologic orogenic upheavals, and the long inundation of prehistoric shallow seas sets this part of the continent apart from the rest. Various aspects of the physical distinctiveness of the Great Plains will be examined in this course.

ES 739. RESEARCH PROBLEM IN EARTH SCIENCE 1-3 HRS.

(Prerequisite, consent of instructor.) Junior, senior, or graduate students wishing to work on research problems of special interest in the field of earth science.

ES 747. FIELD STUDIES IN EARTH SCIENCE 1-6 HRS.

(Prerequisite, designed for teachers K-12. Permission of instructor.) Designed for teachers K-12, who do not have a strong background in earth science. One credit hour for each week of field/laboratory work. An experience oriented field course for Kansas teachers. The course is designed to help each individual explore his or her geological environment in a field setting. Permission of instructor required to enroll.

ES 767. TOPICS IN EARTH SCIENCE (*) 1-4 HRS.

(Prerequisite, permission of instructor.) The student may concentrate in an area of the earth sciences for which no regular course is available if there are adequate texts, library holdings, and laboratory resources. *The blank will be filled in with an appropriate short description on the student's transcript to indicate the subject area studied. Permission of instructor required to enroll.

ES 769. WORKSHOP IN EARTH SCIENCE 2-6 HRS.

(Prerequisite, consent of instructor.) Curriculum development in the field of earth science for elementary, junior high, and high school teachers. Lectures, laboratory, and field experience in geology, astronomy, meteorology, and related topics.

ES 771. REMOTE SENSING 4 HRS.

(Prerequisite, ES351.) Remote sensing of the Earth's surface utilizing the electromagnetic spectrum. Techniques of photography, multispectral scanning, and microwave imagery from airplane, satellite, and manned spacecraft platforms. Image interpretations, practical applications in earth science, and use of remotely sensed data in geographic information systems. Two hours lecture and four hours lab per week plus field trips.

ES 775. ADVANCED IMAGE PROCESSING 3 HRS.

(Prerequisite, ES 771 or consent of instructor.) Advanced techniques of image processing and analysis for remotely sensed digital data. Topics include enhancement, spectral analysis, classification, and change detection. Interdisciplinary applications in Earth resources and environmental conditions; practical exercises based on satellite datasets and other forms of remotely sensed data. Course is designed for advanced students in the geospatial analysis program.

ES 875. THESIS M.S. 1-5 HRS.

(Prerequisite, consent of instructor.) Required for the 30-hour degree, Master of Science in Physical Sciences, with an emphasis in earth science. Research in an approved area of earth science and the preparation of a thesis.

GEOLOGY

GO 231. PHYSICAL GEOLOGY 3 HRS.

A descriptive study of the physical and chemical processes occurring on and within the Earth and the associated structures and features produced by these processes. The study and identification of minerals and rocks, topographic maps, and geologic maps. Field trips are required.

GO 324. ROCKS AND MINERALS 3 HRS.

(Prerequisites, ES110 and ES111.) An introduction to recognition, terminology, and classification of minerals, rocks, and sediments. Properties and genesis of rocks and minerals. Emphasis on sight identification and description using simple field and laboratory equipment. Lectures, laboratory exercises, and field trips.

GO 325. EARTH HISTORY 3 HRS.

(Prerequisites, ES110 and ES111.) The history of the Earth from primeval beginning to the emergence of modern man, as deduced from rocks, fossils, and sediments of the Earth's continents and oceans. Analysis of modern geologic and cosmic processes and their relationship to past, present, and possible future events on Earth. Geologic history of central North America. Two lecture hours and two lab hours per week, plus field trips.

GO 326. PLATE TECTONICS 3 HRS.

(Prerequisite, GO 325.) A study of the new global theory of plate tectonics as a unifying geological theory, which explains continental and oceanic geology of the past and present. Scientific development of plate tectonic theory over the past decades, as well as unsolved problems and possible future research. Two hours lecture and two hours lab per week.

GO 336. MINERALOGY 4 HRS.

(Prerequisites, ES110 and ES111.) The study of minerals of the Earth's crust with respect to their internal structure, chemistry, physical properties, and identification. The occurrence of these minerals in rocks will be related to the physical and chemical classification of rocks of the earth's crust. A background with introductory chemistry is highly desirable.

GO 340. GEMSTONES AND GEMOLOGY 2-3 HRS.
(Prerequisites, ES110 and ES111.) An introductory course that includes gem definitions, identification techniques, synthesis, imitations, enhancements, and precious metals. Gem identification techniques will be emphasized. Two-credit section, lecture only; three-credit section, lecture plus lab.

GO 521. HISTORY OF GEOLOGY 2-3 HRS.
(Prerequisites, ES110 and ES111.) The historical development of geology as a scientific discipline from ancient civilizations to the modern space age. Historical context and cultural basis of major geological theories regarding the origin of the Earth and processes that have influenced the Earth's development. The lives and contributions of individuals whose ideas have shaped scientific thought and public opinion. Scientific technology, exploration, and the changing role of earth science through time. History of European, North American, and Kansan geology.

GO 533. ECONOMIC GEOLOGY 3 HRS.
(Prerequisites, ES110 and ES111.) The study of economic mineral deposits with respect to genesis, prospecting techniques, and physical characteristics.

GO 536. OPTICAL MINERALOGY 3 HRS.
(Prerequisite, GO336.) A three-hour lecture-laboratory course designed to acquaint the student with the use of the polarizing microscope and its applications to the study of rocks and minerals in thin section.

GO 547. FIELD GEOLOGY 5 HRS.
(Prerequisite, GO325.) A five- week laboratory and field experience for geologists and earth science teachers designed to acquaint the student with the tools of geology and their application to the solution of geological problems. Offered alternate summers. Permission of instructor required to enroll.

GO 548. FIELD STRATIGRAPHY 2 HRS.
(Prerequisite, GO325.) The identification and interpretation of Upper Paleozoic strata in Eastern Kansas through field experiences. This course requires that the student be free most weekends of early fall.

GO 568. STRUCTURAL GEOLOGY 3 HRS.
(Prerequisites, MA112 and GO326.) Structural Geology deals with description and analysis of deformations produced within the Earth on all scales from the microscopic to the global. Topics investigated include: behavior of rocks and sediments under stress; nature of earthquakes; origin of mountain belts; and significance of ocean ridges, rifts, fracture zones, and trenches.

GO 569. INVERTEBRATE PALEONTOLOGY 3 HRS.
(Prerequisites, ES110 and ES111, or GB100 and GB101, or GB140 and GB141.) Attention in this course is focused on the structure and classification of fossil invertebrate animals. A study of the evolutionary trends and geological distribution of these animals also helps to emphasize their stratigraphic usefulness. This is accomplished through one one hour lecture and two two hour labs a week. In the lab the student works with actual fossil specimens of the various invertebrate phyla.

GO 570. SEDIMENTATION AND STRATIGRAPHY 3 HRS.
(Prerequisites, GO 325 and GO 324.) The origin and interpretation of stratified sequences of ancient sedimentary rocks and modern sediments. Methods used to study sedimentary rocks. Comparison of modern and ancient sedimentary environments. Two lecture hours and two lab hours per week, plus field trips.

GO 571. HYDROGEOLOGY 4 HRS.
(Prerequisites, ES110/111 or consent of instructor.) Geologic, hydrologic, and chemical factors controlling the distribution, abundance, quality, and development of surface water and groundwater. Surface and groundwater in the central U.S.A. will be emphasized. Two lecture hours per week and two lab hours per week, plus possible field trips.

GO 572. CONTAMINANT HYDROGEOLOGY 3 HRS.
(Prerequisites, ES571 and CH110/111 or CH123/124.) The distribution, behavior, and fate of contaminants in natural hydrologic systems are addressed as they relate to current environmental practices. Approaches to characterizing and monitoring contaminated groundwater, and strategies for remediation of contamination are emphasized.

GO 580. ENVIRONMENTAL FIELD METHODS 3 HRS.
(Prerequisites, GO 571 or equivalent.) This course provides an introduction to various tools and techniques used in the assessment of hydrogeologic investigations. Through a series of field exercises, students obtain practical "hands-on" experience with tools and equipment used by environmental industry practitioners and researchers. Data obtained in each exercise are analyzed and evaluated using relevant commercially available software, and presented in technical report writing style.

GO 766. PETROLOGY AND PETROGRAPHY 4 HRS.
(Prerequisite, GO336.) A study of rocks and minerals of the Earth's crust as natural chemical systems in which the mineral phases are in dynamic equilibrium with changing temperatures and pressures on and within the Earth's crust. Three hours lecture and three hours laboratory each week.

GO 769. VERTEBRATE PALEONTOLOGY 3 HRS.
(Prerequisites, ZO214 and ZO215.) The course will focus on the fossil record and evolution of vertebrate (backboned) animals through geological time. Origins, adaptive radiations, and extinctions of all major vertebrate groups will be covered, along with the utility of fossil vertebrates in stratigraphic correlations, analysis of depositional environments, paleobio-geography, and questions of evolutionary biology. The course is designed for students in Earth Science and Biology who have an interest in vertebrate evolutionary history. Permission of instructor required to enroll if specified prerequisite is not met.

PHYSICS

PH 100. ORIENTATION TO PHYSICS 3 HRS.
An exposure to the field of physics, including tools and strategies for the study of physics, e.g., problem solving, scientific method, estimation, graphing, SI units and computer applications. Discussion of the various fields, degree options, and career opportunities in physics. Intended as a first-year experience course.

PH 110. INTRODUCTION TO SPACE SCIENCE 4 HRS.
(Corequisite, PH111.) A general education course which uses a historical and philosophical perspective when appropriate, and basic principles from the physical sciences to consider the solar system and star-like objects. Emphasis is placed on the nature of science, findings from space exploration, and the evidence for what we know about the universe and Earth's place in the universe. The planetarium and observing sessions with telescopes are integral parts of the course.

PH 111. INTRODUCTION TO SPACE SCIENCE LAB 1 HR.
(Corequisite, PH110.) A general education laboratory course which accompanies PH110. The two-hour weekly laboratory is closely correlated with the PH110 lecture. The planetarium and observing sessions with telescopes are integral course aids.

PH 140. COLLEGE PHYSICS I 3 HRS.
(Corequisite, PH141.) General principles of kinematics, Newtonian mechanics and heat, with emphasis on force and energy. H.S. algebra and elementary trigonometry are assumed.

PH 141. COLLEGE PHYSICS I LAB 1-2 HRS.
(Corequisite, PH140.) Laboratory to accompany PH140.

PH 190. PHYSICS I 3 HRS.
(Prerequisite, MA161 or concurrent enrollment. Corequisites, PH191 and PH192.) A calculus-based course designed for physics majors, some chemistry majors and engineering students. Topics include kinematics, Newtonian mechanics, energy, thermodynamics, vibrations and waves.

PH 191. PHYSICS I LAB 1 HR.
(Corequisite, PH190 and PH192.) Laboratory to accompany PH190.

PH 192. PHYSICS I RECITATION 1 HR.
(Corequisites, PH190 and PH191.) Recitation class to accompany PH190.

PH 310. ENGINEERING MATERIALS 2 HRS.
(Prerequisites (or concurrent enrollment), CH123 and PH393.) Engineering requirements of materials; arrangements of atoms in materials; metallic and ceramic phases and their properties; polymers; multiphase equilibrium and nonequilibrium relationships; modification of properties through changes in microstructure; thermal behavior; corrosion; effect of radiation on materials.

PH 315. STATICS 3 HRS.
(Prerequisite: MA262 (or concurrent enrollment), PH140 or PH190.) Analysis of the forces acting on point masses and rigid bodies in static equilibrium. Primarily for pre-engineering and dual-degree engineering students.

PH 316. DYNAMICS 3 HRS.
(Prerequisite, PH190, PH315, and MA262.) Application of Newton's laws to the motion of objects. Motion in one, two, and three dimensions, energy, and momentum. Primarily for pre engineering and dual-degree engineering students.

PH 343. COLLEGE PHYSICS II 3 HRS.
(Prerequisite, PH140. Corequisite, PH344.) General principles of vibrations and waves, electricity, magnetism and light.

PH 344. COLLEGE PHYSICS II LAB 1-2 HRS.
(Corequisite, PH343.) Laboratory to accompany PH343.

PH 393. PHYSICS II 3 HRS.
(Prerequisites, MA262(or concurrent enrollment), PH190. Corequisites, PH394 and PH395.) A calculus-based continuation of PH190. Topics include electricity, magnetism and light.

PH 394. PHYSICS II LAB 1 HR.
(Corequisites, PH393 and PH395.) Laboratory to Accompany PH393.

PH 395. PHYSICS II RECITATION 1 HR.
(Corequisites, PH393 and PH394.) Recitation class to accompany PH393.

PH 410. ELECTRICAL CIRCUIT ANALYSIS 3 HRS.
(Prerequisites, MA335 (or concurrent enrollment) and PH393.) Analysis of linear circuits containing resistors, capacitors, and inductors. Topics include elementary circuits and circuit theorems, sinusoidal excitations, complex numbers and phasor analysis, energy and power, and polyphase circuits.

PH 411. ELECTRICAL CIRCUIT LABORATORY 1 HR.
(Corequisite, PH410.) Laboratory experiments in circuit analysis, including basic V-I measurements, laboratory instruments, power supplies, operational amplifiers, filters, wave shaping circuits, and oscillators.

PH 430. COMPUTER INTERFACING IN SCIENCE 3 HRS.
A lecture laboratory course in which students interface the microcomputer to several common laboratory instruments for the purpose of acquiring and analyzing data, and for controlling experiments. A basic familiarity with computer programming and a significant background in one of the natural sciences (physics, chemistry, earth science, geology, or biology) is assumed. Permission of instructor is required to enroll.

PH 450. INTERDISCIPLINARY SCIENCES: PHYSICS 3 HRS.
(Prerequisites: GB100, MA110 and PH140 or equivalents.) An interdisciplinary project-based course for majors or those with teaching fields in the biological, mathematical or physical sciences. Introduction to the use of digital-imaging technology for data collection and analysis. Application of mathematics and physical sciences to investigations of biological phenomena. Course focus is on the design and implementation of a semester-long, student-directed scientific investigation.

PH 490. INDEPENDENT STUDY 1-3 HRS.
Investigative research by undergraduate students under the guidance of a faculty mentor. The investigation and resulting report are primarily the responsibility of the student. Permission of instructor required to enroll.

PH 500. TOPICS IN PHYSICS (*) 1-5 HRS.
Study of specialized topics in physics. *The blank will be filled with an appropriate short description on the student's transcript to indicate the topical area studied. Permission of instructor required to enroll.

PH 510. COMPUTER APPLICATIONS IN PHYSICS 3 HRS.
(Prerequisites, PH343 or PH393.) Computer solutions of physics problems using spreadsheets, computational modeling software and programming languages. A basic familiarity with computer applications and programming is assumed.

PH 520. LIGHT 3 HRS.
(Prerequisites, PH343 or PH393.) An introductory course in geometrical optics, physical optics and photonics. Properties of lenses and simple optical instruments, phenomena of interference, diffraction and polarization, electromagnetic waves and photons.

PH 530. HEAT AND THERMODYNAMICS 3 HRS.
(Prerequisites, PH393 and MA262.) Fundamental ideas of temperature, work, internal energy, heat, reversibility, entropy, and other thermodynamic functions. Application of the laws of thermodynamics to physical systems and engineering problems. An introduction to statistical mechanics.

PH 540. MODERN PHYSICS 3 HRS.
(Prerequisites, PH343 or PH393 and MA161 or MA165.) Theories involved in advances in physics since 1900. Includes: atomic structure, relativity, wave mechanics, radioactivity and nuclear physics.

PH 541. ATOMIC AND NUCLEAR PHYSICS I 3 HRS.
(Prerequisite, PH393.) The development of the concept of the atom is presented followed by a study of electrons and electromagnetic radiation which then leads to the atomic models proposed by Rutherford and Bohr. Special relativity is discussed in preparation for the study of X-rays and further topics in nuclear physics.

PH 547. ANALOG ELECTRONICS 3 HRS.
(Prerequisites, PH343 or PH393. Corequisite, PH548) The basic physics of the P-N junction and its implementation in diodes and transistors is covered. Design work with diodes, transistors, and analog integrated circuits is stressed, along with the use of analog integrated circuits in instruments, power supplies, and computer interfaces.

PH 548. ANALOG ELECTRONICS LABORATORY 2 HRS.
(Corequisite, PH547.) Laboratory to accompany PH547.

PH 550. DIGITAL ELECTRONICS 3 HRS.
(Prerequisite, PH343 or PH393. Corequisite, PH551) After a review of AC and DC circuits, the course covers digital integrated circuits and their use in instrumentation and computer circuits and systems. The TTL and CMOS logic gates are covered in detail. MOS devices such as microprocessors, RAM and ROM memories, FIFO buffers, etc., are introduced. Digital computer circuits, codes, and interfacing are stressed.

PH 551. DIGITAL ELECTRONICS LABORATORY 2 HRS.
(Corequisite, PH550.) Laboratory to accompany PH550.

PH 635. INTERMEDIATE PHYSICS 3 HRS.
(Prerequisite, PH343 or PH393.) Topics include mechanics, wave motion, heat and thermodynamics, electricity and magnetism, and light. The course is intended to serve as a review of physics for students who require additional study of basic concepts before continuing into advanced courses.

PH 700. TOPICS IN PHYSICS (*) 1-5 HRS.
Study of specialized topics in physics. *The blank will be filled with an appropriate short description on the student's transcript to indicate the topical area studied. Permission of instructor required to enroll.

PH 730. SEMINAR IN PHYSICS 0-2 HRS.
(Prerequisite, consent of instructor.) Reports by students, staff and visitors are presented on topics of current or historical interest in physics. Graduate students, in particular, have the experience of developing effective presentations.

PH 741. ADVANCED PHYSICS LABORATORY I 3 HRS.
(Prerequisite, PH343 or PH393.) Classical and modern physics experiments on fundamental constants of nature, X-rays, radioactivity, etc.

PH 742. ADVANCED PHYSICS LABORATORY II 3 HRS.
(Prerequisite, MA262 (or concurrent enrollment) and PH741.) An advanced laboratory course emphasizing measurement techniques in areas such as light, microwaves, photonics, and condensed matter.

PH 745. NUCLEAR TECHNIQUES 4 HRS.
(Prerequisites: PH393 or PH343 and CH126.) Nuclear laboratory experiments on detection and measurement of radioactive isotopes using Geiger counters, ionization chambers, and scintillation detectors. Experience with multichannel analyzer instrumentation, shielding, and monitoring equipment.

PH 752. ATOMIC AND NUCLEAR PHYSICS II 3 HRS.
(Prerequisite, PH541 or PH540.) The study of X-rays serves as the starting point for developing the concept of nuclear properties. The masses, sizes and radiations of nuclei are studied and then models of nuclei are considered in light of these properties. Elementary particles are also introduced.

PH 760. MECHANICS I 3 HRS.
(Prerequisites, PH393 and MA262.) The application of Newton's laws to mass points, system of particles, and rigid bodies. Motion in one, two, and three dimensions is included.

PH 761. MECHANICS II 3 HRS.
(Prerequisites, PH760 and MA363.) Newtonian mechanics as formulated by Lagrange is developed, followed by applying elementary tensor theory to the rotation of rigid bodies. The study of small vibrations of systems of particles concludes the course.

PH 762. ELECTRICITY AND MAGNETISM I 3 HRS.
(Prerequisites, MA363 (or concurrent enrollment) and PH393.) A study of electrostatics, electrical properties of matter and potential theory.

PH 763. ELECTRICITY AND MAGNETISM II 3 HRS.
(Prerequisite, PH762.) A study of the magnetic field, electromagnetic induction, magnetic properties of matter, alternating current circuits, and Maxwell's equations.

PH 770. RESEARCH PROBLEM IN PHYSICS 1-3 HRS.
Investigative research by graduate students under the guidance of a faculty mentor. The investigation and any formal reporting are primarily the responsibility of the student. Permission of instructor required to enroll.

PH 775. MICROCOMPUTER SYSTEMS 3 HRS.
(Prerequisite, PH550 or consent of instructor.) This course discusses microcomputers on the systems level. Detailed attention to the electronics which comprise the system will be limited to general familiarization for the student. The criteria for and design of microcomputer systems to accomplish educational, laboratory, or control and monitoring objectives are covered. The emphasis is on the integration of hardware, firmware, and software into a well balanced, easily expandable system which takes advantage of state-of-the-art capabilities of system hardware and software components.

PH 780. INTRODUCTION TO SOLID STATE 3 HRS.
(Prerequisite, MA161, PH540 or PH541 or consent of instructor.) A course designed to introduce students to basic concepts in solid state. Topics to be considered include crystalline state, specific heats and lattice vibrations, dielectric and optical properties, conductivity, ferroelectrics, bond theory of solids, semiconductors, transistors, diamagnetism, paramagnetism, ferromagnetism, and resonance phenomena.

PH 785. NUCLEAR PHYSICS 3 HRS.
(Prerequisite, PH541 or PH540.) Primarily designed for students not planning on physics as a profession, and as a background course for the secondary science teacher, this course deals with modern concepts of the nucleus and the role of nuclear physics today.

PH 790. THEORETICAL PHYSICS 3 HRS.
(Prerequisites, PH760 and MA335.) Various mathematical tools in physics are studied. Infinite series, Fourier series and integrals, partial differential equations, complex functions, and special functions are

included. Emphasis is on the application of these ideas in physical theories.

PH 795. INTRODUCTION TO QUANTUM MECHANICS 3 HRS.

(Prerequisites, PH540 or PH541, and MA335.) The fundamental concepts of quantum mechanics are developed and applied to problems. The solution of Schrodinger's equation in one-dimensional scattering and bound-state problems, and in a central potential.

PH 801. TRENDS IN HIGH SCHOOL PHYSICS CONCEPTS 3 HRS.

Designed for in service physical science teachers. A laboratory oriented course stressing an understanding of the philosophies and concepts in new curricula and materials for physics teaching. Permission of instructor required to enroll.

PH 802. MODERN DEVELOPMENTS IN PHYSICS 3 HRS.

Designed for in service physical science teachers. A study of recent advances in physics. Permission of instructor required to enroll.

PH 810. PLASMA PHYSICS 3 HRS.

(Prerequisites, PH763, PH530 and PH761, or consent of instructor.) The properties of very hot ionized gases are described as they apply to nuclear fusion energy, gaseous electronics, and space physics.

PH 820. ASTROPHYSICS 3 HRS.

(Prerequisites, PH761, PH763, and MA335.) Study of the physics of the sun, planets, stars and galaxies. This includes the study of the motion of planets, the stellar atmosphere and interior, the evolution of stars and cosmology.

PH 840. MATHEMATICAL PHYSICS 3 HRS.

(Prerequisite, PH760.) Advanced applications of mathematical techniques in physics are considered for graduate students.

PH 845 . TOPICS IN PHYSICS (*) 1-3 HRS.

(Prerequisite, consent of instructor.) Study of specialized topics in physics is done at the graduate level. The topic is chosen by the student and the instructor. *The blank will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

PH 860. GRADUATE RESEARCH 1-5 HRS.

Investigative research by graduate students under the guidance of a faculty mentor. Primarily intended for graduate students pursuing the research report degree option or needing additional research for the thesis degree option. Permission of instructor required to enroll.

PH 890. THESIS M.S. 1-5 HRS.

Investigative research, and preparation and defense of a thesis by graduate students under the guidance of a faculty mentor. Required for graduate students pursuing the thesis degree option. Permission of instructor required to enroll.

PHYSICAL SCIENCE

PS 100. INTRODUCTION TO ENGINEERING 3 HRS.

Designed for pre- and dual-degree engineering students, an introduction to engineering concepts and design. Graphing, problem solving, metric units, engineering calculations, and computers are included. Problems involving the basic concepts of engineering science are considered.

PS 110. PHYSICS FOR THE CITIZEN 3 HRS.

A general education course providing a brief foundation in physics with a stress on everyday applications. The particular subjects considered are largely determined by the interests of the students in the class. Only very elementary mathematical concepts are used in the class.

PS 115. OUR PHYSICAL WORLD 5 HRS.

A general education course exploring basic physical, chemical and geological concepts by means of student-oriented activities supported by laboratory work. The course is designed for elementary education majors.

PS 120. PHYSICAL SCIENCE AND LABORATORY ONLINE 5 HRS.

Restricted to distance-learning, non-residential (i.e., not on campus) non-degree students, or ESU BIS degree candidates for general education credit. A general education course with laboratory designed for distance-learning students not majoring in a biological or physical science. The online course introduces key concepts of chemistry, earth science, physics and space science. An integrated laboratory experience correlates closely with, and reinforces, the understanding of the course topics.

PS 200. INTRODUCTION TO ENGINEERING GRAPHICS 1-3 HRS.

Designed for pre- and dual-degree engineering students, course includes technical sketching and lettering, the design process, orthographic projection, multiview drawings, pictorials, and reading and interpreting drawings. When the course is offered for 3 credit hours at the discretion of the Department, students would be required to complete an independent design project.

PS 214. PHYSICAL SCIENCE 3 HRS.

(Corequisite, PS215.) A general education course exploring the areas of astronomy, motion, energy, chemistry, and geology by way of student-oriented activities closely correlated with the laboratory work. A minimum of mathematics is used as the student examines the physical world.

PS 215. PHYSICAL SCIENCE LAB 1 HR.

(Corequisite, PS214.) Laboratory to accompany PS214. Weekly laboratory activities closely correlate with the class work.

PS 218. DESCRIPTIVE ASTRONOMY 3 HRS.

A general education course with an historical and philosophical approach to various theories of planet Earth's position in the universe as a basis for man's ever-expanding and current concepts of the solar system, stars, and star arrangements. The Planetarium and observation sessions with the telescopes are integral aspects of the course.

PS 330. EARTH SCIENCE FOR THE ELEMENTARY TEACHER 3 HRS.

A course designed to provide the prospective elementary teacher with the background necessary to teach the earth sciences in the elementary curriculum. Includes a study, with laboratory activity and field experiences, of the classical areas of the earth sciences: astronomy, geology, and meteorology. Recommended as an elective for the science area of concentration after completion of another physical science course, such as PS 115.

PS 341. PHYSICS FOR THE ELEMENTARY TEACHER 3 HRS.

Areas of light, photography, energy, electricity, and motion are studied

by way of discovery laboratory activities so that the student gains a maximum of confidence using a minimum of mathematics. Designed for elementary education majors desiring more background in science including those desiring an area of concentration in science. (Recommended for the science area of concentration after PS115.)

PS 386. INTERNSHIP: PHYSICAL SCIENCES 1-3 HRS.

(Prerequisites, 12 hours in major field or consent of instructor.) An academic course to provide students with an opportunity to gain field experience in one of the physical sciences (chemistry, earth science, physics, pre-pharmacy or pre-engineering) through paid employment. The academic experience is developed jointly by the student and the faculty advisor.

PS 430. NATURE OF SCIENCE 2 HRS.

A capstone course required of pre-service physical sciences teachers which considers the major conceptual frameworks of the physical sciences. The characteristics and development of modern scientific inquiry and model building/theory development are central themes of the course. The interactions of science, technology, and society are also considered.

PS 500. TOPICS IN PHYSICAL SCIENCE (*) 1-5 HRS.

(Prerequisite, permission of instructor.) A special course for graduate students who have had a minimal background in physics, chemistry or the earth sciences but who need training in one of these fields. A student may be permitted to enroll in PS500 more than once but will not be allowed to accumulate more than 6 hours credit. See the chair of the department for details. *The blank will be filled in with an appropriate short description on the student's transcript to indicate the subject area studied. Permission of instructor required to enroll.

PS 516. TEACHING PHYSICAL SCIENCES IN MIDDLE/HIGH SCHOOLS 3 HRS.

A course designed for pre-service candidates and in-service teachers seeking physical sciences licensures. Introduction to the modes used to teach contemporary content in chemistry, earth/space science, physics, physical science or general science with emphasis on laboratory instruction and laboratory safety procedures. Teaching strategies, curricula, materials/resources to include instructional technology, evaluation, characteristics of students as they relate to physical science teaching are major topic areas. Students do micro-teaching.

PS 517. PHYSICAL SCIENCES TEACHING TECHNIQUES II 3 HRS.

(Prerequisite, PS516.) For pre-service or in-service teachers of physical science. Mutually selected topics not treated in PS516, determined by the needs of the individual to enhance teaching effectiveness. Individualized instruction, the laboratory, and independent study are utilized.

PS 520. ENERGY IN TRANSITION 2-4 HRS.

(Prerequisite, consent of instructor.) An examination of personal and societal energy requirements, current sources of energy, and the environmental effects of various methods of energy production and usage. Consideration of alternatives for present consumption trends, and options for sources of energy other than fossil fuels. Field trips will be utilized as appropriate.

PS 700. ADVANCED TOPICS IN PHYSICAL SCIENCES (*) 1-5 HRS.

Study of specialized topics in physical science. *The parentheses will be filled with an appropriate short description on the student's transcript to indicate the topic area studied. May be repeated for credit. Advisor approval is expected.

PS 730. NATURE OF THE SCIENTIFIC ENTERPRISE 2 HRS.

(Prerequisite, graduate standing.) The course content is selected to provide a contextual basis (historical, cultural, social, intellectual, and philosophical) for a greater understanding and appreciation for physical sciences subject matter. The course considers the major conceptual frameworks of the physical sciences. The characteristics and development of modern scientific inquiry and model building/theory development are central themes of the course. The interactions of science, technology, and society are considered. Some case histories are studied to analyze inquiry, model building, theory development, and science, technology, and society interactions.

PS 768. WORKSHOP IN PHYSICAL SCIENCE TEACHING 1-5 HRS.

(Prerequisite, consent of instructor.) Lectures, demonstrations, discussions, and individual projects planned to increase the effectiveness of teaching science at the secondary level. Designed to develop the teacher's ability to better meet the needs of students in the physical sciences.

PS 801. MODERN DEVELOPMENTS IN THE PHYSICAL SCIENCES 3 HRS.

(Prerequisite, consent of instructor.) Recent curriculum and instructional innovations in physical science education at the secondary level, designed as a refresher course for secondary school science teachers.

PS 810. SEMINAR IN PHYSICAL SCIENCE 0-4 HRS.

(Prerequisite, consent of instructor.) Reports and discussion by students, staff and visiting lecturers. May include projects and project reports.

PS 839. GRADUATE RESEARCH 1-5 HRS.

Independent study and research in an approved field in the physical sciences or science education.

PS 875. THESIS, M.S. 1-5 HRS.

(Prerequisite, Graduate standing and consent of instructor.) Independent study and research in an approved field in the Physical Sciences.

DEPARTMENT OF SOCIAL SCIENCES

Michael Smith, Interim Chair (Political Science)

Professors: Charles Brown (Philosophy), Ellen Hansen (Geography), Phil Kelly (Political Science), Christopher Lovett (History), Gregory Schneider (History), Karen Manners Smith (History). **Associate Professors:** John Barnett (Political Science), Edward Emmer (Philosophy), Deborah Gerish (History), Darla Mallein (Social Sciences Education), Brian Miller (History), Michael Smith (Political Science), Joyce Thierer (History). **Assistant Professor:** Amanda Miracle (History). **Instructor:** Anne Donovan (Geography).

<http://www.emporia.edu/socsci>

The Department of Social Sciences offers degree programs in history, political science, and the social sciences. Courses in the department allow students to explore the broadest possible background of information about the societies of which they are a part, thereby gaining an understanding of the principles and problems of social behavior. The curriculum serves both professional needs and the needs of a liberal arts education. Internships are available in political science, archival and museum techniques, and geographic information systems. The department has memberships in the American Historical Association and the American Political Science Association.

Programs for students majoring in the Department of Social Sciences are designed to meet a variety of future employment goals, including those in teaching, business, and government agencies, as well as to prepare students for graduate and professional schools in such fields as law, history, theology, geospatial analysis and public administration.

Students majoring in the social sciences can graduate with the following degrees:

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Education

Department requirements for the BA, the BS, and the BSE degrees follow. Students interested in pursuing the Bachelor of Science in Education degree and earning a license to teach secondary or middle level social sciences are encouraged to contact the Department of Social Sciences to receive a copy of the advising sheet that lists all of the degree requirements.

All students enrolled in Social Sciences programs must meet a minimum grade point average requirement in courses used to satisfy their departmental degree program. For the Bachelor of Science in Education, a 2.75 grade point average must be maintained. For all other programs, a 2.5 grade point average must be maintained. Additionally, a grade of "C" or better must be achieved in each class, including those taken at other institutions, used to satisfy the departmental program requirements.

The department also offers a master of arts degree. For more information see the Graduate Office web site, <http://emporia.edu/grad/> and the department website listed above.

BACHELOR OF ARTS

This degree program is designed for students who seek a broad background to support their field of specialization. It is also a degree for students intending to enter graduate school. A faculty advisor is assigned to work with each student to arrange a program which will fulfill his/her needs and interests.

Transfer students must successfully complete a minimum of three approved courses in residence at this university. Additional hours may be required upon analysis of previous credits.

BACHELOR OF SCIENCE

This degree program is designed for students who want extensive multi-disciplinary work in the social sciences or a particular program of specialization in one of the specific fields. A faculty advisor is assigned to work with each student to arrange a program which will fulfill his/her needs and interests.

Transfer students must successfully complete a minimum of three approved courses in residence at this university. Additional hours may be required upon analysis of previous credits.

History

BACHELOR OF ARTS HISTORY MAJOR

This degree prepares students for careers in which a broad liberal arts background is essential, including numerous areas of private business and government service. Many students who pursue this major also undertake additional professional training in such areas as law, museum and archival studies, library science, and journalism. Additional work beyond the undergraduate major in history may also qualify one to teach history in college, or to pursue a career in museum or archival work. Students may be licensed to teach while pursuing the BA in history; ask advisor for details. Students must also complete 10 hours of a foreign language for the BA degree.

See the general education requirements in the General Education section of this catalog.

Required Second Program of Study:

Students are required to complete a second program of study of 15 to 30 hours in another discipline of their choice. Suggested second program fields for this major include the following: Art History, Economics, English, Ethnic & Gender Studies, Geography, Philosophy, Political Science, or Sociology/Anthropology.

Total Hours- 37

Introductory Courses, 6 hours

Students must select one of the two options below

Option A:

HI 101 World Cultures to 1500
HI 102 Modern World Civilization

Option B:

HI 111 U.S. History to 1877
HI 112 U.S. History since 1877

Required Courses, 4 hours

HI 503 Research Seminar
HI 506 History Capstone (1 credit hour)

Chronological Courses, 12 hours

Students must select one course from each of the four categories

- A. Early World:
 - HI 311 Ancient Greece, 800-200 BCE
 - HI 312 Roman World, 500 BCE-500 CE
 - HI 313 Medieval Europe
 - HI 314 Early Modern Europe, 1350-1650
- B. Modern World:
 - HI 316 Age of Revolutions, 1760-1848
 - HI 317 Age of Empire, 1848-1914
 - HI 318 Age of Total War, 1900-1945
 - HI 319 World Since 1945
- C. Early America:
 - HI 340 Origins of Colonial America
 - HI 341 American Revolution, 1763-1789
 - HI 342 Early Republic, 1789-1848
 - HI 343 Civil War Era, 1848-1877
- D. Modern America:
 - HI 344 Gilded Age & Progressive Era
 - HI 345 United States, 1914-1945
 - HI 346 United States, 1945-1974
 - HI 437 United States since 1974

Open Electives, 15 hours

Students are strongly encouraged to take a variety of courses from different categories

Europe- HI 310 Preclassical Age, HI 416 Anatomy of Revolutions, HI 418 Imperial Russia, HI 419 Soviet Union, HI 429 Modern Europe, HI 426 The Holocaust, HI 461 Modern England, HI 462 England in Film, HI 463 History of Ireland, HI 464 Ireland in Film

Asia, Africa and Latin America- HI 410 History of Islam, HI 411 Medieval Crusades, HI 412 Modern Middle East, HI 475 Modern China, HI 476 Conquest and Slavery in Latin America, HI 477 Modern Latin America

Military- HI 413 Gulf Wars, HI 423 War and Society, HI 424 World War I, HI 425 World War II, HI 427 Vietnam, HI 435 American Military History

Ethnicity, Race and Gender- HI 440 Sex & Violence in 19th Century America, HI 441 Themes in American Indian History, HI 443 African-American History, HI 457 Immigration, HI 480 Introduction to Women's Studies, HI 483 American Women, HI 484 Early American Women, HI 485 Women of the Old West, HI 486 Modern American Women, HI 488 Sexuality in Early America

Regional- HI 333 Kansas History, HI 430 Country Folk and the Land, HI 431 Great Plains History, HI 432 Westward Expansion to 1860, HI 444 The American South

Political and Diplomatic- HI 446 Political Parties, 1789-1896, HI 447 Political Parties since 1896, HI 448 American Diplomatic History to 1914, HI 449 American Diplomatic History since 1914, HI 450 Right and Left in Modern America

Topics in History- HI 300 Topics in World History, HI 301 Topics in American History, HI 302 Introduction to History, HI 451 History and Film, HI 452, History and Memory, HI 454 History and Biography

Public- HI 590 Introduction to Public History, HI 591 Local History, HI 592 Archival Management

Upon approval, other classes including film and field trip classes can fulfill a topical requirement. Open electives also include additional survey courses and chronological courses not used as part of the major requirements listed above.

BACHELOR OF SCIENCE HISTORY MAJOR

This history major prepares students for those careers in which a broad liberal arts background is essential, including many areas of private business and government service. Many of those who pursue this major also undertake additional professional training in such areas as law, museum and archival studies, library science, and journalism. Additional work beyond the undergraduate major in history may also qualify one to teach history in college, or to follow careers in museum or archival work.

See the general education requirements in the General Education section of this catalog.

Total Hours- 46**Introductory Courses, 6 hours**

Students must select one of the two options below

Option A:

- HI 101 World Cultures to 1500
- HI 102 Modern World Civilization

Option B:

- HI 111 U.S. History to 1877
- HI 112 U.S. History since 1877

Required Courses, 4 hours

- HI 503 Research Seminar
- HI 506 History Capstone (1 credit hour)

Chronological Courses, 12 hours

Students must select one course from each of the four categories

- E. Early World:
 - HI 311 Ancient Greece, 800-200 BCE
 - HI 312 Roman World, 500 BCE-500 CE
 - HI 313 Medieval Europe
 - HI 314 Early Modern Europe, 1350-1650
- F. Modern World:
 - HI 316 Age of Revolutions, 1760-1848
 - HI 317 Age of Empire, 1848-1914
 - HI 318 Age of Total War, 1900-1945
 - HI 319 World Since 1945
- G. Early America:
 - HI 340 Origins of Colonial America
 - HI 341 American Revolution, 1763-1789

- HI 342 Early Republic, 1789-1848
 HI 343 Civil War Era, 1848-1877

H. Modern America:

- HI 344 Gilded Age & Progressive Era
 HI 345 United States, 1914-1945
 HI 346 United States, 1945-1974
 HI 437 United States since 1974

Open Electives, 24 hours

Students are strongly encouraged to take a variety of courses from different categories

Europe- HI 310 Preclassical Age, HI 416 Anatomy of Revolutions, HI 418 Imperial Russia, HI 419 Soviet Union, HI 429 Modern Europe, HI 426 The Holocaust, HI 461 Modern England, HI 462 England in Film, HI 463 History of Ireland, HI 464 Ireland in Film

Asia, Africa and Latin America- HI 410 History of Islam, HI 411 Medieval Crusades, HI 412 Modern Middle East, HI 475 Modern China, HI 476 Conquest and Slavery in Latin America, HI 477 Modern Latin America

Military- HI 413 Gulf Wars, HI 423 War and Society, HI 424 World War I, HI 425 World War II, HI 427 Vietnam, HI 435 American Military History

Ethnicity, Race and Gender- HI 440 Sex and Violence in Nineteenth Century America, HI 441 Themes in American Indian History, HI 443 African-American History, HI 457 Immigration, HI 480 Introduction to Women's Studies, HI 483 American Women, HI 484 Early American Women, HI 485 Women of the Old West, HI 486 Modern American Women, HI 488 Sexuality in Early America

Regional- HI 333 Kansas History, HI 430 Country Folk and the Land, HI 431 Great Plains History, HI 432 Westward Expansion to 1860, HI 444 The American South

Political and Diplomatic- HI 446 Political Parties, 1789-1896, HI 447 Political Parties since 1896, HI 448 American Diplomatic History to 1914, HI 449 American Diplomatic History since 1914, HI 450 Right and Left in Modern America

Topics in History- HI 300 Topics in World History, HI 301 Topics in American History, HI 302 Introduction to History, HI 451 History and Film, HI 452 History and Memory, HI 454 History and Biography

Public- HI 590 Introduction to Public History, HI 591 Local History, HI 592 Archival Management

With advisor approval, other classes including film and field trip classes can fulfill a topical requirement. Open electives also include additional survey courses and chronological courses not used as part of the major requirements listed above.

HISTORY MINOR

Total credit hours required: 18

This may include history courses taken to satisfy requirements for general education.

One world history survey course:

- HI 101 World Cultures to 1500 3 hours
 HI 102 Modern World Civilization 3 hours

One American history survey course:

- HI 111 US History to 1877 3 hours
 HI 112 US History Since 1877 3 hours

12 credit hours of electives in history (American or World)

6 of these 12 credit hours must be in upper division (300 level or above) courses.

Political Science

BACHELOR OF ARTS

POLITICAL SCIENCE MAJOR

The Bachelor of Arts with a major in political science is the traditional degree program. It reflects the goals of a well-rounded liberal arts education. Cultural, historical, and foreign language components distinguish this degree as does its focus on knowledge of international political institutions and processes. Accordingly, courses in international relations, comparative politics, international law and organizations, as well as in comparative political systems constitute its content. This degree is particularly well suited for students who wish to prepare for graduate or law school, as well as for those attracted to careers in foreign policy analysis, foreign service, military service, intelligence analysis, or as a consultant for international business and industry.

See the general education requirements in the General Education section of this catalog.

Required Political Science Core (9 hours):

- PO 121 American National Government 3 hours
 PO 330 International Relations 3 hours
 PO 333 American Foreign Policy 3 hours
 PO 502 Political Science Capstone 0 hours

Research Seminar in the Discipline (6 hours):

- PO 500 Quantitative Research Methods 3 hours
 PO 501 Qualitative Research Methods 3 hours

Political Science Electives (15 hours):

- PO 100 Introduction to Government & Politics 3 hours
 PO 335 International Law and Organization 3 hours
 PO 345 Comparative Politics 3 hours
 PO 350 Public Administration 3 hours
 PO 405 Development of Political Thought 3 hours
 PO 407 Contemporary Political Ideas 3 hours
 PO 427 Gov't & Politics of Latin America 3 hours
 PO 471 Independent Study 3 hours

Students may substitute other electives for those listed above in consultation with a Political Science advisor.

Total Hours- 30

Required Second Program of Study:

Students are required to complete a second program of study of 15 to 30 hours in another discipline of their choice. Suggested second program fields for this major include Communication, Economics, English, Modern Languages, Geography, History, National Security Concentration (in Political Science), Philosophy or Sociology.

In addition to the foreign language requirement for the Bachelor of Arts degree, students enrolling in the political science major are encouraged to acquire competence in computer skills.

BACHELOR OF SCIENCE POLITICAL SCIENCE MAJOR

The Bachelor of Science degree with a major in Political Science focuses on knowledge and understanding of American political institutions, organizations and processes. Students pursuing this degree will study legislative, executive, and judicial institutions at the national, state, and local levels. This degree is appropriate for those preparing for graduate work in political science, policy analysis, and law school, as well as considering careers as policy analysts, legislative staff or consultants, lobbyists, advisors to candidates and political parties, or interest group leaders and consultants.

See the general education requirements in the General Education section of this catalog.

Required Political Science Core (15 hours):

PO 121	American National Government	3 hours
PO 322	State and Local Government	3 hours
PO 350	Public Administration	3 hours
PO 405	Development of Political Thought	3 hours
PO 408	American Political Thought	3 hours
PO 502	Political Science Capstone	0 hours

Research Seminar in the Discipline (6 hours):

PO 500	Quantitative Research Methods	3 hours
PO 501	Qualitative Research Methods	3 hours

Study of Institutions Requirement (9 hours):

PO 446	The American Legislature	3 hours
PO 447	The American Presidency	3 hours
PO 448	The American Judiciary	3 hours
PO 449	Government Agencies	3 hours

Preferred Political Science Electives (12 hours):

PO 351	Seminar in Public Administration	3 hours
PO 400	Seminar in Political Science	3 hours
PO 407	Contemporary Political Ideas	3 hours
PO 444	Constitutional Law I	3 hours
PO 445	Constitutional Law II	3 hours
PO 455	Legislative Internship	5 hours
PO 471	Independent Study	1-3 hours
PO 480	Introduction to Law	2 hours

May use one course from the Study of Institutions (above) not used to answer that requirement.

Political Science Electives (6 hours)

PO 330	International Relations	3 hours
PO 335	International Law and Organization	3 hours
PO 345	Comparative Politics	3 hours
PO 425	Politics of Developing Areas	3 hours
PO 426	East Asian Governments	3 hours
PO 427	Govt and Politics of Latin America	3 hours

May use any of the Preferred Electives (above) not already taken for preferred elective credit.

Other Electives (3 hours):

PI 301	Ethics	3 hours

PI 302	Basic Logic	3 hours
SP 222	Argumentation and Debate	3 hours
SO 202	Social Problems	3 hours
SO 320	Social Stratification	3 hours
SO 353	Criminology	3 hours
SO 370	Race and Ethnic Relations	3 hours

POLITICAL SCIENCE MINOR

A minimum of 15 hours in Political Science courses. At least 5 of the 15 hours must be in courses numbered 300 or above.

NATIONAL SECURITY EMPHASIS

Available for students pursuing a Bachelor of Arts or a Bachelor of Science in Political Science. The National Security Emphasis addresses critical challenges facing U.S. national security and the international system in the 21st century. The concentration recognizes the changing structures of the international system, the threat of terror, the use and control of force, and the evolution of paradigms in international relations and cooperation.

Total: 24 credit hours

Required (Choose 15 hours from the following):

HI 346	United States, 1945-1974	3 hours
HI 347	United States Since 1974	3 hours
HI 435	American Military History	3 hours
PO 521	Politics of War and Peace	3 hours
PO 520	National Security	3 hours
GE 438	Geographies of International Develop.	3 hours

And three of the following (9 hours):

PO 331	International Relations Theory	3 hours
PO 335	International Law & Organization	3 hours
PO 425	Politics of Developing Areas	3 hours
PO 427	Gov. and Politics of Latin America	3 hours
PO 540	Democracy in Peril	3 hours
GE 456	Economic Geography	3 hours
HI 319	The World Since 1945	3 hours
HI 412	Modern Middle East	3 hours
BC 550	International Economics	3 hours
SO 320	Social Stratification	3 hours
SO 370	Race and Ethnic Relations	3 hours
PY 333	Social Psychology	3 hours
MA 341	Intro. to Probability & Statistics	3 hours
MA 380	Probability and Statistics	3 hours

Other courses may be acceptable as approved by the student's advisor.

NATIONAL SECURITY MINOR

Total: 15 credit hours

Required (3 hours):

PO 520	National Security & Intelligence Policy	3 hours

Core Courses: (6 hours—select two of the following.)

PO 400	International Conflict Processes	3 hours
HI 423	War and Society	3 hours
HI 449	America in the Cold War	3 hours
GE 438	Geographies of International Development	3 hours

Electives: (6 hours—select two of the following.)

PO 331	International Relations Theory	3 hours
PO 335	International Law & Organization	3 hours
PO 425	Politics of Developing Areas	3 hours

PO 427	Govt. & Politics of Latin America	3 hours
PO 540	Democracy in Peril	3 hours
GE 456	Economic Geography	3 hours
HI 319	The World Since 1945	3 hours
HI 412	Modern Middle East	3 hours
BC 550	International Economics	3 hours
SO 320	Social Stratification	3 hours
SO 370	Race and Ethnic Relations	3 hours
PY 333	Social Psychology	3 hours
MA 341	Intro. to Probability & Statistics	3 hours
MA 380	Probability and Statistics	3 hours

Other courses may be acceptable as approved by the student's advisor.

PUBLIC ADMINISTRATION EMPHASIS

Students pursuing the Bachelor of Science or Bachelor of Arts in Political Science may choose the Public Administration Emphasis. This subject area is relevant to students interested in careers in government, public management, or not-for-profit organization administration. Students have the opportunity to participate in courses that emphasize organizational analysis of public administration, government personnel management, public law, public budgeting and expenditures analysis, and other courses which prepare students to function effectively in government and government-related positions. This course of study serves those interested in law school and/or graduate study in public administration, political science, business administration, and planning.

See the general education requirements in the General Education section of this catalog.

Required Political Science Core (21-23 hours):

PO 322	State & Local Government & Politics	3 hours
PO 323	Urban and Metropolitan Politics	3 hours
PO 350	Public Administration	3 hours
PO 351	Seminar in Public Administration	3 hours
PO 449	The American Bureaucracy	3 hours
PO 451	Practicum in Public Administration	3-5 hours

And one of the following:

PO 444	Constitutional Law I	3 hours
PO 445	Constitutional Law II	3 hours
PO 446	American Legislatures	3 hours
PO 447	The American Presidency	3 hours
PO 448	The American Judiciary	3 hours

Research Methods (6 hours):

PO 500	Quantitative Research Methods	3 hours
PO 501	Qualitative Research Methods	3 hours

Philosophy (3 hours) selected from the following:

PI 301	Ethics	3 hours
PI 302	Basic Logic	3 hours
PI 315	Environmental Ethics	3 hours

Geography (3 hours) selected from the following:

GE 415	Urban Geography	3 hours
GE 456	Economic Geography	3 hours
GE 457	Political Geography	3 hours

Electives (12 hours):

Select from any Political Science courses numbered 300 and above, in consultation with political science advisor.

PUBLIC ADMINISTRATION MINOR

The public administration minor is designed for students who wish to supplement their knowledge of administrative behavior, governmental institutions, and public policy making. Completion of 15 hours from among the following courses is required.

Required Courses (9 hours):

PO 350	Public Administration	3 hours

And two of the following:

PO 322	State & Local Government	3 hours
PO 351	Seminar in Public Administration	3 hours
PO 354	Politics of Budgeting & Financial Administration	3 hours
PO 444	Constitutional Law I	3 hours
PO 445	Constitutional Law II	3 hours
PO 447	American Presidency	3 hours
PO 448	American Judiciary	3 hours
PO 449	Government Agencies	3 hours
PO 451	Practicum in Public Administration	5 hours

Elective Courses (6 hours):

PO 322, PO 343, PO 354, PO 400, PO 445, PO 446, PO 447, PO 448, PO 449, PO 450, PO 750, PO 752, PO 757		3 hours
BC 103	Principles of Economics I	3 hours
EC 554	Public Finance	3 hours
AC 223	Financial Accounting	3 hours
SP 303	Organizational Communications	3 hours
GE 415	Urban Geography	3 hours
SO 353	Criminology	3 hours
SO 405	Urban Sociology	3 hours

Social Sciences

BACHELOR OF SCIENCE IN EDUCATION SOCIAL SCIENCES TEACHING FIELD

Students who successfully complete the secondary social sciences program will be licensed to teach American history, world history, Kansas history, government/civics, geography, economics, and sociology in grades 6-12. Students who successfully complete the middle level program will be licensed to teach American history, world history, Kansas history, government/civics, geography and economics in grades 5-8. All students in the social sciences who are preparing for teacher licensure are advised to contact the Department of Social Sciences to receive a copy of the advising sheet that lists the requirements for social sciences licensure at both the secondary and middle levels.

All students in any degree program in the Department of Social Sciences who wish to have on their contract recommendation for teaching-field and subject-matter-field licensure in the social sciences must fulfill the requirements in Options A or B below.

Honors courses are highly recommended.

OPTION A - Two Teaching Fields

This option requires a second teaching field such as physical education, business, or English. See the general education requirements in the General Education section of this catalog. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog.

Required Courses (minimum of 53 hours):

SS 310	Intro. to Teaching Social Studies	2 hours
SS 460	Teaching Secondary/Middle Soc Studies	3 hours
HI 111	US History to 1877	3 hours
HI 112	US History Since 1877	3 hours
HI 333	Kansas History	3 hours
HI 300 or Higher Elective in US History		3 hours
HI 300 or Higher Elective in US History		3 hours
HI 101	World Cultures to 1500	3 hours
HI 102	Modern World Civilization	3 hours
HI 300 or Higher Elective in World History		3 hours
HI 300 or Higher Elective in World History		3 hours
PO 100	Intro to Government & Politics	3 hours
PO 121	American National Government	3 hours
PO 300 or Higher Elective		3 hours
PO 300 or Higher Elective		3 hours
EC 101	Basic Economics	3 hours
GE 101	World Regional Geography	3 hours
SO 101	Introduction to Sociology	3 hours

OPTION B - One Teaching Field

This option is for students who select social sciences as a single teaching field. See the general education requirements in the General Education section of this catalog. See The Teachers College section for information regarding admission to teacher education and for professional education requirements.

Required Courses (minimum of 53 hours):

SS 310	Intro. to Teaching Social Studies	2 hours
SS 460	Teaching Secondary/Middle Soc Studies	3 hours
HI 111	US History to 1877	3 hours
HI 112	US History Since 1877	3 hours
HI 333	Kansas History	3 hours
HI 300 or Higher Elective in US History		3 hours
HI 300 or Higher Elective in US History		3 hours
HI 101	World Cultures to 1500	3 hours
HI 102	Modern World Civilization	3 hours
HI 300 or Higher Elective in World History		3 hours
HI 300 or Higher Elective in World History		3 hours
PO 100	Intro to Government & Politics	3 hours
PO 121	American National Government	3 hours
PO 300 or Higher Elective		3 hours
PO 300 or Higher Elective		3 hours
EC 101	Basic Economics	3 hours
GE 101	World Regional Geography	3 hours
SO 101	Introduction to Sociology	3 hours

All students at this university answering requirements for a teaching field in the social sciences must have a grade-point average of 2.75 in the social sciences for admittance into the social sciences teacher-education program. All Social Sciences Education majors must be approved by the Social Sciences Teacher Education Admissions Committee in order to enter the Phase I Teacher Education Program.

**PROGRAM FOR LICENSURE IN
MIDDLE SCHOOL SOCIAL SCIENCES**

This program is designed to provide course work necessary for the academic preparation of prospective social sciences teachers on the middle school level. Students who complete the program will have the recommendation of the chair of the Social Sciences Secondary Education Program Director for licensure to teach the social sciences at this level. This program does not constitute a first teaching field in the social sciences. However, a middle school licensure program in the social sciences could fulfill the same purpose as a second teaching field. The program's primary purpose is one of providing licensure for those students who wish to be eligible to teach the social sciences at the middle school level under the program approval guidelines of the Kansas State Department of Education.

MIDDLE SCHOOL LICENSURE**Social Sciences Requirements (32 hours)****Required Courses:**

SS 310	Intro. to Teaching Social Studies	2 hours
SS 460	Teaching Secondary/Middle Soc Studies	3 hours
HI 111	US History to 1877	3 hours
HI 112	US History Since 1877	3 hours
HI 333	Kansas	3 hours
HI 101	World Cultures to 1500	3 hours
HI 102	Modern World Civilization	3 hours
PO 100	Intro to Government & Politics	3 hours
PO 121	American National Government	3 hours
EC 101	Basic Economics	3 hours
GE 101	World Regional Geography	3 hours

These are minimum requirements. The social sciences faculty recommends additional hours in those subjects in which the student intends to teach.

Credit in equivalent courses such as transfer credits should be evaluated by a faculty advisor in the Department of Social Sciences before the student's initial enrollment.

Additional Program Requirements:

Elementary education students and students in other teaching fields seeking the middle level license in social studies must student teach at least 8 weeks in a middle school social studies classroom. This requirement is coordinated by the Teachers College. Also PY 211 and MA 225, both 3 credit hours, and ED 220, 2 credit hours, are required of all students pursuing the BSE in Social Sciences.

College-wide (CW) courses do not apply in meeting social sciences teaching field requirements. Honors courses are highly recommended.

GEOGRAPHY MINOR

The geography minor introduces students to spatial thinking skills, expanding understanding of spatial information and patterns in human activities and human-environment interactions. A geography minor is a relevant complement to many majors, as it increases awareness of international connections between students and the larger world. A minor in geography requires completion of 15 credit hours. The minor may be designed to supplement and

enhance a variety of majors. (Note the following examples.)

Suggested geography minor for either business or economics majors:

Basic courses (6 credit hours):

GE 101	World Regional Geography	3 hours
GE 456	Economic Geography	3 hours

Electives (9 credit hours) selected from the following:

GE 325	Geography of the US & Canada	3 hours
GE 342	Middle East & North Africa	3 hours
GE 355	Africa	3 hours
GE 356	Middle & South America	3 hours
GE 357	Europe	3 hours
GE 358	Geography of East Asia	3 hours
GE 415	Urban Geography	3 hours
GE 454	Cultural Geography	3 hours

Suggested geography minor for biology or earth science majors:

Basic courses (9 credit hours):

GE 101	World Regional Geography	3 hours
GE 254	Physical Geography	3 hours
GE 365	World Regional Climatology	3 hours

Electives (6 credit hours) selected from the following:

GE 325	Geography of the US & Canada	3 hours
GE 371	Cartography	3 hours
GE 453	Conservation of Natural Resources	3 hours
GE 456	Economic Geography	3 hours
GE 460	History of Cartography	3 hours
GE 551	Computer Mapping Systems	3 hours
GE 572	GIS Applications	3 hours
GE 573	Internship in GIS	3 hours

Suggested geography minor for social sciences, political science, history, sociology, anthropology, and other majors seeking BS or BA degrees.

Basic courses (6 credit hours):

GE 101	World Regional Geography	3 hours
GE 454	Cultural Geography	3 hours

Electives (9 credit hours) selected from the following:

GE 254	Physical Geography	3 hours
GE 325	Geography of the US & Canada	3 hours
GE 327	Geography of the Great Plains	3 hours
GE 333	Kansas	3 hours
GE 355	Africa	3 hours
GE 357	Europe	3 hours
GE 358	Geography of East Asia	3 hours
GE 365	World Regional Climatology	3 hours
GE 371	Cartography	3 hours
GE 415	Urban Geography	3 hours
GE 430	Gender, Place, and Culture	3 hours
GE 456	Economic Geography	3 hours
GE 457	Political Geography	3 hours

PHILOSOPHY MINOR

Philosophy can yield immediate benefits for students planning postgraduate work. As law, medical, business, and other professional school faculty and admissions personnel have often said, philosophy is excellent preparation for the training and later careers of the professionals in question. (From: "Philosophy: A Brief Guide for Undergraduates," American Philosophical Association.)

The minor in philosophy requires completion of 15 credit hours:

Required Courses:

PI 225	Introduction to Philosophy	3 hours
PI 301	Ethics	3 hours
PI 302	Basic Logic	3 hours

Suggested Courses: Any philosophy course of interest to the student. While our courses do not follow a regular rotation, they may include:

History of philosophy such as Ancient, Modern, or Contemporary Philosophy
Religious philosophy, including Western Religious Philosophy and World Religions
Standard themes such as Philosophy of Science, Existential Philosophy and World Religions
Special topics courses, including Philosophy of Art and Beauty, Environmental Ethics

Courses offered by the Department of Social Sciences:

GEOGRAPHY

GE 101. WORLD REGIONAL GEOGRAPHY 3 HRS.

This course examines issues relevant to people and environments in the world's regions, using geographic approaches to illustrate human connections to place, and relations between people and places across the globe. The focus of the course is on the dynamism of the world's regions as they rapidly change, growing more diverse ethnically, politically, economically, and culturally and at the same time more connected as globalizing forces cross borders to blend cultures, economies, industries and other activities with global reach, as the world becomes ever-more connected through instant communication and travel. Students will learn about the elements of culture that link peoples of different regions as growing human populations consume resources from all over the world.

GE 200. INTRODUCTORY TOPICS IN GEOGRAPHY 1-3 HRS.

Investigations into selected areas of geography.

GE 254. PHYSICAL GEOGRAPHY 3 HRS.

Primarily for majors and minors in geography, the physical and biological sciences, and others interested in physical geography. Systematic study of the elements of climate, landforms, water resources, vegetation, soil, and minerals.

GE 300. TOPICS IN GEOGRAPHY 1-3 HRS.

Investigations into selected areas of Geography.

GE 325. GEOGRAPHY OF THE US & CANADA 3 HRS.

This course examines the regions that make up the two majority Anglo countries of North America. In the study of each region, geographic themes such as urbanization, economy, landscape, population, and regional identity are explored. A special emphasis is placed on the integration of historical and physical factors in shaping regions and the two countries as a whole.

GE 327. GEOGRAPHY OF THE GREAT PLAINS 3 HRS.

This course examines the region that encompasses the Great Plains of the United States from a geographic perspective beginning with an effort to meaningfully define the region, its history, and the changes that have shaped the land and the lives of people who live there. Consideration is given to the region's ecology, particularly human-

environment interactions; the growing ethnic diversity of the region's population; economic and political issues that affect the region and tie it to the larger national and international context.

GE 333. KANSAS 3 HRS.

This course is a regional geography of Kansas, from prehistory to the present, with emphasis on geographic themes such as human settlement, land use, physical geography, the nature of places, economy, population, cultural diffusion, social institutions, change over time, and contemporary issues and tensions.

GE 341. WETLAND ENVIRONMENTS 3 HRS.

(Prerequisites, general education courses in biological, physical, and social sciences.) An interdisciplinary overview of physical, biological, and cultural aspects of wetlands. Definitions, classification, origins, and natural processes of wetland environments. Wetlands in boreal, temperate, and tropical climatic settings. Human impact, exploitation and management of wetland resources. Lectures, exercises and field trips. A student may not earn credit in more than one of EB 341, ES 341, or GE 341.

GE 342. MIDDLE EAST AND NORTH AFRICA 3 HRS.

In the 21st century this region has emerged as a focus of attention for the United States and the rest of the world as it is the center of ongoing military and ethnic/religious conflict. The course will examine not only religion, nationalism and the roots of conflict, but will also focus on important environmental issues, particularly water and agricultural production; gender roles and ideologies; diversity within Islam; and other contemporary regional issues.

GE 351. INTRODUCTION TO GEOSPATIAL ANALYSIS 3 HRS.

(Prerequisite, one general education course in each of biological, physical, and social sciences or consent of instructor.) Introduction to geographic information systems (GIS) and remote sensing techniques as applied to documenting, mapping, interpreting, and managing natural and cultural resources. Types of GIS data, computer hardware, and software used for geospatial analysis, basic cartography, and global positioning system. Lectures, laboratory exercises, and field trip.

GE 355. AFRICA 3 HRS.

Africa is among the least-known regions among Americans. This course will introduce students to the history, culture, politics, and conflicts in Africa, with an emphasis on the countries south of the Sahara Desert. The lingering legacy of European colonialism (trade relations, ethnic conflicts, e.g.), the impact of the HIV/AIDS epidemic on much of the region, land tenure, and other contemporary issues will be examined.

GE 356. MIDDLE AND SOUTH AMERICA 3 HRS.

An exploration of the diverse countries of the region encompassing the territory from the U.S.-Mexico border south to the tip of South America. The course covers the region's physical environment as it has shaped and continues to influence its history (especially the period since 1492), its diverse population and many varied cultures, and its changing and varied status within the global community.

GE 357. EUROPE 3 HRS.

This course is a survey of Europe in its role as advancing world power in the contemporary context of globalization. The history and expansion of the European Union, and its meaning in global economies and culture, are analyzed. The course will explore how Europe's physical geography has affected the region and its position in the world in the past and present. European countries' roles in colonialism and post-colonialism are analyzed. The course introduces the diversity of

peoples, resources, physical and cultural features, and analyzes their part in advancing Europe's development goals.

GE 358. GEOGRAPHY OF EAST ASIA 3 HRS.

East Asia is of growing importance to the lives of people around the world. The course is an in-depth exploration of the cultural, economic, and political geography of the countries of East Asia, including China, Japan, North and South Korea, and Taiwan. The focus of study is on the current status of the countries, the relations between them, and their place in the world's increasingly interconnected economy and culture.

GE 359. RUSSIA AND CENTRAL ASIA 3 HRS.

This course focuses on the recent history of the region, from the late 20th-century fall of the Soviet Union to the present, emphasizing the region's transition from a centrally-planned economy to a free-market economic system and the accompanying socio-cultural changes that have accompanied it. The relationships between the Russian Federation and the Central Asian Republics will be a focus, as will Russia's changing place in the global political system and economy, particularly in terms of energy production and environmental issues.

GE 360. AUSTRALIA, NEW ZEALAND, AND THE PACIFIC 3 HRS.

This course is a regional geography of the countries located in the South Pacific. Attention is given to the unique physical and biological characteristics of the region; indigenous cultures, legacies of colonialism, ongoing indigenous-settler relations; and more usual geographic themes including population, urbanization, economic and political geographies, historical influences, cultural landscapes, and more. Contemporary issues and tensions are also examined.

GE 365. WORLD REGIONAL CLIMATOLOGY 2-3 HRS.

A study of the world climatic regions based upon a systematic classification system. The investigations of the cause of climatic variations and the effect of climate on man's natural environment.

GE 371. CARTOGRAPHY 3 HRS.

Course covers the appropriate use of map elements, map design, projections, types of maps, and thematic mapping of different kinds of data. Class time is divided between lecture and computer lab, where most of the hands-on work is done.

GE 415. URBAN GEOGRAPHY 3 HRS.

For the first time in human history, more than half of the world's population lives in urban areas, and rural-to-urban migration is changing the face of countries around the world. This course examines the increasing importance of cities; the impact of urban areas on non-urban; the structures of urban areas and how they differ among the world's regions. It also considers how residence in urban areas is conditioned by race, class, and gender in small as well as large cities, and explores urban cultural landscapes. The course reviews the origin and growth of cities, and focuses on recent changes in urban areas.

GE 425. RURAL GEOGRAPHY 3 HRS.

The course is concerned with the characteristics of rural residence, land-use and settlement patterns. Focus is on rural areas in the United States, with comparison of rural issues in other parts of the world as appropriate. Issues examined include the changing nature of agricultural production in the region and concurrent economic and social change; human-environment interactions; the impact of rural-to-urban migration on sending areas; the social structures of importance to rural residents, including issues related to ethnic change, gender roles, and class status.

GE 430. GENDER, PLACE, AND CULTURE 3 HRS.

This course examines the important role of gender in structuring culture, and how gender roles and ideologies vary around the world. Gender and place are studied as key components of culture; the influence of place on culturally constructed differences such as gender, class and ethnicity is examined at scales from personal space and roles within the family and larger society, to the manners in which international leaders make decisions about distribution and control of resources that shape men's and women's lives in different regions and countries.

GE 438. GEOGRAPHIES OF INTERNATIONAL DEVELOPMENT 3 HRS.

This course explores what the concept of development means for various countries of the world. The term "international development" is used to mean economic growth that provides better living circumstances for the people whose economy is growing. The focus of this course is on the uneven impacts of economic development and on the importance of other sorts of globalizing trends that affect people's lives in addition to economics. Clearly, not everyone benefits equally from a growing economy. Even within local areas, some people gain from economic progress while others continue to fall behind. The course will be framed by overarching geographic concepts such as gender and ethnicity, as well as geopolitics, war and civil unrest, cultural and economic globalization, uneven access to the benefits of growth and change, and the detriments and the advantages that may result from attempts at development.

GE 453. CONSERVATION OF NATURAL RESOURCES 3 HRS.

A survey of the world's natural resources, with a focus on the United States in global context. Philosophies of resource protection, conservation and preservation are considered in the context of increasing global demands for energy, water, food, and other critical resources. The global economic, cultural and physical impacts of resource use, depletion, and conservation are analyzed from a geographic perspective, as are the global impacts of pollution, waste production and disposal, cultural-economies of resource conservation are emphasized in the context of human-environment interactions, as important themes of geographic study.

GE 454. CULTURAL GEOGRAPHY 3 HRS.

This course uses the tools of geography to explore patterns of human culture. Themes may include cultural aspects of settlement, migration and diffusion, population, human-environment interactions, landscape, and more. Emphasis on human cultural expression at a variety of scales and in a range of locations.

GE 456. ECONOMIC GEOGRAPHY 3 HRS.

This course emphasizes the present global patterns of production, distribution and consumption of the world's goods; the major areas and types of technological production, agricultural production, and extractive production; the global trade and communication patterns; the growth in power in nations accompanying their increases in industrialization; and the extreme difference in living standards throughout the world. These themes are analyzed as a background for interpreting contemporary economic, social and political problems.

GE 457. POLITICAL GEOGRAPHY 3 HRS.

An introduction to the scope and content of political geography; the application of geographic information and techniques in analyzing politically significant regions of the world. Every attempt is made to keep the course up to date and the areas studied will be determined by their geopolitical significance at the time the course is given.

GE 460. HISTORY OF CARTOGRAPHY 3 HRS.

This course examines the way that humans use and communicate spatial information. The scope of the course ranges from prehistory to the computer age, and is cross-cultural, examining Asian, African, Islamic, and indigenous mapping as well as the Western cartographic tradition. At the end of the course students should gain an appreciation of this most basic geographic tool as the complex social and cultural phenomenon that it is.

GE 498. INDEPENDENT STUDY IN GEOGRAPHY 1-3 HRS.
(Prerequisites, three hours of geography, plus consent of instructor.) Special project or readings on a topic initiated by the student and approved by the instructor.

GE 500. SPECIAL TOPICS IN GEOGRAPHY 1-3 HRS.
Investigations into selected areas of geography.

GE 540. SPECIAL TOPICS IN GEOGRAPHY 1-3 HRS.
Investigations into selected areas of geography.

GE 551. COMPUTER MAPPING SYSTEMS 3 HRS.
(Prerequisites, GE 371 or ES 545.) Theory and use of computer systems for capture, storage, analysis, and plotting of spatial information. Vector and raster geographic information systems, digitizing data, and spatial analysis. Practical applications of computer mapping systems. Two hours lecture and two hours laboratory per week, plus field trips. Students may not receive credit for both ES 551 and GE 551. Students should have a minimum math background of trigonometry; those without the prerequisites should consult with the professor before enrolling in the course.

GE 572. GIS APPLICATIONS 3 HRS.
(Prerequisites, GE/EB/ES 351, GE/EB/ES 551.) Provides students enrolled in the GSA program an opportunity to apply their GIS skills to a variety of practical projections and research issues, combining classroom and laboratory work. Students should already be comfortable using ESRI software.

GE 573. INTERNSHIP IN GEOGRAPHIC INFORMATION SYSTEMS 3 HRS.
(Prerequisites, GE572, GE/EB/ES351, GE/EB/ES551.) Provides students enrolled in the GSA program an opportunity to apply and develop their GIS skills through practical work in association with an approved internship agency. In addition to performing tasks as directed by that agency, the student will complete a written report for the supervising faculty member.

GE 701. SEMINAR IN REGIONAL GEOGRAPHY 1-3 HRS.
A seminar on the physical and cultural patterns and interrelationships existing in selected political regions with emphasis upon the distribution of human activities and effects of various environments upon man and national economic development.

GE 702. SEMINAR IN CULTURAL GEOGRAPHY 1-3 HRS.
A seminar in selected topics pertaining to the area distribution and diversity of man, his settlements, his economies, and his relationship to the geographic environment.

GE 703. SEMINAR IN PHYSICAL GEOGRAPHY 1-3 HRS.
The seminar is designed to provide an opportunity for in depth examination geographical analysis of the spatial characteristics of one or more factors that constitute the physical environment. The seminar specifically treats such subjects as climate, soils, landforms, and biogeography.

GE 704. SEMINAR IN GREAT PLAINS**GEOGRAPHY****1-3 HRS.**

This course includes the methodology of regional analysis and delineates the Great Plains as a distinctive region. It examines geographical features of the region's physical environment and human adaptation to it. Cultural landscape topics include agriculture, settlement patterns, ethnicity, transportation, historical geography, and other social and economic phenomena. Content and assignments will vary according to the number of credit hours for which the course is offered.

GE 710. SEMINAR IN KANSAS GEOGRAPHY**1-3 HRS.**

A study of the physical, cultural, economic, and regional significance of Kansas as a state and its spatial interaction within the nation.

GE 810. RESEARCH PROBLEM IN GEOGRAPHY**1-3 HRS.**

(Prerequisite, six hours of Geography, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

HISTORY**HI 101. WORLD CULTURES TO 1500****3 HRS.**

An introductory survey covering the origins of settled societies around 3000 B.C.E., the rise of classical Greek and Roman cultures in Europe and their contact with other civilizations in Asia, and the development of medieval Europe and its interaction with nonwestern peoples.

HI 102. MODERN WORLD CIVILIZATION**3 HRS.**

An introductory survey covering world history from 1500 to the present, with an emphasis on the forces that have shaped the contemporary world. Special attention is given to the Reformation, the age of Louis XIV of France, the rise of modern Germany, Soviet Russia, and the two world wars.

HI 111. U.S. HISTORY TO 1877**3 HRS.**

An introductory survey of early American history from the colonial period through the Civil War and Reconstruction.

HI 112. U.S. HISTORY SINCE 1877**3 HRS.**

An introductory survey of the United States since the Reconstruction era.

HI 120. WORLD CULTURES TO 1500: DISCUSSION**0 HRS.**

(Prerequisite, concurrent enrollment in HI 101.) The discussion section to accompany HI 101, World Cultures to 1500.

HI 121. U.S. HISTORY TO 1877: DISCUSSION**0 HRS.**

The discussion section to accompany HI 111, U.S. History to 1877. Concurrent enrollment in HI 111 is required.

HI 122. U.S. HISTORY SINCE 1877: DISCUSSION**0 HRS.**

The discussion section to accompany HI 112, U.S. History Since 1877. Concurrent enrollment in HI 112 is required.

HI 300. TOPICS IN WORLD HISTORY**1-3 HRS.**

Explores important issues in world history at the undergraduate level. Each semester, instructors select different topics of importance for political, cultural, social, ethnic, and/or gender history.

HI 301. TOPICS IN U.S. HISTORY**1-3 HRS.**

Explores important issues in U.S. history at the undergraduate level. Each semester, instructors select different topics of importance for political, cultural, social, ethnic, and/or gender history.

HI 302. INTRODUCTION TO HISTORY**3 HRS.**

This course introduces students to the discipline of history and how it is practiced professionally across the globe. Students examine historiography, methodology and the varying types of history, including social, cultural, political, biographical, gender, memory and interdisciplinary approaches. Throughout the course students will engage in the reading, research, and writing of history.

HI 310. PRE-CLASSICAL AGE, 3000-500 B.C.E.**3 HRS.**

Explores the formation of civilizations in Mesopotamia, Egypt, the Mediterranean, the Indus Valley, and China from 3000 B.C.E. to 500 B.C.E. It focuses on the foundations of settled societies, trade networks between these peoples, and cultural borrowing.

HI 311. ANCIENT GREECE, 800-200 BCE**3 HRS.**

Explores Hellenic and Hellenistic history from the rise of the city-state to the decline of Alexander's empire, focusing on political and social developments, philosophical responses, and attitudes toward non-Greeks as city-states move from defensive to offensive military stances and as Alexander spreads Hellenic culture throughout his empire.

HI 312. ROMAN WORLD, 500 BCE-500CE**3 HRS.**

Explores political, social, and religious developments in the Roman Republic, the Principate, and the Dominate, emphasizing reactions to shifts in government, the creation of the empire, borrowing from previous and contemporaneous cultures, the rise of Christianity, and increasing challenges to state authority by the fourth century.

HI 313. MEDIEVAL EUROPE, 500-1500**3 HRS.**

Explores culture, government, and society in the Middle Ages, with special emphasis on religious movements such as the crusades, intellectual movements such as scholasticism and humanism, social responses to the rise of cities, and attitudes towards Jews and Muslims in Christian Europe.

HI 314. EARLY MODERN EUROPE, 1350-1650**3 HRS.**

Explores the intense intellectual, religious, and social changes Europe experienced from the late Middle Ages through the Renaissance/Reformation era. Special attention will be paid to the rise of powerful monarchies, the breakdown of religious unity, reactions to the voyage of discovery, and the Scientific Revolution.

HI 316. AGE OF REVOLUTIONS, 1760-1848**3 HRS.**

Explores revolutionary agitation in Europe and the Western Hemisphere during the eighteenth and nineteenth centuries. The course will examine the causation of the revolutions in America, France, and Haiti in the eighteenth century as well as the Industrial Revolution and the revolutions of 1820, 1830, and 1848.

HI 317. AGE OF EMPIRE, 1848-1914**3 HRS.**

Explores political and social situations in Europe and the world from the Crimean War until the outbreak of World War I. The course will review imperialism in Africa and China, as well as the situation of women, workers, and minorities struggling for political rights in the late nineteenth century.

HI 318. AGE OF TOTAL WAR, 1900-1945**3 HRS.**

Explores the shifting balance of world power in the twentieth century: World War I, the Russian Revolution, inter-war turmoil, and World War II, including an emphasis on diplomatic policies that failed to avert the coming of World War II and the Cold War.

HI 319. THE WORLD SINCE 1945**3 HRS.**

Explores events, trends, and interpretations in world history since World War II, including the end of colonialism in Asia and Africa, the Cold War and its worldwide impact, the Maoist Revolution in China, the Korean War, third-world revolutions, the Arab-Israeli conflict, and the breakdown of bipolar alliances after 1989.

HI 333. KANSAS**3 HRS.**

Explores the history of Kansas from 1541 to the present, with emphasis on approaches to state history and a special focus on geographic influences in the state's history and culture.

HI 340. ORIGINS OF COLONIAL AMERICA**3 HRS.**

Explores the interactions between various European and tribal powers leading to the creation of multicultural enclaves and empires within the New World. Special attention will be paid to Spanish, French, and English colonial efforts and the responses of Native Americans as their cultures faced unprecedented challenges.

HI 341. AMERICAN REVOLUTION, 1763-1789**3 HRS.**

Explores political, military, economic, and social transformation from the colonial period through revolution to the ratification of the Constitution. The course will highlight key leaders and major events, but it will also examine the Revolution's effect on women, Native Americans, and African Americans.

HI 342. EARLY REPUBLIC, 1789-1848**3 HRS.**

Explores the United States from the writing of the Constitution to the end of the Mexican War, focusing on the development of political parties, women in American Society, the Market Revolution, the nation's westward expansion, and tensions regarding slavery and native Americans.

HI 343. CIVIL WAR ERA, 1848-1877**3 HRS.**

Explores origins of the Civil War, the war itself, and Reconstruction, with emphasis on related political, military, economic, and social changes. Special attention will be paid to the centrality of slavery and emancipation, the transforming power of the war for individuals and institutions, and the difficulties of reunion.

HI 344. GILDED AGE AND PROGRESSIVE ERA**3 HRS.**

Explores the United States from 1865 to 1920, focusing on social movements concerning immigration, labor unions, Jim Crow laws, treatment of Native Americans, women's reforms, world's fairs, and utopian movements, as well as the broader trends of population, progressivism, big business, socialism, and imperialism.

HI 345. UNITED STATES, 1914-1945**3 HRS.**

Explores American society after World War I, with special attention on the nature of politics, culture, and economics during the 1920s, the Great Depression, the presidencies of Herbert Hoover and Franklin Roosevelt, the origins of World War II, and the effects of the war.

HI 346. UNITED STATES, 1945-1974**3 HRS.**

Explores American society from the end of World War II to the resignation of Richard Nixon, covering domestic liberalism, the Cold War, McCarthyism, the civil rights movement, the 1960s, Vietnam, and the rise of conservatism.

HI 347. UNITED STATES SINCE 1974**3 HRS.**

Explores recent American history, focusing on the decline of liberalism, the rise of conservatism, the end of the Cold War, the Gulf War, and the

war on terrorism through the presidencies of Ronald Reagan, George Bush, Bill Clinton, and George W. Bush.

HI 401. CURRENT HISTORY**1 HR.**

Explores the complexities of the modern world by reviewing the news, as well as analyzing the fundamental cultural, political, and social forces that divide the world today. The pressing issues of globalization, terrorism, and war will be discussed.

HI 410. HISTORY OF ISLAM TO 1500**3 HRS.**

Explores the origins of Islam, its early doctrinal splits, and expansion; the Umayyad, Abbasid, and Ottoman caliphates; cultural and intellectual developments; interaction between Muslims and peoples of other faiths.

HI 411. MEDIEVAL CRUSADES AND CRUSADERS**3 HRS.**

Explores the origins of crusading in the eleventh century, early crusades and their effects on Byzantine and Islamic power players in the Levant, expansion of the crusading movement within Europe, and the effects on medieval European society.

HI 412. MODERN MIDDLE EAST**3 HRS.**

Explores the Middle East from the Ottoman Empire of the fifteenth century through its waning in the eighteenth and nineteenth; European imperialism in the region and its redrawing of boundaries following World War I, with an emphasis on Arab nationalism, the Gulf War, and terrorism.

HI 414. WESTERN THOUGHT, 800-1500**3 HRS.**

Explores intellectual developments in European society and their historical context, focusing on medieval theology and philosophy, the social and political environment in which these ideas emerged, and their effects (if any) on these societies. Special attention will be paid to scholasticism and humanism and reactions to non-Christian ideas.

HI 416. ANATOMY OF REVOLUTIONS**3 HRS.**

Explores the causes of revolutions from the sixteenth to the twentieth century, focusing on historical context, ideological positions, exportation of revolutionary ideas, the foreign policy of revolutionary states, and the role of revolutions and revolutionaries in world affairs.

HI 418. IMPERIAL RUSSIA**3 HRS.**

Explores Russian history under autocratic tsars from Peter the Great until Nicholas II, focusing on geographical expansion; reforms initiated by Alexander II; the rise of Nihilism and the People's Will; the impact of industrialization and worker unrest; imperial policies and popular reactions culminating in revolution.

HI 419. SOVIET UNION**3 HRS.**

Explores the history of modern Russia with a particular emphasis on the nineteenth-century background of the Communist Revolution, the revolution itself, the Stalin era, and changes after World War II.

HI 423. WAR AND SOCIETY**3 HRS.**

Explores war and its effect on history from the ancient world to the twenty-first century, focusing on the quest for national security, as well as the cultural and technological factors, social transformations, and influence on art, music, and popular culture.

HI 424. WORLD WAR I**3 HRS.**

Explores the war's origins and effects on world history, focusing on transformations that led to other conflicts in the twentieth century.

Special attention will be paid to diplomatic and military components, reactions by the intelligentsia, and the experiences of women and ordinary soldiers during and after the war.

HI 425. WORLD WAR II 3 HRS.

Explores the diplomatic background, military operations, domestic developments, and peace settlements of the war. Special attention will be paid to its causes, social and economic change related to the war, scientific and technological achievements, the clash of ideology, and the war's influence on world history since 1945.

HI 426. THE HOLOCAUST 3 HRS.

Explores the Holocaust's historical origins from the time of Christ to the development of modern anti-Semitism, focusing on cultural and social factors that allowed genocide of state-designated "undesirables" in Germany, comparison with other similar movements in the twentieth century, and reactions by world powers.

HI 427. VIETNAM 3 HRS.

Explores the political, social, and military developments in Vietnam focusing on the country's desire for independence, international commitments of support, and the war itself. Special attention will be paid to social forces in Vietnam, Europe, and the United States that shaped the conflict on the battlefield and at home.

HI 428. RISE AND FALL OF COMMUNISM 3 HRS.

This course will review the rise and fall of the major communist regimes in Russia and Eastern Europe from 1917 through 1991. The class will examine the failures of the Soviet experiment and the struggle to establish Communist states in Europe and Asia following World War II. The course will also place considerable emphasis on the surviving communist regimes in Asia and the Caribbean that weathered the democratic impulse following the fall of the Iron Curtain.

HI 429. MODERN EUROPE 3 HRS.

The course will focus on the comparative development of France, Germany, Great Britain, and Eastern Europe from the French Revolution through the Cold War. An additional emphasis will be placed on Europe's political and cultural development in the formative decades following Germany's defeat in 1945.

HI 430. COUNTRY FOLK AND THE LAND 3 HRS.

Explores the interconnection between Americans and land through the effects of agricultural developments on U.S. policy and culture and the impact of national or international affairs on the rural sector.

HI 431. GREAT PLAINS HISTORY 3 HRS.

Explores peoples, agriculture, town development, and politics in the Great Plains region, all of which have contributed to a unique regional identity as both the Great American Desert and the Breadbasket of the U.S.

HI 432. WESTERN EXPANSION TO 1860 3 HRS.

Explores U.S. territorial growth from the colonial period through Reconstruction, focusing on the various peoples who migrated and their interaction with those already living in newly opened territories; local, national, and international events and their impact; the effects of expansion on national affairs.

HI 435. AMERICAN MILITARY HISTORY 3 HRS.

Explores the genesis and development of the U.S. military tradition from the colonial period to the present, focusing on the experiences of the common soldier, the major military campaigns, postwar military

adjustments on the home front, and the major military leaders and personalities throughout American History.

HI 439. AMERICAN RELIGIOUS HISTORY 3 HRS.

Explores the role of religion in shaping American history and culture, focusing on colonial development, witchcraft, the Great Awakenings, war, fundamentalism, spiritualism, the occult, Islam and terrorism and the current state of religion in America.

HI 440. SEX AND VIOLENCE IN 19TH CENTURY AMERICA 3 HRS.

This course introduces the history of sex and violence in the nineteenth century, focusing on racial and gender violence rooted in concepts of masculinity and femininity. Students will explore several different types of violence; racial violence; the concept of honor and how men used violence to assert their dominant male identity; sexual violence, particularly with the rampant murder of prostitutes in major cities and how women struck back at abusive men; violence through warfare; and mob violence. Students will examine racial and gender identity. Sex and violence are tools used to examine and better understand how racial, ethnic, class and gender identities formed throughout the nineteenth century, one of the most violent in American History.

HI 441. THEMES IN AMERICAN INDIAN HISTORY 3 HRS.

Explores some enduring themes in Native American history, such as cultural contact and interaction, patterns of resistance and adaptation, and conflicting views about the very nature of history and control of access to information.

HI 443. AFRICAN AMERICAN HISTORY 3 HRS.

Explores African Americans from the colonial period to the present, focusing on the burden of and resistance to slavery; the meaning of freedom in the United States, the Civil Rights movement, and the current status of African Americans.

HI 444. SOUTHERN HISTORY TO 1865 3 HRS.

Explores the political, economic, and social development of the antebellum South, focusing on slavery, southern society and culture, and governmental changes from settlement through the Civil War.

HI 445. SOUTHERN HISTORY SINCE 1865 3 HRS.

Explores the political, economic, and social development of the post-bellum South, focusing on race relations from Reconstruction through the Civil Rights movement, southern society and culture, and governmental changes to the present.

HI 446. POLITICAL PARTIES, 1789-1896 3 HRS.

Explores political parties in the United States, emphasizing the founding fathers' attitudes, political parties throughout the nineteenth century, and political culture. Special attention will be paid to elections, party formation and structure, platforms, third party movements, and movements outside of parties.

HI 447. POLITICAL PARTIES SINCE 1896 3 HRS.

Explores political history in the twentieth century focusing on political parties, the electorate, and changes in the party system. Special attention will be paid to crucial presidential elections and the ideologies that determined their outcomes.

HI 448. AMERICAN DIPLOMATIC HISTORY 3 HRS.

Explores major issues and events from the revolutionary period to the present in American diplomacy, emphasizing western expansion,

imperialism, the world wars, the Cold War, nuclear issues, and Third World relations.

HI 450. AMERICAN INTELLECTUAL HISTORY 3 HRS.

Explores American thought from the colonial period to the present, focusing on ideas about religion, politics, writing, the arts, and philosophy in their historical context.

HI 451. HISTORY AND FILM 3 HRS.

Explores historical films, which academic historians often fault for inaccuracy, and the version of history they portray. Students will consider whether traditional written histories are more or less true than those film makers create by comparing documentaries, art films, and Hollywood productions to narrative texts.

HI 452. HISTORY, MYTH, AND MEMORY 3 HRS.

Explores the relationships and interaction between personal memories, cultural myths, and interpretations of the past, focusing on the dynamics between what people remember—history—and why they might remember it in particular ways.

HI 453. HISTORY OF BASEBALL 3 HRS.

Baseball has long been considered America's national pastime. The course examines the history of the game and how baseball reflects American cultural and social norms, focusing on baseball as a microcosm of American society, from its humble beginnings to the multi-billion dollar empire it has become. Students will study the mythology that has shaped our view of baseball, separating fact from fiction by scrutinizing how baseball reflects and directs social changes from the late 19th century to today.

HI 454. HISTORY AND BIOGRAPHY 3 HRS.

Explores biography as a branch or sub-discipline of history, emphasizing the historiography and theory of biographical writing as well as the practice of biography. Special attention will be paid to problems in writing biographies of women, minorities, and the marginally famous.

HI 457. HISTORY OF IMMIGRATION 3 HRS.

Explores immigration to the United States from the migrations of native peoples to the present day, focusing on social history and adaptive strategies of various ethnic groups. Special attention will be paid to nineteenth- and twentieth-century immigration by the Irish, eastern and southern Europeans, Asians, and Hispanics.

HI 461. ENGLAND SINCE 1660 3 HRS.

Explores developments in English political, social, and intellectual traditions since 1660 and the spread of British influence throughout the modern world.

HI 462. ENGLAND IN FILM 1 HR.

Explores English history since 1660 through American and British films, focusing on historical accuracy and the artistic choices of the film makers. Students will view and discuss the films' content and context.

HI 463. HISTORY OF IRELAND 3 HRS.

Explores Ireland and Irish people from prehistoric time to the present, with an emphasis on medieval Irish religion and culture, the famine of the 1840s, and relations with Great Britain in the twentieth century.

HI 464. IRELAND IN FILM 1 HR.

Explores representation of modern Ireland through films, focusing on

artistic choices and historical accuracy. Students will view films and discuss their content and context.

HI 473. HISTORY OF TERRORISM 3 HRS.

This course is designed for students interested in the historical origins of political terrorism as well as state-sponsored terrorism and non-state terrorist actors such as al-Qaeda. Students will examine the evolution of terrorism from ancient and medieval times with a focus on the 19th, 20th, and 21st centuries, when political violence has been perceived as a method of creating political change. The course will assess national responses to terrorism, from repression and curtailment of civil liberties, to the creation of new government agencies, to construction of walls to keep terrorists at bay. Students will consider the political, social, and economic factors, as well as modern technologies and weapons that make terrorism possible.

HI 474. CHINA TO 1800 3 HRS.

Explores Chinese history and thought from prehistoric times until western contact began to transform the country, focusing on central elements in intellectual movements, government, religion, personalities, and major events.

HI 475. MODERN CHINA 3 HRS.

Explores Chinese history from 1800 to the present, emphasizing the impact of the West in the nineteenth and twentieth centuries, war and revolution in modern China, and the impact of communism.

HI 476. COLONIAL LATIN AMERICA 3 HRS.

Explores Latin America from pre-Columbian times to 1910, focusing on major events, historical processes, individuals, cultural, and religious norms, and interaction between Amerindians, Africans, and Europeans in the region.

HI 477. MODERN LATIN AMERICA 3 HRS.

Explores political, economic, and social history in Latin America from the late nineteenth century to the present, focusing on internal and international processes that have shaped change or reinforced continuity in this region.

HI 479. CONSPIRACY THEORIES 3 HRS.

Conspiracy theories have shaped popular perceptions involving major historical events. The course will review how conspiracy theories are used and the purpose they serve in galvanizing support for specific political agendas. The class will examine the Protocols of the Elders of Zion, and how it is even used today, as well as the Lincoln, Kennedy, and King assassinations and Pearl Harbor, the Red Scare, the tragedy of Oklahoma City and the events concerning 9/11.

HI 480. INTRODUCTION TO WOMEN'S STUDIES 3 HRS.

Explores issues, themes, theories, and application of women's studies as they contribute to women's experiences in many spheres. The course will focus primarily on common experiences of women in the United States and the differences created by race, class, ethnicity, sexual orientation, and age.

HI 483. AMERICAN WOMEN'S HISTORY 3 HRS.

Explores women's lives from the colonial period to the present, focusing on their common experiences as girls, wives, mothers, slaves, workers, and activists, while noting differences determined by region, religion, ethnicity, and class. Special attention will be paid to advances in education, employment, and political and social equality.

HI 484. EARLY AMERICAN WOMEN**3 HRS.**

Explores women's experiences from the colonial period to 1890, focusing on ethnic differences affecting women's roles in the colonies; the effects of political and social reform, war, immigration, and labor movements; women's reactions to marriage and legal inequality in the nineteenth century.

HI 485. WOMEN OF THE OLD WEST**3 HRS.**

Explores women's history in the westward expansion of the nineteenth century, focusing on shared experiences as pioneers, wives, mothers, single women, workers, and native peoples while noting the differences determined by region, race, religion, ethnicity, and social class. Special attention will be paid to myths and stereotypes of western women.

HI 486. MODERN AMERICAN WOMEN**3 HRS.**

Explores women's history from 1890 through the present, focusing on women's roles in the Depression, two world wars, the Fifties, the Women's Liberation Movement, and recent political and social issues confronting women. Special attention will be paid to race and ethnicity as major factors in women's experiences.

HI 487. GAY AND LESBIAN HISTORY**3 HRS.**

Explores Gay and Lesbian Americans from the colonial era through the present, focusing on the evolution of sexual identity and acceptance, the crisis of conformity, Stonewall and the Civil Rights era, and the current status of being gay in America.

HI 488. SEXUALITY IN EARLY AMERICA**3 HRS.**

This class will explore both how restrictions on the practice of sex in early America changed and how various people used the concept of gender to justify access (or denial) to a woman's body—and this in turn reinforced and justified a variety of policy decisions regarding slavery, rape, and marriage to name a few.

HI 498. INDEPENDENT STUDY IN AMERICAN HISTORY**1-3 HRS.**

Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 499. INDEPENDENT STUDY IN WORLD HISTORY**1-3 HRS.**

Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 501. PHILOSOPHY & WRITING OF HISTORY**3 HRS.**

Designed to acquaint the history major with major historians and their writings from Herodotus to the present, and make the student aware of methods of research and analysis, bibliography, and source criticism. Required of undergraduate history majors and of those graduate students who have not had a comparable course at the undergraduate level.

HI 502. FIELD STUDY IN HISTORY**1-3 HRS.**

(Prerequisite, consent of instructor.) Travel in the United States and abroad to encounter first-hand the history and artifacts of another culture and time period. Visits to historical sites, parks, neighborhoods, and museums are included. Offered in conjunction with a related history course (not required), field study courses incur separate expenses beyond tuition.

HI 503. RESEARCH SEMINAR IN HISTORY**3 HRS.**

(Prerequisites, consent of instructor and senior standing.) In this course, students will complete a research project on an historical topic.

The project involves formulating an historical question, then analyzing primary and secondary sources to craft an original argument that situates the topic within relevant historiography.

HI 504. INTRODUCTION TO GRADUATE STUDIES**1-3 HRS.**

This course orients graduate students to the requirements of the History M.A. program. It explores all aspects of graduate study: faculty expectations of graduate students, decision points for thesis and non-thesis options, options for further study and/or history-related jobs after the M.A. By the end of the course, graduate students should know how different aspects of the M.A. program will best help them pursue their career goals; undergraduates should be better prepared to excel in graduate school if they decide on further study.

HI 505. PROFESSIONAL DEVELOPMENT FOR HISTORIANS**1-3 HRS.**

HI 505 is the course for history students to help them market their training, abilities, and experience. We will focus on professional development skills such as writing application materials (résumés and vitae, cover letters, and other materials you may need to submit), preparing for and "selling" oneself in interviews, and giving sample job talks or presentations.

HI 506. HISTORY CAPSTONE**1 HR.**

The history capstone course is intended to celebrate the culmination of the history degree. Students participate in critical reading and thinking exercises, discuss controversial historical issues, and assess their experience in the history degree program. The course meets on one Saturday in spring semester and is facilitated by different members of the faculty each year.

HI 510. READINGS IN WORLD HISTORY**1-3 HRS.**

(Prerequisite, consent of instructor.) Involves readings and discussions on selected topics of major historical significance in European and world history.

HI 530. SANTA FE TRAIL SYMPOSIUM**1-2 HRS.**

For one hour, students will attend conference style sessions and trail trips in conjunction with the Santa Fe Trail Association. Location varies, alternating years between the Rendezvous in Kansas and the symposium that is held at some designated trail site. For additional credit hours the students will do additional research and writing components.

HI 540. READINGS IN U.S. HISTORY**1-3 HRS.**

(Prerequisite, consent of instructor.) Involves readings and discussions on selected topics of major historical significance in U.S. history.

HI 550. CONSTITUTIONAL HISTORY**3 HRS.**

The development of constitutional government in the United States from principles incorporated in the colonial charters to the constitutional breakdown of the Civil War. Consent of instructor required.

HI 590. INTRODUCTION TO PUBLIC HISTORY**3 HRS.**

Explores the historical profession as practiced outside the classroom, focusing on the career opportunities within public history and their various methodologies and skills. Special attention will be paid to the importance of historical memory and how people use it.

HI 591. LOCAL HISTORY**3 HRS.**

An investigation of historical memory in communities, where students explore various aspects of local history using appropriate research techniques and methods on diverse sources such as architecture, rituals,

local heroes, or customs. Designed for students going into public history.

HI 592. ARCHIVAL MANAGEMENT 3 HRS.
(Prerequisite, HI 590.) An introduction to the principles, skills, and theory of archival management, including digitization and preservation, which can be applied in a wide variety of settings such as libraries, museums, and corporations to documents, artwork, and artifacts. Designed for students going into public history. Consent of instructor required.

HI 593. MUSEUM INTERNSHIP 1-3 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern in a museum or historic site for 120 hours and complete at least one project demonstrating mastery of internship objectives. Consent of instructor required.

HI 594. ARCHIVAL INTERNSHIP 1-3 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern at an archive for 120 hours and complete at least one project demonstrating mastery of these objectives. Consent of instructor required.

HI 595. PRESERVING THE PAST THROUGH PERFORMANCE 1-3 HRS.
Introduces the methodologies which lead to successful first person Chautauqua-style historic interpretation. Students will select a historic personage or composite character, research the person and historical context, create a script, and perform for classmates. Additional credit will involve further research, gaining enough confidence to take questions in character and as a scholar, and developing a study guide.

HI 701. U.S. HISTORIOGRAPHY THROUGH RECONSTRUCTION 3 HRS.
This course is designed to introduce graduate students to some of the central historical questions and interpretations of American history from roughly 1600-1877. In addition, our exploration of historical literature and scholarship is designed to shed light on the processes through which historians interpret the past as well as engage each other in debate.

HI 702. U.S. HISTORIOGRAPHY SINCE RECONSTRUCTION 3 HRS.
This course is designed to introduce graduate students in History to broad themes and topics in the History of the United States from 1877 to the present. The focus will be on treatment of major problems which emerged in the history of the United States during that era and how historians have debated and discussed such topics.

HI 710. READINGS IN WORLD HISTORY 1-3 HRS.
Selected main events, trends, and interpretations in World history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

HI 740. READINGS IN U.S. HISTORY 1-3 HRS.
Selected main events, trends, and interpretations in American history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

HI 790. DIRECTED READINGS I 1-3 HRS.
Special research problems or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 791. DIRECTED READINGS II 1-3 HRS.
Special research problems or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 815. RESEARCH SEMINAR 3 HRS.
Designed to give graduate students experience in conducting research in history. Required for those graduate students concentrating in American or World history who are pursuing the 36-hour master's program.

HI 890. THESIS, M.A. 1-6 HRS.
Candidates for the Master of Arts in History will enroll for this course and be assigned by the Graduate Committee of the department to an appropriate member of the department faculty for guidance.

HI 891. ARCHIVAL INTERNSHIP 3-6 HRS.
(Prerequisite, permission to enroll must be approved by program adviser no later than three months prior to the time actual work is to begin.) Supervised archival or museum experience. Students are expected to live in the area of the museum or archive where work is conducted.

HI 892. MUSEUM INTERNSHIP 3-6 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern in a museum or historic site for 120 hours and complete at least one project demonstrating mastery of internship objectives. Consent of instructor required.

HI 893. GRADUATE ASSISTANT TRAINING SEMINAR 1-3 HRS.
(Prerequisite, for History M.A. students only.) Explores issues related to college-level instruction at ESU concerning classroom responsibilities, grading, and evaluating student performance. For new Graduate Teaching Assistants in the History M.A. program.

HI 894. MA PROJECT 3 HRS.
Candidates for the Master of Arts in History with a concentration in Public History or Social Sciences Education will complete a Master's Project under the guidance of a faculty member in the Department of Social Sciences. Guidelines for the MA Project are found in the department's graduate policies and procedures manual.

HI 895. HISTORY MA EXAMS 1-3 HRS.
(Prerequisite, Permission of Instructor.) This course coordinates the exam portion of the Master of Arts in History non-thesis option. Students must be enrolled in this course the semester they plan to take the written exam and work with the MA Coordinator to arrange exams.

PHILOSOPHY

PI 225. INTRODUCTION TO PHILOSOPHY 2-3 HRS.
A survey of the general issues, questions, and problems in philosophy.

PI 300. INTRODUCTION TO THE PHILOSOPHY OF SCIENCE 2-3 HRS.
Designed to provide a general introduction to the key issues in the philosophy of science. The course may be sub-titled to reflect a particular area of concentration.

PI 301. ETHICS 3 HRS.
Why do people do good things? Does ethics depend on religion? We will examine these and similar questions in order to illuminate some of the central approaches to moral problems taken by leading philosophers

from around the world. The course will challenge students to develop their ethical reasoning skills so that they may enhance their capabilities for ethical decision making.

PI 302. BASIC LOGIC 3 HRS.

How do people try to fool us? What structures are hidden in everyday languages? This course will enable students to recognize and apply logical tools in order to distinguish between good and bad arguments. Formal and informal techniques of evaluating arguments will be introduced. Related topics may include mass media, science, and politics.

PI 310. PHILOSOPHY OF ART AND BEAUTY 3 HRS.

People often disagree about what makes a painting good, a person beautiful, or a song moving. To complicate matters further, the artist presents us with odd and confusing objects. How can we understand what makes them artworks in the first place? Can people agree about effective art? Should they? This course will explore classic and contemporary attempts to answer these and related questions.

PI 315. ENVIRONMENTAL ETHICS 3 HRS.

Do human beings have moral obligations to the natural world? This course explores questions concerning the ethical relations of humans to the natural environment. Topics include Western and non-Western conceptions of nature and the application of various ethical theories and concepts to environmental concerns. Students will explore the role of religious, scientific, technological, economic, and political considerations in developing environmental policy, and will examine different social perspectives on the environment.

PI 320. PHILOSOPHY OF HUMAN NATURE 3 HRS.

Who and what are human beings? Why are we the way we are? This course is a survey and examination of the most influential ideas and philosophical theories on human nature. The course covers conceptions of human nature articulated by ancient, modern and contemporary philosophers. Approaches considered will include religious and naturalistic conceptions of human nature as well.

PI 325. SOCIAL AND POLITICAL PHILOSOPHY 3 HRS.

The purpose of the course is to introduce the student to the methods of philosophy through the study of key concepts and positions in social and political philosophy. These methods include close textual reading, critical analysis, imaginative variation, and the construction of arguments and counter-arguments. Both historical and contemporary approaches to social and political philosophy will be emphasized.

PI 335. EASTERN THOUGHT: HINDUISM TO ZEN 3 HRS.

A survey and critical examination of the major religious and philosophical movements of India, China, and Japan, including Hinduism, Daoism, Confucianism, and Buddhism. Topics include the relation between Eastern and Western thought, the nature of ultimate reality and the self, the path to enlightenment, and the right way to live.

PI 369. WORLD RELIGIONS 3 HRS.

This course introduces the main institutions, central beliefs, and practices of some of the world's major religions. Each tradition is presented in social and historical context, and students will examine the similarities and differences among religions. The course is meant to provide a foundation to further understanding and learning about the world's religions; it will therefore provide a critical yet sympathetic view of a wide range of religious traditions.

PI 370. ANCIENT PHILOSOPHY 3 HRS.

A brief examination of Pre-Socratic philosophy focusing upon the origin of western philosophy and the emergence of the scientific

attitude. The major systems of Plato and Aristotle will be examined in greater detail.

PI 373. MODERN PHILOSOPHY 3 HRS.

(Prerequisite, one prior course in philosophy is recommended but not required.) An examination of the development of modern philosophy. Special attention is given to Descartes, Leibniz, Locke, Hume, and Kant.

PI 375. CONTEMPORARY PHILOSOPHY 3 HRS.

(Prerequisite, one course in philosophy or permission of instructor.) This course is organized around some dominant theme which is reflected in its sub-title.

PI 395. WESTERN RELIGIOUS PHILOSOPHY 2-3 HRS.

An examination of the basic ideas associated with the Judeo-Christian religious and philosophical traditions.

PI 400. DEVELOPMENT OF POLITICAL PHILOSOPHY 3 HRS.

A study of political philosophy from ancient times through the eighteenth century with particular attention to those philosophers who were sources of major elements of Western political culture.

PI 412. THEORY OF KNOWLEDGE 3 HRS.

A course designed to introduce the varied attempts philosophers have made to give an account of how man knows what he knows, with attention focused upon the theories of Idealism, Realism, Phenomenalism, and Phenomenology.

PI 413. EXISTENTIAL PHILOSOPHY 1-3 HRS.

A depth study in the philosophy of existentialism concerning Kierkegaard, Sartre, Tillich, Camus, and others.

PI 498. INDEPENDENT STUDY IN PHILOSOPHY 1-3 HRS.

(Prerequisites, six hours of philosophy. Does not answer general education requirements.) Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

PI 500. TOPICS IN PHILOSOPHY 1-3 HRS.

Note: limit of six hours credit for undergraduates in PI500. Designed to present vital topics in philosophy for the undergraduate and graduate student.

PI 810. RESEARCH PROBLEM IN PHILOSOPHY 1-3 HRS.

(Prerequisites, six hours of philosophy, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

POLITICAL SCIENCE

PO 100. INTRODUCTION TO GOVERNMENT 2-3 HRS.

A study of political institutions, processes and behaviors: their interrelationships and consequences. The focus of this course is on alternative perspectives of politics and the implications of such frameworks and on our understanding of political phenomena, especially government and its relationship to people.

PO 121. AMERICAN GOVERNMENT 3 HRS.

The powers, functions, structures, and policies of American national government, the interaction of governmental and nongovernmental

actors, and the different perspectives which can be used to explain these phenomena.

PO 322. STATE AND LOCAL GOVERNMENT 2-3 HRS.

An examination and analysis of contemporary state and local government in the federal system of the United States through study of the theory, processes, institutions of government, and the political social environment. Current programs and problems involving state and local governments are examined.

PO 323. URBAN AND METROPOLITAN POLITICS 3 HRS.

In this class, students discuss the impact local government has on their lives in urban areas through economic competition, zoning, regulation, taxation, and the distribution of government services. Cities, suburbs, and their interrelatedness within metropolitan areas are the topic. The study of local urban government introduces students to some of the most pressing issues in contemporary American politics, including economic growth, the changing American family, race and ethnic relations, education, wealth and poverty, and taxes and spending.

PO 330. INTERNATIONAL RELATIONS 2-3 HRS.

A survey of the field will be undertaken, with special attention paid to foreign policy decision-making and diplomacy, nature of conflict and cooperation, nation-building, transnational activity including trade, monetary policy, and communication, international organizations, and theories of international relations.

PO 333. AMERICAN FOREIGN POLICY 2-3 HRS.

An investigation and evaluation of the formulation, objectives, and limiting factors of the foreign policy of the United States since World War II. Special attention is given to a study of the diplomatic, economic, military, and psychological techniques considered in the development and conduct of foreign policy.

PO 335. INTERNATIONAL LAW AND ORGANIZATION 3 HRS.

The course will study basic historic approaches, structures, and philosophies of international organizations and international law, and trace trends of these to current international actions and problems. The contributions of international organization and law will be assessed.

PO 345. COMPARATIVE POLITICS 2-3 HRS.

The course is designed to give an introduction to the methods of comparative political analysis as well as to provide some specific acquaintance with a variety of political systems.

PO 350. PUBLIC ADMINISTRATION 3 HRS.

A study of the structures and procedures of governmental organizations. Major emphasis will be upon the administrative process, including policy formulation, personnel management, budgeting, and problems of communication, and coordination with and among governmental organizations.

PO 351. PUBLIC POLICY 3 HRS.

The seminar is designed to tie together government personnel management techniques, data collected in public administration field surveys, and information about employment opportunities. Students examine various methods and outcomes of personnel management, policy making, and interactions between scholars and public administration. Organizational behavioral theories applicable to government management are introduced and applied.

PO 354. POLITICS OF BUDGETING AND FINANCIAL ADMINISTRATION 3 HRS.

(Prerequisite, PO 350.) Presentation of methods, techniques, and theories of financial administration in public organizations with special emphasis on government budgets as means of control, evaluation, and policy making. An investigation into the political and social aspects of the budgetary process in federal, state, and local governments.

PO 400. SEMINAR IN POLITICAL SCIENCE 3 HRS.

Review of current literature and analysis of specific topics will be undertaken in this seminar. Participants will be expected to develop an understanding of the major trends in research pertaining to the problem area under examination by reviewing the scholarly literature, then engaging in creative or exploratory research on that topic. Presentation of research findings will be made to the seminar.

PO 405. DEVELOPMENT OF POLITICAL THOUGHT 3 HRS.

(Prerequisites, PO 100 or PO 121 .) A study of political philosophy from ancient times through the eighteenth century with particular attention to those philosophers who were sources of major elements of Western political culture.

PO 406. MODERN POLITICAL THEORY 3 HRS.

Modern political theory surveys the works of European political theorists who wrote between the 1600s and the early 1900s. Through readings and discussions, students will explore the major questions asked by the political thinkers of the Modern Era. The course will cover topics such as rationality and how it applies to politics; how property developed into such a powerful concept in Western political thought; the nature of leadership, and whether citizens should study what they say, what they do, or both. Students will examine the relationship between church and state, between religious faith and politics, and will explore the concept of "a state of nature" and why it matters in political thought.

PO 407. CONTEMPORARY POLITICAL THOUGHT 3 HRS.

(Prerequisites, PO 100 or PO 121 .) A study of political philosophy and its applications in the nineteenth and twentieth centuries. Special attention is given to those theories and theorists who have furnished the bases for the major ideological divisions of the time.

PO 408. AMERICAN POLITICAL THOUGHT 3 HRS.

(Prerequisites, PO 100 or PO 121.) Development of American political thought from the colonial period to the present. Background in European thought will be noted.

PO 422. GOVERNMENT AND POLITICS OF WESTERN EUROPE 1-3 HRS.

(Prerequisite, three hours of political science or consent of instructor.) A study of the political systems of Western Europe. Attention is given to methods of comparative inquiry as well as to national and cross national studies.

PO 425. POLITICS OF DEVELOPING AREAS 3 HRS.

A study of political developments in newly established states. Attention is given to theoretical problems of the study of comparative government as well as problems of nationalism, national identity, and political development.

PO 426. EAST ASIAN GOVERNMENTS 3 HRS.

(Prerequisite, three hours of political science or consent of instructor.) A study of politics and government of the People's Republic of China. Attention is given to the historical, geographical, and cultural background of contemporary China. Particular attention is given to the nature of ideology in China and to its uses.

PO 427. GOVERNMENTS OF LATIN AMERICA 3 HRS.

The approach taken in this course fits into the comparative government curriculum on the undergraduate level for the political science department. Initially, a review of pertinent concepts, background, and models is made, with special concentration placed on corporate and dependency models. Other topics include current trends in the study of Latin American politics, Latin American constitutional concepts and procedures, the factor of stability in such systems, and inter-American political relationships and the world.

PO 441. CAMPAIGNS AND ELECTIONS 3 HRS.

The course will appraise the impact that political parties and the changing voter have had on American politics. The changing patterns of partisanship, issue voting, voter information and attitudes, the media, interest groups and party reforms will be examined with an eye toward the theoretical and pragmatic ramifications for contemporary political analysis.

PO 444. CONSTITUTIONAL LAW I: GOVERNMENTAL INSTITUTIONS 3 HRS.

After a firm grounding in the Constitution itself, students will explore Supreme Court interpretations of legislative, judicial, and executive branch powers, the Commerce, Contract, and General Welfare clauses, the Tenth Amendment, the Substantive Due Process controversy, and the Takings Clause.

PO 445. CONSTITUTIONAL LAW II: CIVIL LIBERTIES 3 HRS.

Students of the class will examine such civil liberties issues decided by the Supreme Court as the freedoms of speech, press, and religion, searches and seizures, legal representation and fair trials, cruel and unusual punishment, the right to privacy, equal protection and civil rights, and voting rights.

PO 446. AMERICAN LEGISLATURES 1-3 HRS.

A study of the nature of legislatures, including their structures, decision-making processes, influences upon legislatures both from within and without, and the power relationships between legislatures, executives, and judicial bodies.

PO 447. THE AMERICAN PRESIDENCY 1-3 HRS.

The powers and functions of the president and the presidency, focusing on elections, personality, relations with other branches of government and with American citizens.

PO 448. THE AMERICAN JUDICIARY 1-3 HRS.

A study of judicial bodies, including the nature of law, the structures, the processes and the functions of courts. The power relationships with other branches of government are emphasized. Cases are examined as a means of augmenting analysis of the judicial process.

PO 449. GOVERNMENT AGENCIES 1-3 HRS.

The theory, structure, and functions of the administrative agencies of government, with special attention to those functions performed at the national level.

PO 451. PRACTICUM IN PUBLIC ADMINISTRATION 3-5 HRS.

(Prerequisites, PO 350, PO 351, and consent of instructor.) A manager-trainee course—experience for students completing a period of academic preparation for entry into the general field of administrative practice in activities with a public character. The practicum is arranged

with public or quasi-public agencies which most nearly represent the student's area of particular interest.

PO 455. LEGISLATIVE INTERNSHIP 5 HRS.

Enrollment by permission of the Director of the Public Administration Program. The internship provides an opportunity for students to observe firsthand the legislative process and to apply analytical tools in evaluation of our representative system of government. In addition to performing tasks in the legislature, each student will complete reading assignments and present written and oral reports which analyze various aspects of the process.

PO 480. INTRODUCTION TO LAW 1-3 HRS.

(Prerequisite, consent of instructor.) Designed to acquaint graduating seniors who expect to enter a law school the following September with specialized study requirements; reasoning used in the profession; practical writing experience on legal briefs; various types of legal employment; issues and philosophy of law.

PO 498. INDEPENDENT STUDY IN POLITICAL SCIENCE 1-3 HRS.

(Prerequisites, six hours of political science.) Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

PO 500. QUANTITATIVE RESEARCH METHODS 3 HRS.

Course introduces the student to the activity of political analysis. Focus is on the practical aspects of formulating inquiry, gathering relevant data, analyzing data, and presenting the findings in research report format. Through this course the student will learn how to conduct his/her own research and to assess the quality of that of others.

PO502. POLITICAL SCIENCE CAPSTONE 0 HRS.

The political science capstone course takes place on one Saturday in the spring semester. In the course students are encouraged to reflect on the state of the discipline and their experiences in the political science program at ESU. Students complete a set of readings about political science topics and write an essay; they also complete an assessment exam (post-test) and an exit survey. The course is required for all political science majors.

PO 501. QUALITATIVE RESEARCH METHODS 3 HRS.

This course is designed to help the student become more informed about organizing raw data and using different theories to interpret it. The student will be informed how to set up a research project or grant proposal using qualitative methods. In addition, the student will know the difference between quantitative versus qualitative research. Each student will know the format in setting up a research paper and methods that will help them explain their data.

PO 520. NATIONAL SECURITY 3 HRS.

This course analyzes the central threats to U.S. and international security in the 21st century, and the possible options to reduce and counter those threats. The course will examine the institutions, interest, and processes for making U.S. national security and intelligence policy, and explore the tensions that recur in American politics between the necessities of security and the requirements of democracy, civil liberty, financial and budgetary constraints. The course also deals with how the U.S. national security establishment (including the intelligence infrastructure) has evolved its structure and management practices over time in order to execute security policy.

PO 521. POLITICS OF WAR AND PEACE 3 HRS.

This course focuses on international security issues that currently face states and regions in the global community. Students will examine theories that explain causes of war and solutions that lead to peace.

They will link the theories to regional security issues and foreign policies of states.

PO 540. SPECIAL TOPICS IN POLITICAL SCIENCE

1-3 HRS.

Selected topics in the various political science disciplines—theory, comparative, United States, international, and Public Affairs.

PO 541. CLASHING VIEWS: (SPECIAL TOPIC)

3 HRS.

This course presents students with a wide variety of perspectives on an assortment of contemporary and historical political issues, international as well as national. Readings cover topics from environmental to legal, from national security to American foreign policy. Students engage in discussion and debate about the differing perspectives. Undergraduate students may take the course a maximum of two times for a total of 6 credit hours. Graduate students should consult with an advisor before repeating the course.

PO 701. SEMINAR IN POLITICAL SCIENCE

1-6 HRS.

Selected main events, trends, and interpretations in political science will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant topics in political science.

PO 702. SEMINAR IN POLITICAL THEORY

1-3 HRS.

An intensive examination of selected problems, individuals or particular ideas in the area of political theory.

PO 703. SEMINAR IN POLITICAL PROCESSES

1-3 HRS.

An examination of selected aspects of political behavior and organization. Emphasis may be given to techniques of analysis as well as to the nature of the problems examined.

PO 704. SEMINAR IN COMPARATIVE GOVERNMENT AND POLITICS

1-3 HRS.

An examination of selected aspects of political behavior and organization. Emphasis may be given to techniques of analysis as well as to the nature of the problems examined.

PO 705. SEMINAR IN AMERICAN GOVERNMENT

1-3 HRS.

(Prerequisite, six hours of political science or consent of instructor.) Intensive examination of selected American political problems, practices, or institutions.

PO 726. SEMINAR IN LATIN AMERICAN GOVERNMENTS

3 HRS.

(Prerequisite, PO 121 or permission of instructor.) The approach taken in this course fits into the comparative government curriculum on the graduate level for the political science department. Initially, a review of pertinent concepts and models is made, with special concentration placed on corporate and dependency models. Other topics will include current trends in the study of Latin American politics, Latin American constitutional concepts and procedures, the factor of stability in Latin American political systems, and inter- American political relationships and the world.

PO 730. SEMINAR IN INTERNATIONAL RELATIONS

2-3 HRS.

(Prerequisite, three hours of political science or world history or consent of instructor.) A study of the principal concepts and factors influencing the course of international relations. The object is to provide a firm foundation for analyzing major international problems.

PO 731. INTERNATIONAL RELATIONS RESEARCH

1-3 HRS.

A review of scholarly literature and critical examination of research will be undertaken. Analysis will highlight the descriptive, explanatory, predictive, methodological, and prescriptive implications found in journals, anthologies, and books dealing with topics under consideration. This course will take an in-depth approach to examining questions in a particular area rather than a broad survey of many topics.

PO 733. SEMINAR IN AMERICAN FOREIGN POLICY

2-3 HRS.

(Prerequisite, six hours of political science, or consent of instructor.) A course designed to cover major problems in world affairs confronting the United States as a leading power in the 20th century. Its purpose is to make American foreign policy goals intelligible under recent internal and external shifts in power and policy. The roles of the President, Congress, National Security Council, and other governmental agencies will be examined, as well as the influence of international organizations.

PO 750. PUBLIC ADMINISTRATION

3 HRS.

An intensive study of the structures and procedures utilized in governmental organizations and the administrative processes.

PO 757. SEMINAR IN PUBLIC LAW

3 HRS.

(Prerequisite, graduate standing or permission of instructor.) The study of rule making, contracts, torts, adjudication, and the rights of public employees. Other specific topics will include environmental, consumer and civil rights law.

PO 810. RESEARCH PROBLEM IN POLITICAL SCIENCE

1-3 HRS.

(Prerequisites, six hours of political science, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

SOCIAL SCIENCE

SS 310. INTRODUCTION TO TEACHING SECONDARY SOCIAL STUDIES

2 HRS.

(Prerequisites, completion of at least 65 hours with a cumulative GPA of 2.5; completion of MA 110 College Algebra (or its approved equivalent) with a C or above; cumulative 2.75 GPA and a minimum grade of C in all courses which apply to the Social Science teaching fields (license).) The purpose of this course will be to introduce future social studies teachers to the framework for teaching the various disciplines that make up the social sciences, e.g., history, government (civics and citizenship education), economics, sociology, and anthropology.

SS 460. TEACHING SECONDARY SOCIAL STUDIES

3 HRS.

(Prerequisites, Must have completed at least 80 hrs.; must have completed MA 225 Math as Decision Making Tool (or its approved equivalent) with a C or above; must have a cumulative 2.75 GPA & a minimum grade of C in ALL courses that apply to the Social Science teaching fields; must have a cumulative GPA of 2.50) A substantive methods course designed for prospective secondary social studies teachers. Emphasis upon the identification and application of content from the social science disciplines to the secondary curriculum.

SS 540. DEVELOPING PROFESSIONAL TEACHER PORTFOLIOS

1 HR.

This one hour course will give student teachers credit for the work that they are doing in developing, analyzing and evaluating their own

portfolios. The portfolios are used in showcasing their achievements as student teachers and for career placement in teaching. Consent of instructor required.

SS 543. SEMINAR IN SOCIAL SCIENCES 1-3 HRS.

A seminar designed to provide an opportunity to examine the relationship of one or more of the social sciences to specific social phenomena or to techniques by which such phenomena can be examined.

SS 740. ADVANCED METHODS FOR TEACHING SECONDARY SOCIAL STUDIES 3 HRS.

This course examines current trends in social studies education and offers students opportunities to apply current research-based theories and pedagogy to the 6-12 social studies classroom.

SS 743. SEMINAR IN SOCIAL SCIENCES 1-3 HRS.

A seminar designed to provide an opportunity to examine the relationship of one or more of the social sciences to specific social phenomena or to techniques by which such phenomena can be examined.

SS 842. PROJECT, M.A.T. 1-3 HRS.

Required for the Master of Arts in Teaching degree in the Social Sciences.

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND CRIME & DELINQUENCY STUDIES

Associate Professor Nathaniel Eugene Terrell, Chair

Professor: Gary J Wyatt (Sociology). **Associate Professors:** Evandro Camara (Sociology), Alfredo Montalvo (Sociology), Brice Obermeyer (Anthropology). **Nathaniel Eugene Terrell (Sociology).**
Assistant Professor: Rochelle Rowley (Community Psychology).
Clinical Instructor: Mary Halleran (Criminal Justice, Corrections).

<http://www.emporia.edu/socanth/>

The Department of Sociology, Anthropology, and Crime & Delinquency Studies offers academic programs in sociology and crime and delinquency studies leading to the Bachelor of Arts and Bachelor of Science degrees.

Students interested in sociology, anthropology and crime and delinquency studies may choose from a variety of courses and programs. The curriculum is designed to be flexible enough for a student to prepare for the field of teaching sociology and anthropology in high schools or colleges, or to pursue careers in local, state, and federal agencies, or to gain admission to graduate study in a field of specialization.

The curriculum enables students to earn the following degrees:

Bachelor of Arts
Bachelor of Science

BACHELOR OF ARTS SOCIOLOGY MAJOR (Changes Effective Fall 2014)

The degree Bachelor of Arts with a major in sociology traditionally has been a broad-based liberal arts degree designed to provide students with a solid foundation in sociology and course work in a variety of other liberal arts disciplines. In keeping with that tradition, students pursuing this degree at Emporia State University are required to complete a total of 37 semester hours in sociology and anthropology. In addition to the above requirements, students pursuing the B.A. degree in Sociology are required to complete the university requirements for the Bachelor of Arts degree for liberal arts majors. Students must choose a second major, a second program of study, or a minor in an academic discipline approved by their advisor. The B.A. degree in Sociology requires students to complete ten hours of one Foreign Language. Students who complete a major in sociology have many career opportunities. Graduates have pursued careers in teaching, social work, probation and parole, law enforcement, social agency administration, centers for the aged, corrections, and a variety of other fields. In addition, an undergraduate degree with a major in sociology provides an excellent foundation for graduate work in the disciplines of sociology and anthropology, social work, criminal justice, and for law school. In order to enhance career preparation, the department offers student practicum experiences with local social service agencies and internships with law enforcement agencies. Students

who wish to pursue careers in social service or law enforcement may have the opportunity to supplement their degree programs with applied experiences. In an effort to provide a more stimulating atmosphere for learning and to enhance interaction among the students of our program, the department established the ESU Sociology and Anthropology Clubs. Sociology Club activities include both educational and social gatherings and all students are encouraged, but not required, to participate. The Anthropology Club promotes a better understanding of, and interest in anthropological research among students, provides access to opportunities for further student education through outside resources and encourage the pursuit of professional development in the field of Anthropology.

In order to recognize excellence in academic achievement, the Zeta chapter of Alpha Kappa Delta International Sociology Honor Society has been established at ESU. Activities include attending and presenting professional papers at local and national conferences and sponsor guest speakers as well as other academic events in the department and on campus. We also have a Student Advisory Board. The Student Advisory Board makes suggested changes concerning the curriculum as well as alerts the department of students' concerns. The Bargain Box, Roy Durham Memorial, Mr. and Mrs. Noel P. Gist, J. Jack and Mary W. Melhorn, Minnie Meyer, Roy Siebert Memorial, and Nathaniel Terrell Memorial Scholarships have been earmarked for students majoring in sociology at ESU. See the general education requirements in the General Education section of this catalog.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of "C" in each class, including transfer classes, to satisfy their degree plans with the department.

Sociology Core Requirements (25 hours):

AN 315 Family in Cross-Cultural Perspective	3 hours
SO 101 Introduction to Sociology	3 hours
SO 202 Social Problems (Spring only)	3 hours
SO 303 Social Deviance (Spring only)	3 hours
SO 320 Social Stratification (Fall only)	3 hours
SO 450 Research Methods (Fall only)	3 hours
SO 550 Research Methods and Statistics in Sociology (Spring only)	3 hours
SO 565 Sociological Theory (Spring only)	3 hours
SO 580 Senior Capstone (Fall only)	1 hour

Elective Courses (12 hours):

Elective courses must be 300-level or above and may be chosen from any combination of AN (Anthropology) or SO (Sociology) courses. (Excluding SO 471 Independent Study, SO 472 Sociology Practicum, and SO 473 Internship in Crime and Delinquency Studies)

Total of 37 Hours in Major*

In addition to the above requirements, students pursuing the Bachelor of Arts degree with a major in sociology are required to complete a second major, a second program of study, or a minor in an academic discipline approved by their academic advisor. Students must earn a grade-point average of 2.0 or better in all courses counted toward the major.

Sociology Majors must take AN 210, Contemporary Cultures, as a General Education requirement.

*A minimum of 15 hours toward the major must be completed at ESU.

**BACHELOR OF SCIENCE
SOCIOLOGY MAJOR
(Changes Effective Fall 2014)**

The degree Bachelor of Science in sociology is designed to provide a student with in-depth academic preparation in the field of sociology. Students pursuing the B.S. degree with a major in sociology are required to complete 45 semester hours in sociology. The B.S. degree is designed primarily for those students who intend to pursue careers in social service, law enforcement, criminal justice, government agencies, and other related fields, or who want more extensive preparation in the discipline of sociology for advanced degree programs. Students who complete a major in sociology have many career opportunities. Graduates have pursued careers in teaching, probation and parole, law enforcement, social agency administration, centers for the aged, corrections, and a variety of other fields. In addition, an undergraduate degree with a major in sociology provides an excellent foundation for graduate work in the disciplines of sociology and anthropology, social work, criminal justice, and for law school. In order to enhance career preparation, the department offers student practicum experiences with local social service agencies and internships with law enforcement agencies. Students who wish to pursue careers in social service and criminal justice may have the opportunity to supplement their degree programs with applied experiences. In an effort to provide a more stimulating atmosphere for learning and to enhance interaction among the students of our program, the department established the ESU Sociology and Anthropology Clubs. Sociology Club activities include both educational and social gatherings and all students are encouraged, but not required, to participate. The Anthropology Club promotes a better understanding of, and interest in anthropological research among students, provides access to opportunities for further student education through outside resources and encourage the pursuit of professional development in the field of Anthropology.

In order to recognize excellence in academic achievement, the Zeta chapter of Alpha Kappa Delta International Sociology Honor Society has been established at ESU. Activities include attending and presenting professional papers at local and national conferences and sponsor guest speakers as well as other academic events in the department and on campus. We also have a Student Advisory Board. The Student Advisory Board makes suggested changes concerning the curriculum as well as alerts the department of students' concerns. The Bargain Box, Roy Durham Memorial, Mr. and Mrs. Noel P. Gist, J. Jack and Mary Melhorn, Minnie Meyer, Roy Siebert Memorial, and Nathaniel Terrell Memorial Scholarships have been earmarked for students majoring in sociology at ESU. See the general education requirements in the General Education section of this catalog.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of "C" in each class, including transfer classes, to satisfy their degree plans with the department.

Sociology Core Requirements (25 hours):

AN 315	Family in Cross-Cultural Perspective	3 hours
SO 101	Introduction to Sociology	3 hours
SO 202	Social Problems	3 hours
SO 303	Social Deviance (Spring only)	3 hours
SO 320	Social Stratification (Fall only)	3 hours
SO 450	Research Methods (Fall only)	3 hours
SO 550	Research Methods and Statistics in Sociology (Spring only)	3 hours

SO 565	Sociological Theory (Spring only)	3 hours
SO 580	Senior Capstone (Fall only)	1 hour

Elective Courses (20 hours)

In addition to the above 21-hour core, students may choose 100-level or above courses from any combination of AN (Anthropology) or SO (Sociology) courses for a total of 45 hours required for this major.

NOTE: Students may not use more than 6 hours of AN 471, SO 471 (Independent Study), SO 472 (Sociology Practicum), and/or SO 473 (Internship in Crime and Delinquency Studies) combined.

Sociology Majors must take AN 210, Contemporary Cultures, as a General Education requirement.

* A minimum of 21 semester hours toward the major must be completed at ESU.

MINOR IN SOCIOLOGY

(Changes Effective Fall 2014)

A minor in Sociology consists of 18 semester hours of Sociology course work. A minimum of 9 hours in Sociology must be completed at Emporia State University.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of "C" in each class, including transfer classes, to satisfy their degree plans with the department.

Required Courses (6 hours):

SO 101	Introduction to Sociology	
Or		
SO 202	Social Problems	3 hours
SO 565	Sociological Theory (Spring only)	3 hours

The remaining 12 hours are elective but must be upper-level courses (300-level or above). No more than 3 hours of SO 471 Independent Study, SO 472 Sociology Practicum and/or SO 473 Internship in Crime and Delinquency Studies may be counted as an elective. All Independent Study, Practicum and Internship hours need the approval of the instructor.

MINOR IN ANTHROPOLOGY

A minor in Anthropology consists of 18 semester hours of Anthropology related course work. A minimum of 9 hours must be completed at Emporia State University.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of "C" in each class, including transfer classes, to satisfy their degree plans with the department.

Required Courses (9 hours):

AN 210	Contemporary Cultures	3 hours
AN 320	Human Evolution and Civilization	3 hours
One 3 hour non-anthropology upper division elective with advisor's approval		3 hours

The remaining 9 hours are elective and must be upper level AN courses (300-level or above). No more than 3 hours of AN 471 Independent Study may be counted as an elective. All Independent Study hours need the approval of the instructor.

BACHELOR OF ARTS

CRIME AND DELINQUENCY STUDIES

The Bachelor of Arts degree in Crime and Delinquency Studies traditionally has been a broad-based liberal arts degree designed to provide the student with a solid foundation in Crime and Delinquency Studies and course work in a variety of other liberal arts disciplines. The Bachelor of Arts degree program is designed primarily for those students who intend to pursue an advanced degree in Crime and Delinquency Studies, Juvenile Justice or Law. In keeping with that tradition, students pursuing a B.A. in Crime and Delinquency Studies at Emporia State University are required to complete a total of 36 semester hours in Sociology and Anthropology. All students working toward the B.A. in Crime and Delinquency Studies are required to complete a 24-hour "Required Core" and complete 12 hours in secondary courses.

The purpose of the core curriculum is to provide a core knowledge that enables students to critically think about and engage in research on salient issues in Crime and Delinquency Studies. The core curriculum requirements provide students with research and theoretical learning techniques and experiences that provide a basis for more advanced course work. The core curriculum requirements also provide a foundation for students interested in graduate programs. See the general education requirements in the General Education section of this catalog.

Students graduating as Crime and Delinquency majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of "C" in each class, including transfer classes, to satisfy their degree plans with the department.

Crime and Delinquency Studies Core Requirements (24 hours):

SO 125	Introduction to Criminal Justice	3 hours
SO 310	Law Enforcement	3 hours
SO 353	Criminology	3 hours
SO 403	Sociology of Correction	3 hours
SO 418	Juvenile Delinquency	3 hours
SO 450	Research Methods (Fall only)	3 hours
SO 510	Theories of Crime and Delinquency (Spring only)	3 hours
SO 550	Research Methods and Statistics in Sociology (Spring only)	3 hours

Elective Courses (12 hours):

*All students must take SO101 Introduction to Sociology as a General Education Requirement.

Departmental Electives – (6 hours):

Elective courses must be 300-level or above and may be chosen from any combination of AN (Anthropology) or SO (Sociology) courses.

Other Electives – (6 hours) select from the following: Biology

GB 140-141	Principles of Biology and Lab	4 hours
MC 316-317	Microbiology and Lab	4 hours
MC 350-351	Molecular and Cellular Biology and Lab	4 hours
BO 212-213	Biology of Plants and Lab	4 hours
ZO 214-215	Biology of Animals and Lab	4 hours
ZO 362-363	Human Anatomy and Physiology and Lab	5 hours

Business

IS 113	Introduction to Microcomputer Applications	3 hours
BU 255	Business Statistics	3 hours
BE 330	Business Communications	3 hours
MG 342	Principles of Management and Organizational Behavior	3 hours
BU 353	Legal Environment of Business	3 hours

Chemistry

CH 123-124	Chemistry I and Lab	5 hours
CH 126-127	Chemistry II and Lab	5 hours
CH 370-371	General Organic Chemistry and Lab	5 hours
CH 376-377	Quantitative Analysis and Lab	5 hours
CH 506	Environmental Chemistry	3-4 hours

Communication

SP 303	Organizational Communication	3 hours
SP 305	Principles of Public Relations	3 hours
SP 306	Advanced Interpersonal Communication	3 hours
SP 307	Advanced Public Speaking	3 hours
SP 315	Small Group Communication	3 hours
SP 350	Intercultural Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 500	Conflict Resolution	3 hours

Information Systems

IS 113	Introduction to Microcomputer Applications	3 hours
IS 213	Management Information Systems Concepts	3 hours
IS 253	Visual Basic Programming	2 hours
IS 283	COBOL Programming	3 hours
IS 333	Business Computer Systems Analysis	3 hours
IS 343	Web-Based Business Applications	3 hours

Modern Languages

AS 310	Introduction to East Asian Cultures	3 hours
AS 313	Chinese Language & Culture III	4 hours
AS 314	Chinese Language & Culture IV	3 hours
AS 320	Introduction to Modern Asia	3 hours
FR 313	French Language & Culture III	4 hours
FR 314	French Language & Culture IV	3 hours
GR 313	German Language & Culture III	4 hours
GR 314	German Language & Culture IV	3 hours
SA 313	Spanish Language & Culture III	4 hours
SA 314	Spanish Language & Culture IV	3 hours

Public Affairs

PO 322	State and Local Government & Politics	2-3 hours
PO 350	Public Administration	3 hours
PO 351	Seminar in Public Affairs	3 hours
PO 444	Constitutional Law I	3 hours
PO 445	Constitutional Law II	3 hours
PO 448	The American Judiciary	1-3 hours
PO 480	Introduction to Law	1-3 hours

Psychology

PY 230	Applied Psychology	2 hours
PY 333	Social Psychology	3 hours
PY 343	Cognitive Psychology	3 hours
PY 427	Abnormal Psychology	3 hours
PY 520	Statistics I	3 hours
PY 722	Theories of Learning	3 hours

Rehabilitation Education

RE 290	Introduction of Rehabilitation Programs	3 hours
RE 392	Survey of Mental/Psychological Disabilities	3 hours

RE 510	Helping Relationships in Counseling	3 hours
RE 560	Rehabilitation of the Juvenile/Adult Offender	2 hours
RE 660	Introduction to Addictions	2 hours

Total of 36 hours in Major*

In addition to the above requirements, students **pursuing the Bachelor of Arts degree with a major in crime and delinquency studies are required to complete a second major, a second program of study, or a minor in an academic discipline approved by their academic advisor.** Students must earn a grade-point average of 2.0 or better in all courses counted toward the major.

*A minimum of 15 hours toward the major must be completed at Emporia State University.

A photography course is recommended.

BACHELOR OF SCIENCE CRIME AND DELINQUENCY STUDIES

The Bachelor of Science degree in Crime and Delinquency Studies is designed to provide a student with in-depth academic preparation in the field of Crime and Delinquency. The B.S. degree is designed primarily for those students who intend to pursue careers in Crime and Delinquency Studies, juvenile justice, law enforcement, government agencies, and other related fields, or who want more extensive preparation in the discipline of Crime and Delinquency Studies for advanced degree programs. Students pursuing the B.S. degree in Crime and Delinquency Studies are required to complete 24 hours required core in Crime and Delinquency Studies. All students working toward the B.S. degree in Crime and Delinquency Studies are required to complete 21 hours in secondary courses. Students must earn a GPA of 2.0 or better in the major.

The purpose of the core curriculum is to provide a core knowledge that enables students to critically think about and engage in research on salient issues in Crime and Delinquency. The core curriculum requirements provide students with research and theoretical learning techniques and experiences that provide a basis for more advanced course work. The core curriculum requirements also provide a foundation for students interested in graduate programs. See the general education requirements in the General Education section of this catalog.

Students graduating as Crime and Delinquency majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of "C" in each class, including transfer classes, to satisfy their degree plans with the department.

Crime and Delinquency Studies Core Requirements (24 hours):

SO 125	Introduction to Criminal Justice	3 hours
SO 310	Law Enforcement	3 hours
SO 353	Criminology	3 hours
SO 403	Sociology of Correction	3 hours
SO 418	Juvenile Delinquency	3 hours
SO 450	Research Methods (Fall only)	3 hours
SO 510	Theories of Crime and Delinquency (Spring only)	3 hours
SO 550	Research Methods and Statistics In Sociology (Spring only)	3 hours

Elective Courses (21 hours):

*All students must take SO101 Introduction to Sociology as a General Education Requirement.

Departmental Electives – (15 hours):

Elective courses must be 300-level or above and may be chosen from any combination of AN (Anthropology) or SO (Sociology) courses.

NOTE: Students may not use more than 6 hours of AN 471, SO 471 (Independent Study), SO 472 (Sociology Practicum), and/or SO 473 (Internship in Crime and Delinquency Studies) combined.

Other Electives – (6 hours) select from the following:**Biology**

BO 212-213	Biology of Plants and Lab	4 hours
GB 140-141	Principles of Biology and Lab	4 hours
MC 316-317	Microbiology and Lab	4 hours
MC 350-351	Molecular and Cellular Biology and Lab	4 hours
ZO 214-215	Biology of Animals and Lab	4 hours
ZO 362-363	Human Anatomy and Physiology and Lab	5 hours

Business

IS 113	Introduction to Microcomputer Applications	3 hours
BU 255	Business Statistics	3 hours
BE 330	Business Communications	3 hours
MG 342	Principles of Management and Organizational Behavior	3 hours
BU 353	Legal Environment of Business	3 hours

Chemistry

CH 123-124	Chemistry I and Lab	5 hours
CH 126-127	Chemistry II and Lab	5 hours
CH 370-371	General Organic Chemistry and Lab	5 hours
CH 376-377	Quantitative Analysis and Lab	5 hours
CH 506	Environmental Chemistry	3-4 hours

Communication

SP 303	Organizational Communication	3 hours
SP 305	Principles of Public Relations	3 hours
SP 306	Advanced Interpersonal Communication	3 hours
SP 307	Advanced Public Speaking	3 hours
SP 315	Small Group Communication	3 hours
SP 350	Intercultural Communication	3 hours
SP 360	Communication and Gender	3 hours
SP 500	Conflict Resolution	3 hours

Information Systems

IS 113	Introduction to Microcomputer Applications	3 hours
IS 213	Management Information Systems Concepts	3 hours
IS 253	Visual Basic Programming	2 hours
IS 283	COBOL Programming	3 hours
IS 333	Business Computer Systems Analysis	3 hours
IS 343	Web-Based Business Applications	3 hours

Public Affairs

PO 322	State and Local Government Politics	3 hours
PO 350	Public Administration	3 hours
PO 351	Seminar in Public Affairs	3 hours
PO 444	Constitutional Law I	3 hours
PO 445	Constitutional Law II	3 hours
PO 448	The American Judiciary	3 hours
PO 480	Introduction to Law	1-3 hours

Psychology

PY 230	Applied Psychology	3 hours
PY 333	Social Psychology	3 hours

PY 343	Cognitive Psychology	3 hours
PY 427	Abnormal Psychology	3 hours
PY 520	Statistics I	3 hours
PY 722	Theories of Learning	3 hours

Rehabilitation Education

RE 290	Introduction of Rehabilitation Programs	3 hours
RE 392	Survey of Mental/Psychological Disabilities	3 hours
RE 510	Helping Relationships in Counseling	3 hours
RE 560	Rehabilitation of the Juvenile/Adult Offender	2 hours
RE 660	Introduction to Addictions	2 hours

Total of 45 hours in Major*

*A minimum of 21 semester hours toward the major must be completed at ESU, and 45 hours must be completed at the 300 and above level.

A photography course is recommended.

MINOR IN CRIME AND DELINQUENCY STUDIES

A minor in Crime and Delinquency Studies shall consist of 18 semester hours from the core and secondary courses for the Crime and Delinquency Studies Degree. A minimum of 9 hours in Sociology must be completed at Emporia State University.

Required Courses (18 hours):

SO 125	Introduction to Criminal Justice	3 hours
SO 510	Theories of Crime and Delinquency	3 hours
	Electives	12 hours

The remaining 12 semester hours are Crime and Delinquency Studies electives, but MUST be upper-level courses (300-level or above). No more than 3 hours of SO 471 Independent Study or SO 473 Internship in Crime and Delinquency Studies may be counted as an elective. All independent study hours need the approval of the instructor. Any Sociology/Anthropology upper-level courses used for Crime and Delinquency Studies electives MUST be approved by the Chair of the department. Students MUST complete all core courses with a "C" minimum in each course. Students MUST earn a cumulative grade point average of 2.0 or above.

Courses offered by the Department of Sociology, Anthropology, and Crime & Delinquency Studies:**ANTHROPOLOGY**

AN 101. INTRODUCTION TO ANTHROPOLOGY 3 HRS.
An introduction to the basic assumptions and objectives of anthropology.

AN 200. FIELD ARCHAEOLOGY 1-3 HRS.

A research participation course in which the student gathers archaeological data in the field. Field techniques such as excavation, note-taking, mapping, and photography are emphasized.

AN 210. CONTEMPORARY CULTURES 3 HRS.

A survey of how anthropologists make sense of our global diversity and shared humanity. This course will review anthropological explanations for such universally held phenomena as culture, language, economy, political organization, family, identity, religion, and the modern world system, while also discussing the reasons for our unique group differences across societies. Case studies from different societies are used to illustrate such cultural variation and commonality.

AN 300. TOPICS IN ANTHROPOLOGY 1-3 HRS.

Investigations into selected areas of anthropological thought. Can be repeated with the permission of the instructor.

AN 302. INTRODUCTION TO ARCHAEOLOGY 3 HRS.

An introduction to the methods and major conclusions of archaeological research.

AN 310. ANTHROPOLOGY OF WOMEN 3 HRS.

This course will explore the dramatic differences in women's lives, primary focus will be Third World women.

AN 315. FAMILY IN CROSS-CULTURAL PERSPECTIVE 3 HRS.

An introduction to kinship studies in Anthropology that surveys kinship beliefs and practices around the world and reveals the socio-economic factors that help to shape our globally diverse family structures.

AN 319. ETHNOGRAPHIC FIELD SCHOOL 1-3 HRS.

(Consent of instructor needed.) The course offers an introduction to the ethnographic research method through first-hand experiences with American Indian Tribes of Oklahoma.

AN 320. HUMAN EVOLUTION AND CIVILIZATION 3 HRS.

This course provides an introduction to physical anthropology. Focus will be to explore the causes and consequences of human evolutionary history.

AN 325. NATIVE PEOPLES OF NORTH AMERICA 3 HRS.

A culture history of the indigenous peoples of North America from the Pleistocene migration to the present. Topical areas include North American archaeology and ethnography, the impact of European colonialism and expansion, and the more recent effects of American Indian policy.

AN 330. WOMEN, CULTURE, DEVELOPMENT 3 HRS.

This course will explore the dramatic changes occurring in women's lives in response to development and modernization. Emphasis placed on understanding the context in which development occurs, the efforts of development on women, and the effects of women on development.

AN 331. FOLKLORE AND URBAN LEGENDS 3 HRS.

The course investigates urban legends as cultural phenomena from the perspective of Folklore Studies. Prominent legends are compared cross-culturally and historically to demonstrate the contextual nature of such legends and what each can tell us about the particular culture in which they persist. Students will collect, analyze and report on an urban legend using methodology learned in the course.

AN 334. FORENSIC ANTHROPOLOGY 3 HRS.

A laboratory supplemented introduction to the anthropological study of human skeletal remains resulting from an unexplained death.

AN 336. MAGIC, WITCHCRAFT AND RELIGION 3 HRS.

This course provides an introduction to the anthropological study of religion and beliefs in the supernatural. Course material and instruction approaches the topics from a cross-cultural and relativistic perspective.

AN 355. ARCHAEOLOGICAL ANALYSIS 3 HRS.

A research participation course in which the student analyzes and interprets archaeological data.

AN 356. ARCHAEOLOGICAL FIELD METHODS 1-3 HRS.

A research participation course in which the student gathers

archaeological data in the field. Field techniques such as excavation, note-taking, mapping and photography are taught. Students are expected to gain an understanding of the problems of archaeological research strategies.

AN 408. GLOBAL WOMEN'S HEALTH 3 HRS.

Through reading, thinking, talking, and writing about a series of articles and ethnographic monographs, students in this course will gain broad exposure to a number of significant global women's health concerns, issues of qualitative and visual methods in health research, and the interdisciplinary theorizing of feminist, anthropological, sociological, and public health scholars. In particular, the course is designed to explore in an in-depth fashion the social status of "gender" and its relationship to health.

AN 410. CROSS-CULTURAL STUDIES 3 HRS.

The application of cross-cultural methods to the explanation of cultural differences and similarities.

AN 425. NATIVE PEOPLES OF THE PLAINS 3 HRS.

The course surveys the cultures and histories of the American Indians of the Great Plains. Course instruction is organized historically into the four periods: Pre-Contact, European Trade and Conquest, Reservation Era and the Self-determination Era. Emphasis is placed on both anthropological and tribal perspectives.

AN 430. RACE AND IDENTITY 3 HRS.

An exploration of human diversity and its sociopolitical implications. The course will focus on the anthropological understandings of race and the multiple ways in which race intersects with other forms of identity while applying such models to the diverse ways in which race is made meaningful around the world.

AN 445. CULTURE AND PERSONALITY 3 HRS.

An investigation of the relationship between personality and culture.

AN 471. INDEPENDENT STUDY 1-3 HRS.

(Prerequisites, six hours of anthropology, plus consent of instructor.) Special project or reading on a topic initiated by the student and approved by the instructor.

AN 472. ANTHROPOLOGY INTERNSHIP 1-6 HRS.

(Prerequisites, 6 hours of Anthropology course work.) The student is placed with an anthropology-focused agency to gain practical experience in anthropological activities, planning, and leadership.

AN 540. TOPICS IN ANTHROPOLOGY 3 HRS.

A course in Anthropology offered periodically to cover topics which are important to the discipline but which cannot be taught on a regular basis.

AN 701. ANTHROPOLOGY OF THE GREAT PLAINS 1-3 HRS.

This course examines prehistoric and historic Great Plains cultures. The special focus of the course is on how different groups viewed the Great Plains, and how this influenced their adaptations to the environment. Content and assignments will vary according to the number of credit hours for which the course is being offered.

AN 750. SEMINAR IN ANTHROPOLOGY 1-3 HRS.

(Prerequisites, six hours of anthropology and permission of instructor.) In-depth concentration of specialized areas in anthropology for more advanced students.

AN 810. RESEARCH PROBLEM IN ANTHROPOLOGY**1-6 HRS.**

(Prerequisites, six hours of anthropology, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

SOCIOLOGY**SO 100. FIRST YEAR EXPERIENCE: TRANSITIONS AND CONNECTIONS****1 HR.**

(Consent of instructor needed.) The purpose of this course is to provide first-year students majoring in either sociology or crime and delinquency studies with a first-year seminar experience that will help them achieve success at Emporia State University. In addition to providing essential information about university and departmental requirements, the course will assist students in making connections with faculty, fellow students, staff, and the local community, that will not only help them realize their educational and career goals, but to enrich their personal lives as well. Consistent with successful first-year experiences nation-wide, this course will focus on helping students develop relationships with members of the university community that will embed them in a culture of hard work, academic engagement, and service.

SO 101. INTRODUCTION TO SOCIOLOGY**3 HRS.**

A study of the factors in the social life of people, such as culture, groups, collective behavior, communities, social institutions, and social change.

SO 125. INTRODUCTION TO CRIMINAL JUSTICE**3 HRS.**

This course provides an overview of the criminal justice system, focusing on the American criminal justice system including law enforcement, courts, and corrections.

SO 202. SOCIAL PROBLEMS**3 HRS.**

An analysis of contemporary American issues, as well as a review of the traditional perspectives from which social scientists have viewed American problems; an emphasis is placed on a review of the issues, i.e., racism, sexism, welfare, mental illness, alcoholism, drug addiction, as well as a review of the process through which individuals and situations become defined as social problems.

SO 261. INTIMATE RELATIONSHIPS**3 HRS.**

Emphasizes the relationships in marriage and family living both theoretically and anecdotally. A study of individual differences, family structures and functions, external forces affecting the family, and changes over the family life cycle will be addressed.

SO 300. TOPICS IN SOCIOLOGY**1-3 HRS.**

Investigations into selected areas of sociological thought.

SO 301. SPORT IN SOCIETY**3 HRS.**

A sociological analysis of sport in contemporary American Society. Focus is upon sport as a form of social interaction which reflects, reinforces, and helps create basic societal norms, values, attitudes, and beliefs. The impact of sport on the basic social institutions of family, church, school, government, and economics is analyzed from a sociological perspective.

SO 303. SOCIAL DEVIANCE**3 HRS.**

A comprehensive treatment of deviant behavior from the sociological perspective. Focus is upon the social processes involved in defining deviance, becoming deviant, and reacting to deviance and deviants. Selected specific areas of deviant behavior in American society will be explored and analyzed.

SO 304. SOCIOLOGY OF THE BODY**3 HRS.**

This course will examine societal perspectives of the body. Students will not only use academic sources but explore how society has portrayed the body through various media forms such as film, music and the internet. Students will also refer to current issues and immediate media coverage of the body.

SO 305. SEX, DRUGS AND ROCK & ROLL**3 HRS.**

The course will concentrate on the characteristics of social movements in America during the latter half of the 20th century. The social cycles of the past 50 years will be studied from the sociological viewpoint with attention given to the changes in morals, mores, and ideals over time. As part of this study subjects such as the Vietnam War, the draft, political objectives, the Civil Right Movement, Women's Movement, the sexual revolution, and other social revolutions will be examined in depth. Additionally, the effects on society, legal aspects and theories will be a part of the class as well. We will also take a brief look at the current social movements happening in the Mideast today in terms of application of theory and conjecture. A variety of media will be utilized.

SO 306. DEATH AND DYING**3 HRS.**

This course will examine societal perspectives of death and dying. Students will not only use academic sources but explore how society has portrayed death and dying through various media forms such as film, music and the internet. Students will also refer to current issues in the area of death and dying and immediate media coverage of death and dying.

SO 307. POP CULTURE**3 HRS.**

This course will examine popular culture as an influential institution within our society. Students will take a critical look at popular culture from a sociological perspective. Within this foundation, students will be analyzing society through popular culture.

SO 308. CRIME AND DELINQUENCY PREVENTION**3 HRS.**

In this course we will examine various crime and delinquency prevention policies and programs. Topics covered will include basic concepts in crime and delinquency prevention, theories of prevention and research on program effectiveness. The emphasis will be on preventing delinquency as a mechanism to reduce future criminality.

SO 309. LAW AND THE LEGAL SYSTEM**3 HRS.**

This course will survey the field of law enforcement as a profession. It will cover the historical development, current and future concepts and trends, and study the roles and functions of law enforcement agents as components of the justice system. An examination of important legal principles and concepts will also be included.

SO 310. LAW ENFORCEMENT**3 HRS.**

This course studies the evolution of law enforcement in the United States, law enforcement as a career, police operations, critical issues in law enforcement, and the role of law enforcement within criminal justice system.

SO 315. CRIMINAL INVESTIGATION**3 HRS.**

This course studies the purposes and goals of criminal investigations, crime scene and follow up investigations, physical evidence, interview techniques, criminal law and the investigator's role in the judicial process.

SO 320. SOCIAL STRATIFICATION**3 HRS.**

Comparative analysis of inequalities of wealth, power and prestige in contemporary societies; class aspects of community structure and social mobility.

SO 325. MEDICAL SOCIOLOGY 3 HRS.

Relationship of sociology to the science of medicine; sociological analysis of the role and status of medical and paramedical personnel in the United States; relationships of medicine to the basic institutions.

SO 330. VICTIMOLOGY 3 HRS.

This course will explore victimization, responses to victimization, offender-victim relationships, violence, crime prevention and crime victim programs. Relationships to the law, sociology, psychology, and criminology will also be examined.

SO 335. CRIMINAL COURT PROCESS 3 HRS.

This course will cover law enforcement, courts, and corrections.

SO 340. COMMUNITY CORRECTIONS 3 HRS.

This course will study the evolution of community corrections in the United States. Diversion and pretrial programs, aspects of probation and parole, economic sanctions and intermediate sanctions, and the future of probation will also be explored.

SO 342. HOMELAND SECURITY 3 HRS.

This course will provide an overview of the history of terrorism in the United States, a brief look at terrorist groups, and a thorough exploration of the Department of Homeland Security.

SO 345. INTRODUCTION TO SOCIAL WORK 3 HRS.

This course will address the mission of social work, career opportunities, basic practices and techniques needed for working with special populations. This course also provides the student an opportunity to explore social work careers within the community, as well as explore one's ethics and values and how they impact your actions and decisions.

SO 347. SOCIAL WORK AND HUMAN BEHAVIOR 3 HRS.

This course will address the mission of social work, career opportunities, basic practices and techniques needed for working with special populations. This course also provides the student an opportunity to explore social work careers within the community, as well as explore one's ethics and values and how they impact your actions and decisions.

SO 350. ADULT DEVELOPMENT AND AGING 3 HRS.

Current social theory and research related to human development during the adult life cycle from young adulthood through old age.

SO 351. INTRODUCTION TO SOCIAL WELFARE 3 HRS.

An introductory course designed to familiarize the student with the field of social welfare, its concepts, methods, and basic processes. Further attention is given to present organization and practices of contemporary agencies and the professional opportunities they offer.

SO 352. SCHOOL AND SOCIETY 3 HRS.

A sociological analysis of education, the school as a social institution, the culture of the school and the interrelationship of society and education.

SO 353. CRIMINOLOGY 3 HRS.

An analysis of the legal system and the legal process through which individuals become defined as criminal; discussion of the possible causes of criminal behavior; analysis of the effectiveness of the present penal system, i.e., methods of rehabilitating and attempts to deter future crimes.

SO 354. INFORMATION, TECHNOLOGY, AND SOCIETY 3 HRS.

This course will provide students with information and preparation

needed to understand how human relationships and social institutions are being altered by information technologies. The impact of information technologies on personal relationships, the family, education, medicine, entertainment, religion, politics, warfare, the economy, and criminal justice will be explored.

SO 355. JUVENILE JUSTICE SYSTEMS 3 HRS.

In this course we will explore some of the major issues and problems facing the juvenile justice system(s) in the United States. Specifically, we will examine the ways in which juveniles (status offenders and delinquents) are processed, and the social, political, and individual impact of juvenile justice practices.

SO 356. SOCIAL WELFARE ISSUES 3 HRS.

In-depth exploration of a limited number of timely social issues, examining each in historical, political and social context to fully understand the problems and possible solutions.

SO 360. SOCIAL WORK, FAMILIES AND CHILDREN 3 HRS.

This course will address the field of social work and how social workers make an impact with families that face emotional difficulties, poverty, child abuse, etc. Students will have the opportunity to learn a variety of therapy models and tools. This class will also explore current events and how these events relate to the social work profession.

SO 361. RURAL SOCIETY 3 HRS.

Rural life environments, the characteristics of rural people, their institutions, agencies and activities. Special emphasis placed upon the home, school, church, health, economics, leisure, and other forms of community life.

SO 370. RACE & ETHNIC RELATIONS 3 HRS.

An analysis of relationships among ethnic and racial groups, recent social trends, and the nature and causes of prejudice and discrimination. Emphasis upon intergroup education, methods of research, programs designed to reduce intergroup tension.

SO 375. HOMELESS AND RUNAWAY YOUTHS 3 HRS.

This course will examine historical perspectives, politics, causes, housing, special populations, and solutions among the homeless and runaway youths.

SO 400. THE FAMILY IN SOCIAL CONTEXT 3 HRS.

This course examines the family as one of society's most significant social institutions. The relationship between the family and other institutions such as the economy, education, the political order, religion, medicine and entertainment will be explored in detail. Students will understand the family, its structure and functions and forces that lead to both stability and change

SO 401. SOCIOLOGY OF RELIGION 3 HRS.

This course looks at religion from a sociological perspective, as one of society's major institutions. It examines how the religion institution operates within the larger social system, in terms of its interconnections with other institutions, and how it affects social behavior. The course will also look at how religion first began in human history, its historical impact on social organization, how it functions as a source of social integration or social conflict, and how it can also lead to major historical change. Regarding the role of religion in the production of social integration, or alternatively, social change, this effect will be explored in reference to the major sociological theories of religion.

SO 402. SOCIOLOGY OF SLAVERY 3 HRS.

To examine the nature of slavery in the ancient world vs. the structure of modern slavery and to examine the material and the cultural aspects

of life under slavery in the American continent.

SO 403. SOCIOLOGY OF CORRECTIONS 3 HRS.

Analysis and investigation of origins, processes, organization and contemporary trends of both adult and juvenile corrections in America. Focus will be placed on management, control and treatment of adult and juvenile offenders in both institutions and community based programs.

SO 405. URBAN SOCIETY 3 HRS.

Nature, extent and causes of urbanization; ecology of cities and metropolitan regions; urban types and institutions.

SO 406. POPULATION 3 HRS.

An analysis of the United States and world population trends with special attention to the problems arising from technology and urbanization.

SO 408. CHILD ABUSE AND MALTREATMENT 3 HRS.

The course will address characteristics of physical, sexual, and emotional abuse as well as neglect and inadequate parenting and their effects on child and adolescent victims. Past and current cases will be discussed at length. Social issues will be discussed. Community professionals will share their expertise and experiences.

SO 410. INTIMATE VIOLENCE 3 HRS.

An interdisciplinary examination of domestic violence as a social problem. The course will address characteristics of family violence by examining child abuse and neglect, spousal and partner abuse, sexual assault, and elder abuse.

SO 415. SOCIOLOGY OF CHILDHOOD AND ADOLESCENCE 3 HRS.

An interdisciplinary examination of contemporary childhood and adolescence with emphasis on sociological issues affecting youths.

SO 418. JUVENILE DELINQUENCY 3 HRS.

Covers the causes and extent of delinquency along with identifications, treatment, and prevention. Included are topology and case history concepts.

SO 420. SOCIOLOGY OF DIVORCE 3 HRS.

This course will focus on the effects of divorce on parents and children by defining divorce as a process rather than a singular legal event. Included will be discussion of post-divorce parenting, one-parent household, step family relationships and public policy.

SO 430. SOCIOLOGY OF GENDER 3 HRS.

The course will consist of readings, lecture, perhaps guest speakers, videos, whole class and group discussion, structured observation, individual or group assignments and projects. Gender issues and conflicts.

SO 440. PROFESSIONAL DEVELOPMENT 1 HR.

The course is designed to provide students in sociology and CDS with training in many skills which are vital to their career success, but which are not routinely covered in other sociology courses. These skills include preparing résumés, the job search, job interview questions/issues/tips, student portfolios, job application, presenting research papers, business etiquette, graduate school process, goal setting, and GRE preparation.

SO 450. RESEARCH METHODS 3 HRS.

(Prerequisite, Senior status.) A study of the basic scientific methods in sociological research and to provide selected experience in research design, questionnaire construction, statistics, case analysis, sampling, graphic presentation, and interviewing.

SO 460. SOCIETY AND PERSONALITY 3 HRS.

A study of the concepts, theories and experimental evidence related to the behavior of the person to group factors, including the interaction process, socialization process, social roles and social stresses, and attitude organization and changes.

SO 471. INDEPENDENT STUDY 1-3 HRS.

(Prerequisites, six hours of sociology and consent of instructor.) Special project or readings on a topic initiated by the student and approved by the instructor.

SO 472. SOCIOLOGY PRACTICUM 1-6 HRS.

(Prerequisite, 6 hours of Sociology course work.) The student is placed with a social service agency to gain practical experience in social service activities, planning and leadership.

SO 473. INTERNSHIP IN CRIME AND DELINQUENCY STUDIES 1-6 HRS.

(Prerequisites, 6 hours of criminal justice course work.) The student is placed with a criminal justice agency to gain practical experience in criminal justice activities, planning and leadership.

SO 480. COMMUNITY MENTAL HEALTH 3 HRS.

A comprehensive study of the community mental health model from its inception to present day operation and a look toward the future. Social factors, philosophy of early intervention, local control, and services offered will be reviewed, and career selection will be included.

SO 501. SOCIOLOGICAL THEORY: CLASSICAL 3 HRS.

(Prerequisite, SO 101 or SO 202 and Seniors only.) A survey of the development of sociological thought from the enlightenment period in the 18th Century to the beginning of the 20th Century. Emphasis will be given to the social theorists who have pioneered the principal movements of sociological theory, i.e., August Comte, Karl Marx, Max Weber, and Emile Durkheim.

SO 510. THEORIES OF CRIME AND DELINQUENCY 3 HRS.

(Prerequisite, SO 450 and Senior status.) This course is designed to provide the student with an in-depth knowledge of major criminological theories. Topics will include (but not limited to): classical, positivist, functionalist perspectives, etc., and associated theorists. By analyzing a variety of theories, it is also hoped that the student will develop a theoretical view of his/her own and a critical (i.e., analytical) orientation toward theory in particular and social interaction in general.

SO 540. TOPICS IN SOCIOLOGY 1-3 HRS.

A course in Sociology offered periodically to cover topics which are important to the discipline but which cannot be taught on a regular basis.

SO 550. RESEARCH METHODS AND STATISTICS IN SOCIOLOGY 3 HRS.

(Prerequisite, SO450 and Senior status.) This course will provide students with advanced training in Social Research Methodologies. It will focus primarily on survey research techniques, including instrument construction, sampling, coding, and data analysis. Computer and statistical technologies will be utilized. Other methodologies such as observation and the use of existing data sources will also be covered.

SO 553. COMMUNITY ORGANIZATION AND DEVELOPMENT 3 HRS.

(Prerequisites, junior/senior standing, and/or graduate credit, or permission of instructor.) A multi dimensional, interdisciplinary study of the community—including resources, problems, surveys, and social action models in the development of effective task group organization and leadership.

SO 565. SOCIOLOGICAL THEORY 3 HRS.
(Prerequisites, SO450 and junior status.) This course builds on the survey of the classical tradition. It examines current (twentieth century) theoretical developments in sociology, including structural functionalism, symbolic interactionism, conflict theory, and phenomenology.

SO 709. SEX EDUCATION 3 HRS.
A cross disciplinary course which will focus on the physiology of sex, venereal disease, socio psychological aspects of sexuality and the methods applicable to instruction, counseling, and communication in sex education.

SO 750. SEMINAR IN SOCIOLOGY 1-3 HRS.
(Prerequisites, six hours of sociology and permission of instructor.) In-depth concentration of specialized area in sociology for more advanced students.

SO 752. EDUCATIONAL SOCIOLOGY 3 HRS.
An interpretation of education from the sociological point of view. Institutionalized education of schooling distinguished from the broader concept of education, which is a continuous process arising out of various institutions and groups, both formal and informal.

SO 810. RESEARCH PROBLEM IN SOCIOLOGY 1-6 HRS.
(Prerequisites, six hours of sociology, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

THE TEACHERS COLLEGE

Kenneth A. Weaver, Dean

Joan D. Brewer, Associate Dean

The Teachers College consists of the Dean's Office, six academic departments, the Office of Field Placement and Licensure, the Jones Institute for Educational Excellence, the Center for Early Childhood Education, and the Resource Center. Academic departments of The Teachers College are the following:

Department of Elementary Education/Early Childhood/Special Education
Department of Counselor Education
Department of Health, Physical Education, and Recreation
Department of Instructional Design and Technology
Department of Psychology
Department of School Leadership/Middle & Secondary Teacher Education

<http://www.emporia.edu/teach>

Specific information about the programs and faculty of each of the college's six academic departments is contained in the following sections of this catalog.

MISSION OF THE TEACHERS COLLEGE

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to prepare professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection, and belong to professional community. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College is to continue The Teachers College legacy through enhanced educational excellence and presence permeated with leadership, diversity, and technology.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

OUTCOMES FOR TEACHER CANDIDATES AND OTHER SCHOOL PROFESSIONALS:

Knowledge

Candidates will exhibit knowledge of:

1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.

7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
14. appropriate techniques for teaching and using self-reflection strategies.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Skills

Candidates will demonstrate ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student's level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Dispositions

Candidates will exhibit dispositions that exemplify:

1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

CONCEPTUAL FRAMEWORK MODEL

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into Professionals. To help all students learn, Professionals must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professionals can be highly effective, six proficiencies emerge from a shared evidence-based understanding of professional effectiveness. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



DELIVERY OF THE CURRICULUM

Faculty of The Teachers College expect students to meet or exceed established scholastic, professional, and licensure standards. In order to deliver curriculum, the faculty provide effective instruction, academic advisement, and personal guidance to students. To accomplish this, faculty participate in a vigorous self-development program which includes scholarly/creative activity, close contact with their professional fields, and the study of methods for continually upgrading the quality of their teaching and other professional interactions with students. The college and university provide the faculty adequate opportunities for self-development that include training programs, leave policies, and the funding of professional travel.

Because curricular coherence is essential, faculty members who represent general education, specialty studies, supporting professional disciplines, and pedagogy create and maintain continuous dialogue regarding the content and quality of professional preparation programs sponsored by The Teachers College.

Students formally evaluate courses and instruction, and department administrators assist with development of instructional goals and appraisals of goal accomplishment. Evaluation of each preparation program is conducted by employer assessment of the performance of graduates as well as determining graduate perspectives on curricular adequacy.

PROFESSIONAL EDUCATION

University procedures and requirements for being admitted to a teacher education program are administered by the Elementary Advising Center (for elementary majors) in 245 Visser Hall, 620-341-5770. Admissions for secondary majors are administered by the Director of Secondary Admissions, whose office is located in 203 Visser Hall, 620-341-5078. Student teaching, all other field experiences, and procedures and requirements for becoming initially licensed to teach are administered by the Office of Field Placement and Licensure, 208 Visser Hall, 620-341-5447.

The professional component of Emporia State's secondary and middle school teacher education program has two phases. Phase I consists of campus and field based professional course work in education. Normally, students enter Phase I during the junior year.

Phase II consists of a full semester of student teaching which occurs during the senior year.

Elementary education majors complete the professional component through participation in blocked courses and a year-long Professional Development School program of field experience. These Professional Development Schools are located in various school districts within the state.

For teacher education admission requirements, see admission requirements located in the Elementary Education/Early Childhood/Special Education and the School Leadership/Middle & Secondary Teacher Education Department sections of the Undergraduate Catalog.

TEACHER EDUCATION DISCLOSURE STATEMENT

The Teachers College of Emporia State University reserves the right to refuse admission to the teacher education program to any person who has a felony conviction or has otherwise committed offenses inappropriate for a teacher (The Teachers College Policies and Procedures Manual).

In addition, the KSDE Regulations and Standards for Kansas Educators (adopted July 1, 2003) address restrictions regarding issuance and renewal of licenses, hearings upon denial, and reports required of county and district attorneys (see Statue # 72: Schools, Article 13: Teachers' Certificates, Title: Restrictions on issuance and renewal of licenses, hearings upon denial, etc.). For a copy of these regulations, contact the Director, Office of Field Placement and Licensure, Visser Hall 208, 620-341-5447.

This statute empowers the Kansas State Board of Education to deny a teaching license or certificate or to cancel or revoke a license or certificate for several reasons, including but not limited to:

- (1) Conviction of, or a plea of guilty for violation of any law punishable as a felony including a felony under the Uniform Controlled Substances Act.
- (2) Criminal charges pending in Kansas or in any other state.
- (3) Evidence that a license holder or prospective license holder has injured the health or welfare of a child through physical or sexual abuse or exploitation.
- (4) Evidence that a license holder or prospective license holder has committed domestic battery toward a minor.
- (5) Suspension, cancellation or the revocation of a license or certificate from another state when an applicant for a teacher license or school administrator license applies for a Kansas license.
- (6) Disciplinary action pending against you in any state regarding a teacher's or administrator's license or certificate.
- (7) Termination, suspension or any other disciplinary action(s) against you by a local Board of Education for falsifying or altering student tests or student test scores.
- (8) Falsification or alteration of assessment data, documents, or test score reports required for licensure.

The Kansas State Board of Education will consider individuals for licensure who have entered into a criminal diversion agreement(s) provided the individual has satisfied the terms and conditions of the agreement. The state board of education may consider other factors, including but not limited to:

- (1) Nature and seriousness of the offense
- (2) Conduct of the person subsequent to the offense
- (3) Time elapsed since the commission of the offense

- (4) Age of the person at the time of the offense
- (5) Whether that offense was an isolated or recurring incidence
- (6) Discharge from probation, pardon or expungement

Individuals who are denied licensure or who have certificates revoked are entitled to a hearing and shall be given notice and an opportunity for a hearing in accordance with the provisions of the Kansas administrative procedure act. The county or district attorney shall file a report with the state board of education indicating the name, address and social security number of any person who has been determined to have committed any offense or act as described above, or who has entered into a criminal diversion agreement after having been charged with such acts or offenses.

Although Emporia State University verifies the completion of the approved teacher education program, only the Kansas State Board of Education has the right to issue, suspend, revoke, or deny a Kansas teaching license. To enable The Teachers College and candidates to make sound judgments about continuance in the teacher education program and placements in school settings, candidates are asked to disclose information concerning conviction of crimes involving controlled substances (including alcohol), theft, welfare of a child, domestic battery toward a minor or other felonies and diversion agreements for such crimes. Information provided on the Statement of Disclosure may be used to deny admission to programs or placements in laboratory experiences in schools.

PROGRAM COMPLETION TESTING REQUIREMENT

Prior to program completion, all Emporia State University students who will graduate with an education degree are required to pass the Principles of Learning Test at the appropriate level (early childhood, elementary, middle, or secondary) AND the content assessment in each content area for which they request an endorsement on their teaching license. However, passing these two tests is not a degree requirement.

TITLE II REPORTING

The U.S. Office of Education requires that we report on the quality of our teacher education graduates and their scores on standardized tests. ESU's annual Title II Report may be viewed at the following address on the homepage of The Teachers College: <http://www.emporia.edu/teach/accountability/title-2-report.html>

POST-BACCALAUREATE LICENSURE PROGRAMS

Persons who hold a baccalaureate degree but who do not meet standards established for teacher licensure in Kansas may follow programs of study at Emporia State University designed to help meet those standards.

Students who hold a baccalaureate degree and who wish to enroll in courses which lead to teacher licensure may make application for admission through the graduate office or application can be made for a second Bachelor's Degree. The student must also apply for admission to teacher education and be formally approved by the appropriate committee (see requirements for the degree Bachelor of Science in Education).

Programs providing for provisional licensure are available for fully licensed teachers who wish to become licensed (endorsed) in another field. Information may be obtained from the university's Licensure Officer, 208D Visser Hall, 620-341-5412.

ALTERNATE ROUTE/RESTRICTED LICENSE PROGRAM

Emporia State University offers an alternate route/restricted license program that provides an avenue for individuals holding a

bachelor's degree in a content area to complete an initial licensure program while employed by a school district. Admission criteria and program requirements can be found at <http://www.emporia.edu/teach/altrouteprogram/> or by contacting the Director, Office of Field Placement and Licensure, in 208 Visser Hall, 620-341-5447.

OFFICE OF FIELD PLACEMENT AND LICENSURE (OFPL)

The Office of Field Placement and Licensure, 208 Visser Hall, 620-341-5447, and coordinates field experiences for ED/EL 220 Introduction to Teaching, student teaching, counselor education, adaptive special education, library media specialist, teaching English as a second language, and the Family Literacy program. OFPL also houses the Teacher Licensure Officer, 620-341-5412.

The following courses are laboratory experiences required by students completing their student teaching requirements.

LABORATORY EXPERIENCES:

LE 462. STUDENT TEACHING, ELEMENTARY 3 HRS.
(Prerequisites, EE 313, 314, 315, 316, 317, 318, and EE 320, admission to Block 3 Teacher Education. Senior standing.) Participation, under supervision, in teaching at elementary level in approved public school or equivalent. Provides special subject area emphasis for students qualifying to teach art, music, physical education, or foreign language at both elementary and secondary school levels and/or for teaching in the self-contained classroom. Observation stressed during initial part of course with responsible teaching emphasized as course progresses. Assignment consists of one-quarter-time teaching for half a semester or equivalent. Specific assignment is made by student teaching office.

LE 463. STUDENT TEACHING, ELEMENTARY 6 HRS.
(Prerequisite, admission to Block 3 Teacher Education. Consent of advisor.) Participation, under supervision, in teaching at the elementary level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office.

LE 480. STUDENT TEACHING, MIDDLE LEVEL 3-12 HRS.
(Prerequisite, admission of Phase II Teacher Education. Consent of instructor.) Participation, under supervision, in teaching at the middle grades (5-9) in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-fourth of a semester to a full semester or the equivalent. Specific assignment is made by the student teaching office.

LE 481. STUDENT TEACHING, EARLY CHILDHOOD 6 HRS.
(Prerequisite, admission to Block 3 Teacher Education. Consent of advisor.) Participation, under supervision, in teaching at the kindergarten or Pre-K level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office and is usually taken concurrently with EL464.

LE 485. STUDENT TEACHING, EARLY CHILDHOOD SPECIAL EDUCATION**6 HRS.**

(Prerequisites, consent of advisor, CD 836, admission to Block 3 Teacher Education.) Participation, under supervision, in teaching in an early childhood special education self-contained or integrated with typical peers at the Pre-K level in an approved public school or the equivalent. Observation/participation is stressed during the initial part of the course with increased responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one half of a semester or the equivalent. Specific assignment is made by the student teaching office.

LE 487. STUDENT TEACHING, SECONDARY**12 HRS.**

(Prerequisite, admission to Phase II Teacher Education.) Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one semester or the equivalent. Specific assignment is made by the student teaching office.

LE 490. STUDENT TEACHING, SECONDARY**6 HRS.**

(Prerequisite, admission to Phase II Teacher Education.) Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office.

LE 493. STUDENT TEACHING, SECONDARY**3 HRS.**

(Prerequisite, admission to Phase II Teacher Education.) Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of one-quarter time teaching for one-half of a semester or equivalent. Specific assignment is made by the student teaching office and usually taken concurrently with LE 462.

DEPARTMENT OF COUNSELOR EDUCATION

Associate Professor James J. Costello, Chair

Professors: Katrina R. Miller (Rehabilitation). **Associate Professors:** James J. Costello (Rehabilitation), , Ann M. Miller (Community Counseling Services), Michael A. Richard (Rehabilitation), Jessica A. Stallings (Art Therapy), Gaelynn P. Wolf Bordonaro (Art Therapy). **Assistant Professors:** Alice M. Frost (School Counseling), Russell D. Fulmer (Clinical Counseling). **Instructors:** Libby S. Schmanke (Art Therapy).

<http://www.emporia.edu/ce>

The Department of Counselor Education provides undergraduate training in rehabilitation services education for those students who plan either to enter the work force upon graduation or do graduate work in counseling.

At the graduate level, the department offers graduate work leading to the Master of Science degree in art therapy counseling, clinical counseling, rehabilitation counseling, and school counseling.

BACHELOR OF SCIENCE REHABILITATION SERVICES EDUCATION MAJOR (Changes Effective Fall 2013)

A major in rehabilitation services education is offered under the Bachelor of Science degree. A minor option is also available comprised of 17 approved semester hours. A variety of rapidly expanding human service settings await a rehabilitation services education graduate. The goal of rehabilitation is to help the person with a disability attain the highest level of self-sufficiency, independence, and function that he/she is capable of achieving. The number of individuals in need of rehabilitation services is increasing and the programs being developed to meet those needs are continuing to expand. It is a viable career for those who enjoy "helping others to help themselves." Persons interested in this area of preparation should contact the Director of Rehabilitation Programs or the Department Chair.

General Education Requirements:

See General Education section of this catalog.

Requirements for Majors and Minors:

Persons wishing to major or minor in Rehabilitation Services Education must meet the following conditions prior to being considered for acceptance in the program:

1. Complete a minimum of 45 undergraduate credit hours, earning a minimum cumulative grade point average of 2.5 or higher.
2. Complete either RE290 Introduction to Rehabilitation Programs (3) or RE291 Survey of Disabling Conditions (3) with a grade of B or better.
3. Students with less than a 2.5 cumulative grade point average may not enroll in more than six credit hours of rehabilitation course work prior to being accepted as a major or minor in the program.

After meeting the previous conditions or during the semester in

which the conditions will be met, students seeking admission should submit a completed Admissions Application for the Rehabilitation Services Education program and a copy of their transcript to the Director of Rehabilitation Programs in the Department of Counselor Education.

After admission into the Department of Counselor Education, you will be assigned a faculty advisor.

Non-Major Emphasis:

Non-major Rehabilitation Services Education students desiring to take more than six (6) hours of rehabilitation course work to fulfill the emphasis requirements for other majors must meet the Rehabilitation Services Education program admissions criteria of having completed a minimum of 45 undergraduate credit hours and earning a minimum cumulative grade point average of 2.5 or higher. The following courses will not be available for non-majors: RE320, Independent Study; RE445, Observation in Rehabilitation; RE 636, Introduction to Group Procedures; and RE699, Internship in Rehabilitation.

Rehabilitation Program Requirements (44 hours):

RE 290	Intro to Rehabilitation Programs	3 hours
RE 291	Survey of Disabling Conditions	3 hours
RE 301	Rehab Research and Report Writing	1 hour
RE 305	Ethics in Human Services	3 hours
RE 392	Survey of Mental/Psych Disabilities	3 hours
RE 510	Helping Relationships in Counseling	3 hours
RE 636	Introduction to Group Procedures	3 hours
RE 641	Case Management in Rehabilitation	3 hours
RE 683	Family Issues and Advocacy	3 hours
RE 692	Voc Information and Assessment	3 hours
RE 695	Employment Issues in Rehabilitation	3 hours
RE 699	Internship in Rehabilitation	9 hours
RE 700	Seminar in Rehabilitation Services	1 hour
	*Electives (with advisor approval)	3 hours

MINOR IN REHABILITATION SERVICES EDUCATION

(Changes Effective Fall 2013)

A minor in Rehabilitation Services Education requires 17 specified semester hours. A minor in RSE will not participate in the field site experience or do an independent study.

To apply for a minor in Rehabilitation Services a student must have a 2.5 GPA and complete RE290 Introduction to Rehabilitation Programs or RE291 Survey of Disabling Conditions with a B or better.

Required Courses (6 hours):

RE 290	Intro to Rehabilitation Programs	3 hours
RE 291	Survey of Disabling Conditions	3 hours

Elective Courses (11 hours):

Students must select a minimum of 11 hours from the following optional classes:

RE 301	Rehab Research and Report Writing	1 hour
RE 305	Ethics in Human Services	3 hours
RE 346	Psychopharmacology I	3 hours
RE 392	Survey of Mental/Psych Disabilities	3 hours
RE 510	Helping Relationships in Counseling	3 hours
RE 636	Introduction to Group Procedures	3 hours
RE 641	Case Management in Rehabilitation	3 hours
RE 670	Alcohol and Drug Abuse in Counseling	3 hours

RE 683	Family Issues and Advocacy	3 hours
RE 692	Voc Information and Assessment	3 hours
RE 695	Employment Issues in Rehabilitation	3 hours

Courses offered by the Department of Counselor Education:

ART THERAPY

AT 718. ART MEDIA AND MATERIAL USE IN

ART THERAPY

3 HRS.

This course is an advanced art therapy seminar providing opportunities for art therapy graduate students to explore media and its application within the context of art therapy practice. Media exploration and use will emphasize Kagin and Lusebrink's Expressive Therapies Continuum (ETC) Model. The course will engage students in experiential learning, both in and out of class, and will underscore studio art practices within the context of art therapy and specific to application with clinical populations. Venue and cultural implications, as well as ethical and safety issues, of media use will be explored. The course also presents opportunities for students to plan for self-care through art making, in future professional practice.

AT 708. ART MEDIA AND MATERIAL USE IN

ART THERAPY

3 HRS.

This course is an advanced art therapy seminar providing opportunities for art therapy graduate students to explore media and its application within the context of art therapy practice. Media exploration and use will emphasize Kagin and Lusebrink's Expressive Therapies Continuum (ETC) Model. The course will engage students in experiential learning, both in and out of class, and will underscore studio art practices within the context of art therapy and specific to application with clinical populations. Venue and cultural implications, as well as ethical and safety issues, of media use will be explored. The course also presents opportunities for students to plan for self-care, through art making, in future professional practice.

AT 800. ART THERAPY FOUNDATIONS

3 HRS.

The class includes lecture material, class discussion, dyad experiential art process, and small group work. Lecture material is derived from Rubin's text and supplemented by additional sources. Students are responsible for learning all materials presented in class and covered by the text.

AT 801. GROUP DYNAMICS AND SPECIAL POPULATIONS

2 HRS.

Students will gain an understanding of group dynamics, learn about needs and approaches for various special populations and settings, and acquire sufficient knowledge of theory and practical applications to plan and facilitate art therapy groups. The course will be both didactic and experiential and will require outside reading and class participation.

AT 802. DEVELOPMENTAL TREATMENT MODELS IN ART THERAPY

3 HRS.

The course explores models of developmental psychology to address the entire lifespan, along with art therapy methods pertinent to the various life stages. Students learn about the universal developmental path of artmaking through childhood and adolescence and about variations that may occur. The course will be both didactic and experiential and will require outside reading and class participation.

AT 803. MULTICULTURAL ISSUES IN ART THERAPY**3 HRS.**

This course is designed to introduce and aid students in gaining a heightened awareness of a variety of cultures in art therapy treatment and research. Given the language barriers which may inhibit conventional verbal psychotherapy, the non-verbal aspect of art therapy can prove to be extremely effective with numerous cultures. The text provides an interpretation, examination, and information on a broad range of cultures and potential views of therapy and treatment. Students are expected to comprehensively evaluate their own ethnic upbringing and belief systems, as well as a broad range of other cultures to enhance their level of understanding.

AT 804. ART THERAPY ADVANCED ASSESSMENT AND TECHNIQUES IN RELATIONSHIPS**3 HRS.**

This course will provide an overview of art therapy and other pertinent assessment tools in the art therapy field. The class will study existing tools and be expected to utilize either a preexisting assessment tool or develop their own.

AT 805. ART THERAPY ETHICS AND PROFESSIONAL ISSUES**2 HRS.**

This course will provide an overview of problematic issues associated with the practice of art therapy. Through lecture, discussion, role-playing and presentations central ethical and legal issues will be addressed. Particular emphasis will be placed on confidentiality, child abuse, elder abuse, and ethical dilemmas associated with dual-role relationships. Other topics will include issues associated with psychotherapy, research, advertising, and the problems of specific work settings.

AT 810. INTRODUCTION TO ART THERAPY RESEARCH**2 HRS.**

This course will provide an introduction to art therapy research. Existing literature in the art therapy field will be explored and discussed. The class will be introduced to basic research terminology and concepts, formats in proposals in research, problems in art therapy and research design. Students are expected to gain an understanding of current research, pitfalls in research, ethics and multicultural considerations. The student will formulate and complete two research proposals. The instructor will aid in research ideas, as needed. Additionally, students will complete pertinent literature reviews and participate regularly in class discussions.

AT 812. APPLIED ART THERAPY RESEARCH**2 HRS.**

This course will provide an advanced review of research design and implementation in the art therapy field. The class will review research terminology and concepts, formats in conducting research, research problems in art therapy and research design. Students are expected to research, design and complete a research project in conjunction with the SPSS class. The instructor will aid in research ideas, as needed. Additionally, students are expected to complete critical reviews of research and participate regularly in class discussion.

AT 820. ART THERAPY FIELDWORK**3 HRS.**

This course requires supervised but independent art therapy applications. Work is most likely to be done away from the University at program approved sites, therefore schedules will vary widely. Group supervision and case presentations will be provided to supplement individual supervision in order to enhance student learning and profiting from each other's experiences.

AT 835. ART THERAPY INTERNSHIP**1-6 HRS.**

Art Therapy Internship requires supervised but independent art therapy application. Work is most likely to be done away from the university at program approved sites, therefore schedules will vary widely. Group supervision and case presentations will be provided to supplement individual supervision in order to enhance student learning and profiting from each other's experiences.

AT 849. ART THERAPY MASTERS PROJECT**3 HRS.**

(Prerequisite, consent of advisor.) This course allows students to create an original independent project for the professional advancement of the art therapy field within a structured format supervised by art therapy faculty. The scope of the work could include the creation of instructional manuals, videotapes, or CD-ROMS; categorization of patient art; collaborative community art projects; or other similar projects.

AT 850. ART THERAPY THESIS**1-3 HRS.**

The student completes important research appropriate to the field of Art Therapy.

COUNSELOR EDUCATION**CE 702. BEHAVIOR ANALYSIS, ART, & PLAY WITH THE CHILD WITH AUTISM****3 HRS.**

This course concentrates on the use of Applied Behavior Analysis, Creative Arts Therapies and Play Therapy with individuals with diagnoses on the Autism Spectrum. Additionally it will explore the history of these disciplines, their application to working with individuals with Autism and combinational use of these techniques. This course is a broad overview and will not qualify students as practitioners of any of the disciplines, however it will provide students with tools that can be used in their professional interaction with individuals with Autism.

CE 708. MULTICULTURAL ISSUES IN COUNSELING AND RELATED FIELDS**3 HRS.**

This course is designed to meet the growing demand for culturally competent mental health service providers by providing graduate students in Art Therapy, Mental Health, and Rehabilitation Counseling with a foundation in multicultural counseling. The text provides interpretation, examination, and information on a broad range of cultures and potential views of therapy and treatment. Students are expected to comprehensively evaluate their own ethnic upbringing and belief systems, as well as a broad range of other cultural value systems to enhance their level of understanding. Course material will be experienced through a variety of teaching and learning methods, including: reading, discussion, verbal presentation and experiential. This course will highlight the use of imagery and metaphor within counseling and art therapy settings. Given the language barriers which may inhibit conventional verbal counseling and therapeutic approaches, the non-verbal symbol systems in arts-based intervention can prove to be extremely effective with diverse cultures.

CE 730. CLINICAL SUPERVISION IN COUNSELING**3 HRS.**

This course is designed to introduce graduate counseling students to the overall benefits of clinical supervision throughout the lifespan of the counseling career, value those benefits as a professional necessity, and discover supervision approaches that fit their needs. The basic tenets of clinical counseling supervision will be presented along with the roles, expectations, and functions of the supervisor/supervisee. A focus of the course will be on clinical supervision of addiction counselors as they progress through their counseling career.

CE 735. DUAL DIAGNOSIS 3 HRS.

Graduate students in Art Therapy Counseling, Mental Health Counseling, and Rehabilitation Counseling are seeking Kansas Licensure as Addiction Counselors. This course was created to complement the existing curricular offerings preparing students for careers in addiction counseling; as well as comply with the Kansas Behavioral Sciences Regulatory Board (BSRB) requirement for a distinct, three-credit course addressing Dual Diagnosis issues in Addiction Services.

CE 801. CRISIS COUNSELING 3 HRS.

This course is designed to help counselors work with individuals, families, or groups who have experienced crisis and trauma from a catastrophic event. This course focuses on the understanding of crisis events, crisis responses, and crisis counseling for individuals responding to crises in their immediate aftermath, and sometimes months or years later. This course also examines how society responds to crises and the psychological aftermath of crises when catastrophic events are at an all-time high. Providing knowledge and skills that will lead to competent and effective crisis counseling by professional counselors in schools and mental health settings is the major focus of this course. Intervention strategies and models for developmental and situational crisis situations, as well as, disaster trauma will be discussed. Physiological and psychological reaction to stress, the continuum of crisis response, diagnosis and lethality, and specifics of various crises will be discussed. The mode of instruction for the course will be a mixture of lecture, online postings and discussion, and small group work. Additionally, videos and guest speakers will be used to supplement course material.

CE 802. FOUNDATIONS OF PROFESSIONAL COUNSELING 3 HRS.

This course serves as the basic introduction of students to the theoretical and historical framework within which a professional counselor functions. The student will develop an understanding of the roles and professional identity of professional counselors, as well as develop an understanding of relevant professional organizations, primarily the American Counseling Association. The student will be introduced to various counseling professions and to the interfacing of all mental health professions. The student will develop an understanding of professional credentialing and accreditation practices and standards, and the effects of public policy on these issues. Methods of instruction include lecture, guest speakers, small group work, video, and class discussion. Students are expected to participate in class activities.

CE 804. CLINICAL SUPERVISION 3 HRS.

This course is designed to introduce graduate counseling students to the overall benefits of clinical supervision throughout the lifespan of the counseling career, value those benefits as a professional necessity, and discover supervision approaches that fit their needs. The basic tenets of clinical counseling supervision will be presented along with the roles, expectations, and functions of the supervisor/supervisee. A focus of the course will be on clinical supervision of addiction counselors as they progress through their counseling career.

CE 810. COUNSELING SKILLS DEVELOPMENT 2 HRS.

A study of characteristics of and techniques for establishing effective counseling relationships. The class provides an opportunity for personal growth, development of basic counseling skills, and improved interpersonal counseling relationships. This will be accomplished through group exchange of ideas, feelings, and attitudes through didactic and experiential activities.

CE 811. ADVANCED COUNSELING APPLICATIONS 3 HRS.

(Prerequisites, CE810, CE830, CE833, CE893 or concurrent) Designed to build upon skills, techniques, and knowledge already obtained, the course covers a variety of topics relevant to clinical mental health counseling. Foundations, contextual dimensions, and practice of clinical mental health counseling are discussed. Issues addressed include wellness principles, advocacy, legislation and government policy, ethical considerations, case conceptualization, and applied techniques in group and individual counseling. The course places heavy emphasis on experiential activities such as practicing counseling skills, small-group work, and student led discussions.

CE 820. CAREER COUNSELING AND DEVELOPMENT 3 HRS.

(Prerequisites, CE 810 or concurrent.) An introduction to career counseling with various types of clientele. The theoretical emphasis is on the development aspects of career decision making from childhood through adulthood. Attention is given to various information sources and techniques for counselors to use in assisting clients with appropriate approaches to decision making.

CE 825. COUNSELING THEORIES 3 HRS.

(Prerequisites, CE 810 or concurrent.) A close look at various theories of counseling and their applicability to the individual counselor and his/her prospective counseling situation. The use of various tools in the specific approaches to counseling. The application of theory in dealing with personal concerns in education, private practice, rehabilitation and other agency settings will be examined.

CE 830. GROUP PROCESSES IN COUNSELING 3 HRS.

(Prerequisites, 9 graduate hours in Mental Health Counseling or permission required.) This course provides an understanding of group dynamics, stages of group development, group leadership styles, group counseling methods and skills, and presents group process theories and methods applicable in all group counseling settings. Specifically, this course is designed to provide experiential techniques and intervention strategies essential for counselors treating mental disorders in therapeutic groups in mental health settings. Part of this course provides students the opportunity to participate in brief counseling groups facilitated by the professor during which techniques and interventions reflecting various group counseling theorists and group processes are implemented.

CE 833. DIAGNOSIS AND TREATMENT OF MENTAL DISORDERS 3 HRS.

This course provides an overview of the diagnostic criteria utilized in the diagnosis of mental illness. Assessment, psychopharmacology, treatment and rehabilitation modalities will be explored. Using lecture and case studies, students will be provided with experience in diagnosing mental disorders and developing appropriate treatment/rehabilitation plans.

CE 835. THEORY AND PRACTICE OF APPRAISAL IN COUNSELING 3 HRS.

This course focuses on the theory, standardization, and application of various assessment instruments necessary for conducting a comprehensive Mental Health Evaluation and doing mental health counseling. These assessment instruments include projective and standardized personality tests, aptitude, intelligence, achievement, and interest inventories. Administering, analyzing, and interpreting the findings of assessment instruments and the writing of comprehensive mental health evaluations is the major emphasis of this course.

CE 884. THESIS IN CLINICAL COUNSELING 3 HRS.
(Prerequisite, permission required). A student completes an important research study appropriate to Clinical Counseling.

CE 893. ETHICAL, PROFESSIONAL AND LEGAL ISSUES 3 HRS.

This course will examine codes of ethics, professional behavior, ethical issues, and legal and liability concerns facing practitioners working in art therapy and mental health counseling. This course introduces codes of ethics, legal responsibilities and liabilities of clinical supervision, practice and research, the development of a professional attitude and identity by examining the role of professional socialization, the development of cultural competence, professional organizations, licensure, and certification. The course places particular emphasis on issues of confidentiality, child abuse, elder abuse, and ethical dilemmas associated with dual-role relationships, as well as the use of creative arts within art therapy or the counseling setting. Other topics include issues associated with psychotherapy, multiculturalism, research, advertising, and challenges related to specific work settings. Participants will examine professional credentialing specific to art therapy and mental health counseling. Art therapy and counseling techniques for addressing ethical issues and credentialing taught and demonstrated through experiential exercises along with written assignments and presentations.

CE 898. SUPERVISED PRACTICUM IN COUNSELING 3 HRS.

(Prerequisites, permission required. MH700, MH830, CE805, CE810, CE724, and at least one of the following: MH860, MH770, RE832 or PY846.) This supervised practicum will assist students to improve their counseling skills through counseling sessions with clients. The course provides opportunities for students to obtain supervised practice in the area of group counseling, as well as experience in preparing case notes, consulting with other professionals, and critiquing audio and video tapes of counseling sessions. Students receive one hour of individual and one and one-half hours of group supervision each week. Liability insurance coverage is required. Methods of instruction include tutorial forms of instruction consisting of discussion of students' video/audio tapes of clients and case analysis of diagnosis and treatment of students' clients. Instructor and/or students will present materials on topics pertinent to client issues, including diversity, ethical and legal considerations.

CE 899. COUNSELING INTERNSHIP 1-6 HRS.

(Prerequisite, permission required and MH898.) This course supports interns who are engaged in field experiences at a site or sites that offer opportunities for working with mental health clients. Over the course of their program, interns complete 900 clock hours of experience for 9 hours of academic credit. The intern will engage in individual and group counseling, and may engage in family counseling, substance abuse counseling and work with a variety of populations in various settings. In addition, interns will perform a variety of other activities that a regularly employed staff member in the setting would be expected to perform. The internship is a cognitive and skill-building opportunity that must extend the intern beyond her/his current skill and knowledge base. Each intern will learn experientially through their own site work, as well as from the insights, information, and evaluation of other sites from class peers.

MENTAL HEALTH COUNSELING

MH 703. SPECIAL TOPICS IN MENTAL HEALTH COUNSELING 1-3 HRS.

MH703 enables the Mental Health Counseling program to teach on demand a course to provide in-depth consideration of specialized topics and current issues in Mental Health Counseling.

MH 711. COUNSELING SURVIVORS OF CATASTROPHIC EXPERIENCES 3 HRS.

To provide a comprehensive crisis intervention course for mental health professionals which deals with all types of crises, with emphasis on catastrophic experiences.

MH 734. INTERPERSONAL COUNSELING SKILLS DEVELOPMENT 2 HRS.

This course is designed to provide students the opportunity to explore and study the techniques required to be effective in the counseling profession. The content presented in this course is presented in multiple formats and includes the presentation of essential knowledge sets, clinical application of this knowledge to build fundamental counseling skills, evaluation of counseling skills development, and assessment of the knowledge and skills necessary to progress in graduate counseling training.

MH 735. THEORY AND PRACTICE OF COUNSELING 3 HRS.

(Prerequisite of RE734 or concurrent enrollment.) This course provides an overview of various classical and modern theoretical approaches to counseling individuals in a variety of settings. Experiential case studies are provided for students to practice application of theories and skills.

MH 740. COUNSELING THE ADULT AND AGED 2 HRS.

Counseling the Adult and Aged focuses on the issues involved in providing effective counseling for the elderly; the skills needed for counseling the elderly; and knowledge and information related to understanding elderly in our society, their needs, characteristics and special physiological, psychological, and social conditions that affect them. The course is appropriate for persons working with, or planning to work with, the elderly segment of the population.

MH 770. RELATIONSHIP AND FAMILY COUNSELING 3 HRS.

(Prerequisite, 9 graduate hours in Mental Health Counseling or permission required.) This course serves as an introduction to marriage and family counseling. This course presents the basic theories, history, issues and procedures followed in marriage and family counseling. In addition, this course focuses on giving the student experience in completing relevant documentation and appraisal instruments pertinent to marriage and family counseling. The ethical, legal, and related professional issues as well as implications of socio-cultural and lifestyle diversity relevant to the field will be covered. Major approaches will be demonstrated and discussed.

MH 790. PROFESSIONAL, ETHICAL & LEGAL ISSUES IN COUNSELING I 1 HR.

Professional, ethical and legal issues counselors are involved in will be discussed. The Code of Ethics will be explored and case scenarios examined.

MH 830. GROUP PROCESSES IN MENTAL HEALTH COUNSELING 3 HRS.

(Prerequisite, 9 graduate hours in Mental Health Counseling or permission required.) This course provides an understanding of group dynamics, stages of group development, group leadership styles, group

counseling methods and skills, and presents group process theories and methods applicable in all group counseling settings. Specifically, this course is designed to provide experiential techniques and intervention strategies essential for counselors treating mental disorders in therapeutic groups in mental health settings. Part of this course provides students the opportunity to participate in brief counseling groups facilitated by the professor during which techniques and interventions reflecting various group counseling theorists and group processes are implemented.

MH 860. ASSESSMENT IN MENTAL HEALTH COUNSELING 3 HRS.

This course focuses on the theory, standardization, and application of various assessment instruments necessary for conducting a comprehensive Mental Health Evaluation and doing mental health counseling. These assessment instruments include projective and standardized personality tests, aptitude, intelligence, achievement, and interest inventories. Administering, analyzing, and interpreting the findings of assessment instruments and the writing of comprehensive mental health evaluations is the major emphasis of this course.

MH 861. EVALUATION DIAGNOSIS AND TREATMENT PLANNING IN MENTAL HEALTH COUNSELING 3 HRS.

To supplement the required testing course in the Mental Health Counseling curriculum by adding a behavioral assessment course.

MH 881. RESEARCH PROBLEMS IN MENTAL HEALTH COUNSELING 1-3 HRS.

A project of special interest is investigated by the student under the immediate supervision of a faculty member. This problem can entail a review of the research literature or data collection, analysis, and interpretation.

MH 890. ADMINISTRATION OF MENTAL HEALTH COUNSELING PROGRAMS 2 HRS.

(Prerequisite, permission required.) This course will provide students with an understanding of various principles of mental health/human services administration and management and supervision models. Students will explore their own management and supervisory styles as well as principles of effective leadership. Students will gain knowledge in understanding the necessary components for planning and evaluation in human service programming, customer satisfaction, organizational culture, funding resources, and regulations and laws. The impact of funding sources, e.g. Medicaid, Medicare, and JCAHO and accrediting agencies will also be examined.

MH 891. LEGAL AND ETHICAL ISSUES IN COUNSELING 1 HR.

This course provides an in-depth exploration of critical, ethical and legal issues facing practicing counselors in mental health, rehabilitation, school, university, and other settings.

REHABILITATION EDUCATION

RE 290. INTRODUCTION TO REHABILITATION PROGRAMS 3 HRS.

The purpose of this class is to provide students with an introduction to the profession of rehabilitation services. This course will introduce students to areas of rehabilitation service provision that are accessible to baccalaureate (BS rehabilitation services) trained professionals. Students will consider the history, philosophy, organization and services of vocational rehabilitation: the needs and rights of the people with disabilities will be emphasized. A survey approach will use guest speakers, video and electronic media to present services, rehabilitation settings, and the duties and functions of entry level generalist rehabilitation personnel.

RE 291. SURVEY OF DISABLING CONDITIONS 3 HRS.

The course focuses on physical disabilities and covers attitudinal, environmental, medical, and the more common psychosocial problems encountered in working with individuals with a disability. It includes basic medical information and terminology, functional limitations, and special attention will be given to the definition, classification, incidence, etiology, diagnosis and assessment, developmental consequences, and available interventions for each of the disabling conditions.

RE 301. REHABILITATION RESEARCH AND REPORT WRITING 1 HR.

This course focuses on skills needed for students to access and utilize rehabilitation research. The course will review the basic terminology, concepts and principles underlying research in rehabilitation and will identify the major sources of rehabilitation research literature. Students will develop skills in conducting a literature review using Internet browser searches, online databases and professional websites, the university library and associated electronic databases. This course will assist students in reading research reports and synthesizing information for application to practice and for writing scholarly reports. The skills needed for writing professional research papers/reports will be developed along with acquiring the fundamentals of APA format.

RE 305. ETHICS IN HUMAN SERVICES 3 HRS.

This course involves weekly three-hour meetings in which the codes of ethics relevant to counseling professions are discussed. Students are required to read the codes from the American Counseling Association (ACA), Council on Rehabilitation Counseling (CRC), American Psychological Association (APA), and The Association for Addiction Professionals as well as selected handouts. Reading will be the basis for subsequent class discussion, exercises and homework assignments. Issues presented in lecture form will include a philosophical framework of counseling ethics, a foundation for ethical decision-making, specific issues addressed in the various codes, and legal issues facing the counseling profession. Class time will also be spent discussing examples of ethical dilemmas which counselors often face.

RE 320. SPECIAL TOPICS IN REHABILITATION 1-3 HRS.

(Prerequisite, permission required.) This course is for the study of various special topics and experimental course offerings by the Rehabilitation Services Education Program.

RE 346. PSYCHOPHARMACOLOGY I 3 HRS.

This is an introductory course to psychopharmacology for non-medical, helping professionals. Emphasis is placed on the basic principles of pharmacology, the effects of drugs on the human central and peripheral nervous systems and particularly psychoactive drug effects on human cognitive, behavioral and affective domains. It will provide an overview of pharmacological classification systems and various interventions frequently utilized. Students will become familiar with pharmacological lexicon and the benefits/consequences and side effects of drug use and abuse. The implications for rehabilitation services and counseling will be examined.

RE 392. SURVEY OF MENTAL/PSYCHOLOGICAL DISABILITIES 3 HRS.

This course focuses on the nature and types of mental disabilities commonly encountered by rehabilitation professionals. Specific disabilities to be focused on include: mental retardation, learning disabilities, and selected psychological disorders such as personality disorders, affective disorders, psychotic disorders, and drug abuse.

RE 445. OBSERVATION IN REHABILITATION 1-6 HRS.
(Prerequisite, permission required.) Purpose is to permit student

involvement in a rehabilitation setting, to observe the organized structure, process, working conditions, and interaction of various rehabilitation disciplines without the responsibility of employment.

RE 510. HELPING RELATIONSHIPS IN COUNSELING

3 HRS.

Emphasis will be placed on understanding the cognitive and affective elements necessary to establish professional helping relationships with clients. Role-playing and videotape recordings will be an integral part of the instructional process. The theoretical concepts of interviewing as well as the practical aspects in establishing professional helping relationships between the human services worker and the client will be examined.

RE 540. SIGN LANGUAGE I

3 HRS.

This course will provide the student with a lexicon of approximately 600 signs. The student will become familiar with various sign language systems and will be able to recognize their differences. Important issues within the field of deafness will be addressed, including: deaf culture, education of deaf people, assistive listening devices, and professions in the field of deafness. Through the class text, additional readings, class discussions, and deaf consumers, the student will continue to develop signing skills while developing an understanding of how hearing loss affects individual development.

RE 541. SIGN LANGUAGE II

3 HRS.

(Prerequisite, RE 540 Sign Language I.) This is the second course in a two-course sequence for students focusing on learning more advanced communication skills to more effectively work with persons who are deaf or hearing impaired. Students will develop knowledge of and sensitivity for the experiences, concerns, and conditions which affect deaf/hearing impaired children and adults.

RE 542. SIGN LANGUAGE III

2 HRS.

(Prerequisites, RE540 and RE541.) This class is an advanced level class designed for students with no less than two (2) semesters of college-level American Sign Language (ASL) credit, RE540 and RE541. Students will be introduced to additional linguistic features of ASL, idioms and poetry. Through textbook assignments and class activities students will refine their signing skills and come to a better understanding of ASL and those who use it as their primary language.

RE 560. REHABILITATION OF THE JUVENILE/ADULT OFFENDER

2 HRS.

This course focuses on understanding the role of rehabilitation services and counseling within the adult and juvenile justice system. It emphasizes the issues in rehabilitation assessment and the resources that may be helpful in case management, planning, and counseling. It will also address ethical and legal issues in service delivery, the influence of the judicial system on rehabilitation efforts, and the role of rehabilitation professionals in the current justice system.

RE 636. INTRODUCTION TO GROUP PROCEDURES

3 HRS.

This course provides an introduction to group counseling theory, practice, and skill development. It is designed to provide students the opportunity to develop basic skills in identifying need, structuring various groups, and facilitating group participation. The course is a blend of didactic presentation, class discussion, small group activity, and total class group facilitation. Students will be encouraged to explore personal barriers to facilitation and given the opportunity to realize the potential of providing educational and self-growth experiences for persons who have a disability. An expectation of this course will be for each student to identify, research, prepare, and present a paper on a

topic or theory related to group work. The paper/presentation must address the issue of how techniques/theory etc., can be applied to meet the needs of persons having disabilities. In addition, each student will identify a topic they will hold responsibility for facilitating the entire class in a discussion toward greater self-realization.

RE 640. DISABILITY POLICY AND HUMAN SERVICE SYSTEMS

2 HRS.

This course will review the major disability service delivery systems in the United States including the public/not-for-profit sector, private for profit sector, independent living rehabilitation, disability management, social security, and other related human service systems that provide services to individuals with disabilities. This class will look at the definition of disability across all of these service systems. The Americans with Disabilities Act and other major legislation that have influenced the delivery of services and/or the discrimination of persons with disabilities will be covered in depth.

RE 641. CASE MANAGEMENT IN REHABILITATION

3 HRS.

(Prerequisites, RE290, RE291, and RE392.) Designed to provide the student with an understanding in depth of the principles and techniques involved in casework procedures in social and rehabilitation service agencies. The student will learn the essential content of the client study process and techniques in plan formulation and implementation.

RE 660. INTRODUCTION TO ADDICTIONS

2 HRS.

This course is designed to facilitate awareness of addictions including alcohol and drug abuse. Various types of addictions will be explored. Students will be introduced to treatment and prevention approaches appropriate to each addiction. An emphasis will be placed on understanding addictions in a sociocultural context. Case studies, guest presenters and class lectures will assist students understanding rehabilitation approaches to addiction.

RE 670. ALCOHOL AND DRUG ABUSE IN COUNSELING

3 HRS.

This course will introduce the student to the different theories of addiction: (1) biological, (2) psycho-dynamic, (3) social learning, (4) systems, (5) sociocultural, (6) spiritual, and their implications for counseling. Emphasis will be placed on understanding the cultural variables that influence alcohol and substance use across the various microcultures. The phenomena of dual diagnosis (alcohol and substance abuse coexist with another disabling condition) will be explored. Culturally relevant counseling and rehabilitation strategies will be explored.

RE 680. INDEPENDENT LIVING AND ADVOCACY

2 HRS.

(Prerequisites, RE290, RE291, or concurrent.) This course is designed to provide both graduate and undergraduate students a comprehensive overview of independent living services including individual and community advocacy strategies. The focus will be on those individuals with the more severe disabilities and their needs. To accomplish the aforementioned, course content will include a history of the independent living movement and current status of the independent living centers in the United States. The advocacy component of the course will be presented through a lens of individual issues regarding community, social, vocational, and personal inclusion barriers that people with disabilities experience. It will address the concept of self-determination and consumer choice and effective interventions to assist individuals attain their personal goals.

RE 681. FAMILY ISSUES IN REHABILITATION 1 HR.

This course will examine some of the principles and theories that influence family services, and the roles and factors that significant others play in supporting rehabilitation services to individuals. It will emphasize a holistic view of the family, disability, and rehabilitation services to individuals. Issues that impact on personal adjustment and rehabilitation goal attainment will be explored as well as the meaning of the "family" in today's society. Legislation and agency policy will be examined to understand the economic and relationship implications to families. Students will obtain a general overview of the influence of the family in adjustment, the resources available to families in the rehabilitation process, the importance of advocacy in attaining rehabilitation goals, and the role of beliefs and family values in individual adjustment.

RE 682. BEHAVIORAL INTERVENTIONS IN REHABILITATION 1 HR.

The purpose of this course will be to introduce students to the basics of behavior management theory, process and techniques as used in various rehabilitation settings. Emphasis will be placed on the identification of antecedents [previous experiences] and the use of natural supports and consequences as behavior management tools. Course content will include behavioral techniques used in such areas as job coaching, situational assessments and work adjustment settings. Students will be provided experience in functional behavioral assessments and behavioral intervention plans.

RE 683. FAMILY ISSUES AND ADVOCACY 3 HRS.

This course will examine some of the principles and theories that influence family services, and the roles and factors that significant others play in supporting rehabilitation services to individuals. It will emphasize a holistic view of the family, disability, and rehabilitation services to individuals. Issues that impact personal adjustment and rehabilitation goal attainment will be explored as well as the meaning of "family" in today's society. Legislation and agency policy will be explored to understand the economic implications to families with members who have disabilities.

RE 692. VOCATIONAL INFORMATION AND ASSESSMENT 3 HRS.

An orientation to occupations, occupational information assessment instruments, assessment techniques and information interpretation as utilized in various vocational rehabilitation settings. Consideration will also be given to various theoretical approaches to vocational planning and the impact of theory in practice.

RE 695. EMPLOYMENT ISSUES IN REHABILITATION 3 HRS.

This course explores the factors that influence successful employment of people with disabilities in the current labor market. Emphasis is placed on meeting the needs of both the worker with a disability who is seeking employment and the employer who creates employment opportunities for workers. Students are introduced to business and social forces which shape the labor market and how to use those forces in employment planning with workers with disabilities. Strategies for doing employer development, job development, and job placement in public and proprietary sectors are examined. Students will learn job seeking skills and how to design employment supports for workers with disabilities.

RE 699. INTERNSHIP IN REHABILITATION SERVICES 1-9 HRS.

(Prerequisite, permission required.) The opportunity for supervised application of theory to practice in a rehabilitation setting under direct supervision of qualified persons in the host agency and the university faculty.

RE 700. SEMINAR IN REHABILITATION SERVICES 1 HR.

(Prerequisites, RE699 or concurrent or permission required.) This course will provide the opportunity for undergraduate students to share and learn from the experiences of other students participating in a variety of internship field experiences. Students will meet periodically on campus to review problems encountered and to discuss issues that influence the delivery of rehabilitation services. Students enroll in the seminar during the semester they are completing an internship.

RE 701. FOUNDATIONS OF REHABILITATION COUNSELING 3 HRS.

The purpose of this course is to provide students with the foundations of rehabilitation and the rehabilitation counseling profession. The course will introduce students to relevant aspects of rehabilitation history, philosophy, values and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. The course will examine current issues, community resources, services, and the vocational rehabilitation process.

RE 720. SPECIAL TOPICS IN REHABILITATION 1-3 HRS.

(Prerequisite, permission required.) The purpose of this course is to provide in-depth studies in the specific dimensions of rehabilitation services such as sign language, family counseling in rehabilitation, alcohol and drug abuse, independent living, behavior management, private sector rehabilitation, etc. Topics to be covered will vary from semester to semester.

RE 721. COUNSELING DIVERSE POPULATIONS 3 HRS.

Diversity characteristics such as culture, age, gender, socio-economic status, sexual orientation, spirituality and religion will be explored. Effects of environmental and attitudinal barriers in counseling and service provision will be discussed. Awareness of personal attitudes and behaviors toward individuals of varied backgrounds will be examined. Strategies for continued self-development and awareness will be discussed.

RE 730. MEDICAL ASPECTS OF DISABILITY 3 HRS.

Provides medical information about disabling conditions and introduces students to medical terminology. Includes knowledge of the etiology, prognosis, methods of treatment, effects of disabling conditions and implications for the rehabilitation professional. Relationships of other health related personnel to medical services and comprehensive rehabilitation are also emphasized.

RE 732. PSYCHOSOCIAL DEVELOPMENT AND DISABILITY 3 HRS.

This course focuses on understanding the psychosocial process involved in adjusting to disability. The major characteristics of disability that impact adjustment will be explored as well as stage theories typically cited when referencing the adjustment to disability. Social, environmental, and political factors that impact how persons with disabilities are viewed in society will be discussed. A developmental approach will be taken as life stages will be explored. The impact that disability has on personality development, sexual functioning, families, and social functioning will also be covered.

RE 734. INTERPERSONAL SKILLS DEVELOPMENT IN COUNSELING 2 HRS.

This course is designed to provide students the opportunity to explore and study the techniques required to be effective in the counseling profession. The content presented in this course is presented in multiple formats and includes the presentation of essential knowledge sets, clinical application of this knowledge to build fundamental counseling skills, evaluation of counseling skill development, and assessment of the knowledge and skills necessary to progress in graduate counseling training.

RE 741. TECHNOLOGY IN REHABILITATION 1 HR.

This special course will explore the use of access and assistive technology in the rehabilitation process. Classroom activities will focus on awareness and decision making in selecting and using technology to assist people with disabilities in the rehabilitation process. Students will explore ways in which people with disabilities use technology, the theory involved in the employment of assistive technology and the role that the rehabilitation counselor plays in the assistive technology process. Students will experiment with the "information highway" and learn how it can be utilized in locating rehabilitation knowledge and information.

RE 742. MANAGEMENT AND LEADERSHIP IN REHABILITATION 2 HRS.

This course focuses on the role of management and leadership in various rehabilitation agencies/programs. The course will emphasize examination of management principles from a global perspective to local application of administrative policies and their relation to external influences. Various domains of responsibility will be explored as they pertain to the modern manager's multiple functions in the agency/facility environment. The importance of politics, long-range planning, personnel policies, limited resources, service delivery attitudes, and personnel qualifications will also be examined.

RE 743. GRANT WRITING IN HUMAN SERVICES 1 HR.

This special seminar/workshop will examine the major components that are usually required in writing and obtaining external grant funding. The essential elements and preparation guidelines that need to be considered in writing a grant application as well as the typical process of grant review or evaluation will be covered. The class will also provide suggestions and handouts that might facilitate success in obtaining external grant funding.

RE 744. CONFLICT RESOLUTION 1 HR.

This course is designed to give human service professionals, counselors, and educators an overview of the principles of conflict resolution as a viable and appropriate clinical intervention. As such, the course focuses upon etiology and nature of conflict, social norms and roles, and conflict resolution. Conflict resolution strategies will also be examined and practiced.

RE 746. PSYCHOPHARMACOLOGY II 3 HRS.

This is a graduate level course addressing the application of psychopharmacologic interventions as a component of comprehensive mental health care. Initial emphasis placed on scientific study of the actions of drugs and their effects on mood, sensation, thinking, and behavior. The course assists the counselor in training understand their role in working with medical professionals in the concurrent treatment of mental health issues using an interdisciplinary approach. Additionally, students will examine the ethical uses of psychopharmacology within the context of consumer care and service planning. Students will examine their role in the process of referring

consumers for prescription medications including identifying medical health professionals for referral, providing consumer information to the prescribing professional, and the collaborative relationship between the mental health professional and prescribing professional.

RE 747. ADMINISTRATION OF HUMAN SERVICES PROGRAMS 2 HRS.

This course will provide students with an understanding of various principles of mental health/human services administration and management, and supervision models. Students will explore their own management and supervisory styles as well as principles of effective leadership. Students will gain knowledge in understanding the necessary components for planning and evaluation in human service programming, customer satisfaction, organizational culture, funding resources, and regulations and laws. The impact of funding sources, e.g., Medicaid, Medicare, and JCAHO and accrediting agencies will also be examined.

RE 751. ADVANCED CASE MANAGEMENT 3 HRS.

This course integrates rehabilitation principles, knowledge, and skills using systematic and sequential planning and management. Topics will include: (1) the goals and models of case management in rehabilitation; (2) client/consumer interviewing and assessment; (3) planning for appropriate and effective intervention strategies, services, and benefits, included in a rehabilitation plan; (4) plan implementation, program monitoring, and evaluation; and (5) placement and closure. The course will address several key components including effective documentation, process and relationships, health care management, community resources and supports, service delivery, psychosocial interventions, conflict resolution and problem-solving processes, and management techniques. It will focus on facilitating the consumer's quality of life, maximum functioning in the environment of choice, and making desired vocational or employment decisions.

RE 815. INDIVIDUAL AND GROUP ASSESSMENT 3 HRS.

This course explores the various tests and assessments used to evaluate individuals and groups. Methods for selecting and administering tests will be discussed. The focus will be on the nature, use, and interpretation of various methods of evaluation with specific reference to measurement in the areas of aptitude, achievement, interest, personality, intelligence, and behavior. The analysis of data and interpretation of assessment results of both individual and group tests will be reviewed.

RE 832. PSYCHOSOCIAL DEVELOPMENT AND DISABILITY 3 HRS.

This course focuses on understanding the psychosocial process involved in adjusting to disability. The major characteristics of disability that impact adjustment will be explored as well as stage theories typically cited when referencing the adjustment to disability. Social, environmental, and political factors that impact how persons with disabilities are viewed in society will be discussed. A developmental approach will be taken as life stages will be explored. The impact that disability has on personality development, sexual functioning, families, and social functioning will also be covered.

RE 833. DIAGNOSIS AND TREATMENT OF MENTAL DISORDERS 3 HRS.

This course provides an overview of the diagnostic criteria utilized in the diagnosis of mental illness. Assessment, psychopharmacology, treatment and rehabilitation modalities will be explored. Using lecture and case studies, students will be provided with experience in diagnosing mental disorders and developing appropriate treatment/rehabilitation plans.

RE 834. FAMILY COUNSELING 3 HRS.

Designed to prepare counselors to assess the functioning and to work with the family of a client as part of the counseling and rehabilitation process. The student should gain a basic understanding of various assessment and intervention strategies with a variety of disability groups including the family with a mentally ill member, a drug dependent member, a mentally retarded member, and a physically disabled member.

RE 835. CAREER COUNSELING 3 HRS.

This course explores the career counseling theories and techniques as they relate to counseling various individuals including persons with disabilities across the lifespan. Various assessments and career decision making models will be addressed. Resources available to assist in career decision making and placement will be explored.

RE 845. OBSERVATION IN REHABILITATION 1-3 HRS.

(Prerequisite, consent of instructor.) Purpose is to acquaint the student with the organizational structure, processes, and working conditions in a rehabilitation agency or program. Accomplished through personal observation by the student, and in interactions with the rehabilitation professionals in the field.

RE 855. SUPERVISED PRACTICUM IN REHABILITATION COUNSELING 3 HRS.

(Prerequisites, CE805, CE810, CE825 and RE801.) Students must have an approved application for admission to the practicum the semester before expected enrollment. This course is designed to provide the graduate counseling students an opportunity to apply and further one's knowledge of counseling and rehabilitation practice through supervised counseling and case management experiences. It is a continuation of the learning process which began in CE810, Counseling Skills Development, and allows the student to learn about various counseling strategies and issues in the context of actual counseling practice. It will expose the student to the many practical, ethical, and rehabilitation issues involved in actual counseling experiences.

RE 875. TRENDS AND ISSUES IN REHABILITATION 3 HRS.

Current trends, problems, and developments in rehabilitation. Students pursue a special interest and mutually share information and experience with the group through individual reports and group discussions.

RE 899. INTERNSHIP IN REHABILITATION 1-12 HRS.

(Prerequisites, RE855 and permission required.) Opportunities for the application of theory in the practice of rehabilitation counseling and case management in a rehabilitation setting. Provided under the general direction and supervision of the university and the direct supervision of a qualified person within the agency or facility. Review of clients' problems, possible solutions, and rehabilitation planning is emphasized.

SCHOOL COUNSELING**SC 190. PARA-PROFESSIONALS IN STUDENT RECRUITMENT 3 HRS.**

This course is designed to prepare ESU students to be SWARM Leaders and role models at Emporia State University. The class will prepare students to go beyond the initial stages of leadership to provide an effective team environment.

SC 205. ASSERTION TRAINING 1 HR.

(Prerequisite, consent of instructor.) Assertion Training is primarily designed to help each participant to deal more assertively with others by ranking priorities in his/her life and communicating honestly with

others. Assertive skills are practiced and applied within each small group experience.

SC 250. CONSTRUCTING YOUR CAREER 2 HRS.

This course is designed for students who have not determined an academic major and/or need direction regarding major and career pursuits. Designed with career exploration in mind, students may or may not leave this course with a definite career answer. Rather, this course will equip students with skills that help them make positive career decisions throughout their education at ESU and their lifetime.

SC 290. ADVANCED PARA-PROFESSIONALS IN STUDENT RECRUITMENT 3 HRS.

(Prerequisite, SC190.) This course is designed to further develop ESU students who have already served as SWARM Leaders. They will be challenged on a higher level to be a role model to peers and incoming new students. This course will go beyond the initial stages of leadership to provide an effective team environment.

SC 320. SPECIAL TOPICS IN SCHOOL COUNSELING 1-3 HRS.

This course is for the study of various special topics and experimental course offerings by the Department of Special Education and School Counseling.

SC 420. GUIDANCE SEMINAR FOR RESIDENTIAL AIDES 1 HR.

A developmental process of late adolescence and early adulthood, examination of the problems involved in student adjustment to college life, understanding of the leadership role, and emphasis on practical application of establishing helping relationships.

SC 610. GRIEF, DEATH AND BEREAVEMENT COUNSELING 1 HR.

A seminar course designed to aid the student in looking at his/her own feelings and experience with death. Students will look at methods of working through their own grief as well as ways of helping and consoling others. Special problems of understanding and communicating with the critically or terminally ill, recognition of symptoms indicating unresolved grief, and the hospice movement are examined.

SC 625. ANGER MANAGEMENT 1 HR.

This course is designed as an elective, one hour course, to enhance the knowledge base of practitioners with regard to anger management techniques and strategies. The course will cover both school age children and adult interventions. Students will gain both knowledge and practical experiences through various activities and supplemental materials. Successful completion of the course should enable the practitioner to assess and develop interventions for clients experiencing anger management issues.

SC 630. COUNSELING BOYS AND MEN 1 HRS.

The purpose of this course is to examine various psychosocial aspects of today's educational systems and their effects on the personal development of boys and the men they become. The importance of parents, teachers, and counselors will be emphasized and various methods will be described and practiced to help boys overcome the social and emotional challenges they encounter.

SC 700. INTRODUCTION TO SECONDARY SCHOOL COUNSELING 3 HRS.

(Prerequisite, school counseling concentration.) The purpose of this course is to examine the counseling philosophies, principles, and practices of secondary school counseling. Emphasis is placed on the

role of the secondary school counselor as well as the growth and development of individuals from age thirteen to twenty-one. The role of the counselor in assessment, academic program planning, consultation, and referral will be discussed. Current issues and practices related to the concerns of adolescents will be reviewed.

SC 701. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.

This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC700 Introduction to Secondary School Counseling.

SC 705. INTRODUCTION TO ELEMENTARY/MIDDLE SCHOOL COUNSELING 3 HRS.

(Prerequisite, school counseling concentration.) The purpose of this course is to examine the counseling philosophies, principles, and practices as they relate to the elementary and middle school. Emphasis is placed on the role of the elementary/middle school counselor as well as the growth and development of children from infancy through age thirteen. The role of the classroom teacher in classroom guidance activities and the counselor's relationship to other specialized personnel is also discussed.

SC 706. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.

This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC705 Introduction to Elementary/Middle School Counseling.

SC 710. MULTICULTURAL COUNSELING 3 HRS.

This course will focus on the development of the awareness, knowledge and skills necessary for counseling professionals to provide culturally relevant services to people from ethnic and cultural backgrounds which differ from the counselor's own. These skills are intended to "overlay" the counseling understandings the counselor has developed in other course work. This course emphasizes self-knowledge and uses methods of experiential and didactic learning.

SC 711. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.

This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC710 Multicultural Counseling.

SC 715. PARENTING AND PARENT CONSULTATION 3 HRS.

A course designed to help the student understand adult-child relationships and how to deal more effectively with the misbehaving child in the home and school. Techniques for consulting with parents and conducting parent education will be examined.

SC 716. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.

This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the

Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC715 Parenting and Parent Consultation.

SC 719. CREATING CLASSROOM CLIMATE 1 HR.

This course takes a critical look at common or traditional practices of classroom management and discipline. We will challenge some of the teacher-directed models that require children to conform, and compare these models to models that encourage a classroom community that focus on students learning to problem solve as a group to build a cohesive classroom.

SC 720. SPECIAL STUDIES IN COUNSELING 1-3 HRS.

(Prerequisite, permission required.) The purpose of this course is to provide in-depth studies in the highly specific dimensions of the counseling field. Topics to be covered will vary from semester to semester.

SC 805. PROFESSIONAL AND ETHICAL ISSUES IN COUNSELING 1 HR.

A general survey of professional, ethical, and legal concerns facing the practicing counselor as applicable to school, community, and agency settings. Comparison will be made with similar issues in other helping professions.

SC 807. WORKSHOP IN ELEMENTARY SCHOOL GUIDANCE 1-3 HRS.

The workshop will consist of lectures, small group discussions, films, filmstrips, video tapes, audio tapes, and related activities in the area of guidance and counseling in the elementary school. Designed to provide in-service training for elementary school counselors. Also provides an opportunity to exchange ideas as well as review the most recent literature and materials pertaining to elementary school guidance.

SC 815. ASSESSMENT IN SCHOOLS 3 HRS.

This course is a survey of the broad spectrum of psychological tests used in the assessment of human potential and functioning. The focus is on the nature, use, and interpretations of various methods of evaluation with specific reference to measurement in the areas of aptitude, achievement, interest, personality, and intelligence. Analyzing data and the interpretation of test results is a major emphasis.

SC 821. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.

This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC820 Career Counseling and Development.

SC 850. THEORIES OF GROUP COUNSELING 3 HRS.

(Prerequisites, SC810 and SC825.) A general survey of the various approaches (theories) that are most applicable to group counseling in common counseling settings. Consideration of the usefulness of theory as it relates to the techniques associated with the different approaches will be examined.

SC 860. LEADERSHIP AND ADVOCACY 3 HRS.

(Prerequisites, 15 graduate hours of SC courses including SC700 and SC705.) A study of the processes involved in developing, organizing,

and managing counseling program services in school and agency settings. The relationships between school counseling programs and various types of agency programs are also explored.

SC 861. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.

This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC860 Leadership and Advocacy.

SC 871. SUPERVISED PRACTICUM IN SCHOOL COUNSELING

3 HRS.

(Prerequisites, SC700, SC705, SC710, SC715, SC805, SC810, SC820, SC825, SC850, and have an approved application for admission to the practicum the semester before expected enrollment and permission required.) The purpose of this course is to help graduate students in improving their proficiency in individual and group counseling and consultation. In addition, the course includes experiences in preparing case notes, consulting with other professionals, critiquing audio and video tapes of counseling sessions, participating in individual and group supervision and experience in counseling children and adolescents.

SC 881. SCHOOL COUNSELING INTERNSHIP 1-6 HRS.

(Prerequisites, SC871, have an approved application for admission to the internship the semester before expected enrollment and permission required.) Interns will complete a 600 clock hour experience at a site that offer opportunities for working with students in grades kindergarten through grade twelve. The intern will engage in both individual and group counseling as well as a variety of other activities that a regularly employed staff member in the setting would be expected to perform. In general the successful completion of this experience should enable the prospective school counselor to function as the coordinator of a comprehensive school guidance program, grades K through 12.

SC 890. RESEARCH PROBLEMS IN COUNSELING 1-4 HRS.

(Prerequisite, permission required.) Under individual direction, the student will select and pursue the investigation of special problems not ordinarily covered by regular courses. Admission and approval of projects must come from the Chair of the Department of Counselor Education.

SC 895. THESIS, M.S. 1-5 HRS.

(Prerequisite, permission required.) Designed for graduate students working toward the degree, Master of Science, and specializing in school counseling. Permission to enroll to be granted by the Chair of the Department of Counselor Education.

DEPARTMENT OF ELEMENTARY EDUCATION/ EARLY CHILDHOOD/ SPECIAL EDUCATION

Professor Matt Seimears, Chair

Professors: Marjorie Bock, Gerry Coffman, Elizabeth Dobler, Lawrence Lyman, Carol Russell, Nancy Smith, Scott Waters.
Associate Professors: Deborah Larson, Jerry Liss, Lori Mann, Kelly O'Neal-Hixson, Connie Phelps, Melissa Reed, Gary Rice, Matt Seimears. **Assistant Professors:** Catherine Ayantoye, Karen Bates, Heather Caswell, Sonja Ezell, Tiffany Hill, Jennie Long.,
Instructors: Sheryl Bevis, Lendi Bland, Joyce Clark, Marla Darby, Nelda Epp, Terri McAlister, Teddy Roop.

<http://www.emporia.edu/elecse/>

The Department of Elementary Education/Early Childhood/Special Education provides undergraduate and graduate degree programs for the preparation of teachers, early childhood through middle school; graduate work leading to the Master of Science degree in Special Education (Adaptive Concentration or Gifted, Talented and Creative Concentration).

BACHELOR OF SCIENCE IN EDUCATION ELEMENTARY EDUCATION MAJOR

See the general education requirements in the General Education section of this catalog.

Professional Education (37-38 hours):

PY 211	Developmental Psychology	3 hours
MU 124	Basic Music	2 hours
EL 230	Using Children's Literature in the Elementary Classroom	3 hours
EL 312	Reading & Writing Connections	3 hours
EL 319	Literacy in the Multicultural Classroom	1 hour
EL/ED 220	Introduction to Teaching	2 hours
EL 310	Adapting Curric for Diverse Learners	2 hours

OR

EL/ED 535	Cultural Awareness	3 hours
MA 307	Elementary Math I	3 hours
MA 308	Elementary Math II	3 hours
IT 371	Adv Instructional Tech for Educators	3 hours
SD 550	Survey of Exceptionality	3 hours
SD 560	Collaboration & Strategies	3 hours
AR 324	Elementary Art Education	2 hours
PE 381	Elementary School Health & Physical Education	2 hours
MU 344	Music for Elementary Teachers	2 hours

ADMISSION TO BLOCK 1

Block 1 Courses (8 hours):

EE 311	Planning & Assessment of Teaching	1 hour
EE 313	Reading for the Elementary Teacher I	3 hours
EE 314	Teaching Social Studies in the Elementary School	2 hours

EE 316 Teaching Science in the Elementary School 2 hours

It is very important for all Elementary Education majors to make contact with an Elementary Advisor immediately upon entry into ESU. Students should go through the Block 1 admission process during their junior year. For an elementary education major to be admitted into the upper-level Block 1 portion of the program, the following requirements must be met:

- Junior-level or post-baccalaureate classification in the university.
- Minimum grade point average of 2.75 in the "Core Curriculum General Education Courses." (courses in bold)
- Cumulative grade point average of at least 2.5.
- Have a grade of "C" or better in EL 312, EL/ED 220, EL 230, EL 310*, EL 319, EG 101, EG 102, MA 110, MA 307, MA 308*, SD 550, SD 560*, SP 101, GB 303*, and IT 371*. (*Concurrent enrollment permitted.)
- Pre-Professional Skills Test (PPST) scores of writing 172, reading 173, and mathematics 172 **OR** Collegiate Assessment of Academic Proficiency (CAAP) test scores of mathematics 55, reading 57, and writing equivalent to 172 PPST.
- Completion of a minimum of 100 hours of supervised work experience with children or youth in advocacy roles.
- Successfully met the cutoff scores for the required reading, spelling, and handwriting tests.
- Demonstrate required dispositions in The Teachers College conceptual framework.
- Disclosure Statement completed and signed.
- Ethics and Professionalism Statement signed.
- Must be approved by the Elementary Education Admissions Committee.

Block 2 and Block 3 classes must be taken at a Professional Development School (PDS). PDS sites are available in these areas: Emporia, Kansas City, Topeka and El Dorado. Assignments to PDS sites will be made on a space-available basis when all required application materials have been received in the Elementary Advising Office and all requirements have been met.

ADMISSION TO BLOCK 2

Block 2 Courses (16 hours):

(Must be completed in a Professional Development School)

EE 315	Teaching Language Arts in the Elementary School	3 hours
EE 317	Teaching Mathematics in the Elementary School	3 hours
EE 318	Classroom Management	2 hours
EE 320	Observing Teaching/Learning Models	4 hours
EE 413	Reading for the Elementary Teacher II	3 hours
EE 414	Reading Practicum	1 hour

For admission to Block 2, the PDS phase of Emporia State's teacher education program, a student must meet the following standards:

- Senior-level or post-baccalaureate classification in the university.
- A minimum grade-point average of 2.5 in required professional

studies. (courses in *italics*).

- A cumulative grade-point average of at least 2.5.
- Completion of all Block 1 courses with a grade of "C" or better.
- Health clearance completed and turned in (TB test and physical).
- Have 5 references on file from faculty members from whom the student has taken courses: one or two from general education faculty members; one or two from teachers of professional education courses (AR 324, ED/EL 220, ED 535, IT 371, MA 307, MA 308, MU 124, MU 344, PE 381, PY 211, SD 550, SD 560); and at least two from teachers of elementary education courses (EL 230, EL 310, EL 312, EL 319, EE 311, EE 313, EE 314 or EE 316).
- Participate in personal interview when requested by the Elementary Admissions Committee.
- Must be approved by the Elementary Admissions Committee.

ADMISSION TO BLOCK 3

Block 3 Courses (16 hours):

(Must be completed in a Professional Development School)

EL 466	Student Teaching, Elementary	12 hours
(Or EL 464 and appropriate LE courses approved by the Elementary Advising Office)		

EE 431	Professional Competencies of Teachers	2 hours
EE 415	Foundations of Curriculum Development	2 hours

For admission to Block 3 courses, the student must complete each of the following standards:

- Completion of all Block 2 courses with a grade of C or better.
- A cumulative grade point average of at least 2.5.
- Satisfactory recommendation from the PDS mentor teacher.
- Satisfactory recommendation from the university supervisor.

DEGREE COMPLETION AND LICENSURE

To receive the Bachelor of Science degree in Elementary Education and be recommended for teacher licensure, the student must complete the following standards:

1. Completion of all required course work.
2. Completion of all Block 3 courses with a grade of C or better.
3. A cumulative grade point average of at least 2.5.
4. Satisfactory completion of a Teacher Work Sample product.
5. Satisfactory evaluations from the PDS mentor teacher and the university supervisor.
6. Successful completion of the Principles of Learning and Teaching Examination, including content test(s) required by the Kansas State Department of Education.

ELECTIVE COURSES

All elementary education majors must complete enough elective hours to complete 136 credit hours to graduate, normally 7-10 hours. These hours must be approved by the Elementary Advising Office and it is recommended that they be selected from the following areas: **art, bicultural education, coaching, early childhood education, early childhood special education, English, English as a second language, ethnic/gender studies, health education, instructional technology, mathematics, music, natural sciences, psychology, social sciences, special education or theatre/ drama.** Middle school licensure endorsement may be earned in English, mathematics, natural science, or social sciences. Completion of one or more areas of concentration may require

additional student teaching. For additional information, please consult the Elementary Advising Office, Visser Hall 245.

LEADERSHIP MINOR

The Leadership Minor consists of 18 credit hours.

Required Courses (9 credit hours):

LR 170	Principles of Leadership	3 hours
LR 270	Applying Principles of Leadership	3 hours
LR 370	Leading and Group/Team Dynamics	2 hours

Electives (Choose 6 credit hours):

LR 175	Lessons in Leadership	1 hour
LR 280	Leadership in a Multicultural World	2 hours
LR 375	Field Experience in Leadership	2 hours
LR 385	Global Leadership	3 hours
LR 390	Community Leadership	2 hours

Required Capstone Course (3 credit hours):

LR 495	The Leadership Experience	3 hours

Courses offered by the Department of Elementary Education/Early Childhood/Special Education:

EARLY CHILDHOOD

CD 121. INTRODUCTION TO CHILD DEVELOPMENT 2 HRS.

Introductory level course designed for present and future child care workers. Information about child development from conception to age 5 will be studied with the purpose of using this information in the child care setting. Understanding development in physical, cognitive, social/emotional and communication abilities and its cultural variations is essential for effective teaching of young children.

CD 160. EARLY CHILDHOOD LEARNING ENVIRONMENT AND CURRICULUM I 2 HRS.

(Prerequisite, CD 121, concurrent, CD 161.) Introductory level course designed for present and future child care workers and builds on the skills acquired in CD 121. Emphasis is on the importance and design of the classroom environment and how it supports children's learning.

CD 161. EARLY CHILDHOOD LEARNING ENVIRONMENT PRACTICUM I 1 HR.

(Concurrent, CD 160.) This practicum is designed to support and is taken concurrently with CD 160 and provide opportunity to observe key characteristics of typical development. Students will be directed to focus on various observation and participation assignments. Students are expected to be an active, contributing member of a child care center or home staff.

CD 170. OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN 1 HR.

(Prerequisites, CD 121, CD 160.) An introductory level course designed for present and future child care workers. Emphasis is placed on the basic importance of observation in most other activities in the early childhood classroom. Observation techniques will be covered and demonstrated through assignments in the real classroom. The tie between observation and each of the following will be covered: assessment, curricular planning, classroom management and parent conferences.

CD 260. EARLY CHILDHOOD LEARNING ENVIRONMENT AND CURRICULUM II 2 HRS.

(Prerequisites, CD 160, CD 161; concurrent, CD 261.) Introductory

level course designed for present and future child care workers and builds on the information in CD 160 and experiences in CD 161. Emphasis is on planning developmentally appropriate learning activities for children ages birth through five and how to develop them into an integrated curriculum.

CD 261. EARLY CHILDHOOD LEARNING ENVIRONMENT PRACTICUM II 2 HRS.

(Concurrent, CD 260.) Designed to support the content of CD 260 and provides a setting for curriculum planning as assigned in companion class. Students will be evaluated on emerging professional skills and quality of work in the early childhood classroom.

CD 262. EARLY CHILDHOOD INTERMEDIATE PRACTICUM 2 HRS.

(Prerequisite, CD 260; concurrent, CD 274.) The student will be able to implement curricular planning skills gained in CD 260 as well as provide a setting for supporting positive interactions among the children. In this higher level practicum, students will be evaluated on professional skills and quality work in the early childhood classroom.

CD 272. WORKING WITH FAMILIES AND COMMUNITIES 2 HRS.

Introductory level course designed for present and future child care workers. Information will be provided on the key links among families, school and the community. Emphasis will be placed on communication within the unique teacher-family relationship and how to keep that partnership open, viable and productive. Exploring the resources available within communities, how to access them and how to build partnerships will be included.

CD 273. HEALTH, SAFETY AND NUTRITION OF YOUNG CHILDREN 2 HRS.

An introductory level course designed for present and future child care workers. Emphasis is placed on the latest developments in health, safety and nutrition and their application to the child care setting. The role child care professionals play in fostering preventive health concepts and helping young children establish good habit attitudes and lifelong responsibility for good health is also included.

CD 274. INTERACTIONS WITH YOUNG CHILDREN 2 HRS.

(Prerequisite, CD 121.) An introductory level course designed for present and future child care workers. Emphasis is placed on understanding appropriate interactions with children developing positive relationships, promoting self awareness and self esteem, setting limits, and fostering self discipline. In addition, the role that curriculum and physical setting have in classroom management will be addressed.

CD 275. EARLY CHILDHOOD ASSOCIATE PRACTICUM 2 HRS.

(Prerequisites, CD 161, CD 261, CD 262.) The final practicum in a series of four designed for the present or future child care worker to demonstrate all acquired skills and abilities to design and implement quality developmentally appropriate care and education for young children. The student must either be in a full-time child care setting to have access to one.

CD 310. INTRODUCTION TO EARLY CHILDHOOD EDUCATION PRACTICUM 1 HR.

A course designed to give students directed experiences in observing and recording the development of young children. Students complete

worksheets while observing children participating in a variety of activities.

CD 321. EARLY CHILDHOOD DEVELOPMENT AND EMERGING SPEECH AND LANGUAGE 3 HRS.

The course is designed to fully explore the normal growth and development of children, especially language development from prenatal stages through age 8. Theoretical background of general and language development is discussed including Piaget, Skinner, Chomsky, Maslow and Bronfenbrenner. There is a thorough examination of each stage of growth within the context of motor, cognitive and language development. The child as a whole is emphasized with attention to the inter-connectedness of skills and abilities; and the importance of the interplay between the environment and the individual child. Exceptional development and its impact on the child and his or her family will also be discussed.

CD 322. EDUCARE FOR INFANTS AND TODDLERS 3 HRS.

This course provides an in-depth look at alternative care for infants and toddlers of normal, special and diverse populations. Major emphasis is placed on how to provide quality care to meet the physical, emotional, cognitive and social needs of infants and toddlers. The class also provides information on administrative requirements, health and safety needs, effective use of equipment, and cooperation with parents that is unique to infant-toddler programs. The class builds on and adds to pre and post-natal development and influences that can adversely or positively affect developmental processes. Current promising practices will also be reviewed.

CD 323. ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN 3 HRS.

This course provides an in-depth study of the administrative role in programs for young children. The scope of knowledge and skills required to effectively orchestrate an early childhood program is the focus of this course. This includes information about program philosophy, licensing standards, accreditation procedures, curriculum materials, space and equipment, health and safety issues, fiscal and time management, personnel management, parent involvement, and community relations.

CD 324. INTERDISCIPLINARY COLLABORATION ON EARLY CHILDHOOD PROGRAMS 3 HRS.

The student will examine trends that promote interagency and interdisciplinary approaches to serving the needs of children and families. The role of the teacher (or other education-focused entity of a program) will be examined in terms of primary service providers and in terms of team membership at local, state and federal levels. The acquisition of grant/contract funds will be highlighted in the context that all professionals, particularly those working in consortium with other agency representatives, are eligible, able and do acquire monies for start-up program, program enhancements, and program continuations. Skills that foster communication and cooperation between families, communities and service agencies will be studied, as will the involvement of parents and parenthood education.

CD 326. INTRODUCTION TO INCLUSIVE EARLY CHILDHOOD EDUCATION 2 HRS.

(Prerequisites, CD 321 and EL 310, with a grade of "C" or better in each.) This course emphasizes developmentally appropriate/inclusive practices in assessment and adaptive planning to practice responsible inclusion of children with special needs. Assignments will include observations, assessment and individualized planning/implementing

learning experiences, IEP/IFSP/Rehab 504 plans, and transition plans for children with special needs.

CD 327. METHODS OF INCLUSIVE EARLY CHILDHOOD EDUCATION I 2 HRS.

(Prerequisite, CD 326; concurrent with CD 328.) This course emphasizes developmentally appropriate/inclusive practices and environments in the field of early childhood education from birth to age 8. This course addresses integrated curriculum planning and implementation for all children, including those with special needs and/or diverse cultural or socioeconomic backgrounds. Curriculum areas of language, music/movement, and art are included. The transition from child observation to reflection on curriculum planning is emphasized.

CD 328. PRACTICUM IN INCLUSIVE EARLY CHILDHOOD EDUCATION I 1 HR.

(Prerequisite, CD 326 and concurrent with CD 327.) Students are required to spend 60 hours in a practicum setting for preschool-age children. Participation in the center/preschool activities is expected. Students are expected to work effectively as a member of the instructional team under the direction of the teacher/director. Assignments will include observations, assessments and planning, implementing learning experiences.

CD 343. SPECIAL STUDIES IN EARLY CHILDHOOD EDUCATION 1-3 HRS.

(Prerequisite, consent of instructor.) This course offers an in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed.

CD 344. SPECIAL STUDIES IN EARLY CHILDHOOD EDUCATION 1-3 HOURS

This undergraduate level course is used for current topics and special studies in early childhood education. Topics will vary from semester to semester. Student work will be graded on a pass/no credit basis.

CD 429. METHODS OF INCLUSIVE EARLY CHILDHOOD EDUCATION II 2 HRS.

(Prerequisites, CD 327, CD 328, and concurrent with CD 430.) This course includes the curricular domains of literacy, mathematics, science, health, and social studies. In addition, transitions, scheduling, guidance and classroom management will be included.

CD 430. PRACTICUM IN INCLUSIVE EARLY CHILDHOOD EDUCATION II 2 HRS.

(Prerequisite, concurrent with CD 429.) Students will spend 100 hours in a pre-K setting and are expected to participate in all classroom activities and work collaboratively as a member of the instructional team. Students will teach under the direction of the teacher/director and an early childhood intern, if appropriate. Assignments will include observation, assessment and implementing the learning experiences planned in CD 429.

CD 434. CRITICAL ISSUES IN EARLY CHILDHOOD EDUCATION 3 HRS.

This course is designed to inform students of specific issues related to normal and exceptional children, ages birth through eight, and their families. Students will read and discuss articles/chapters on critical issues including, but not limited to: developmental role of play, stress in changing family lifestyles, parent conferencing, parent involvement, ethics in the profession, administrative concerns in early childhood

programs, interagency collaboration, political advocacy issues and processes.

CD 440. PROFESSIONAL SEMINAR 1 HR.
(Prerequisites, CD 429, CD 430, concurrent with LE 485.) This seminar will provide students a forum for discussion of, and practical experience with, competencies related to advocacy, ethics, community networking, and collaboration.

CD 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.
(Prerequisite, consent of the chair of the department.) Students will carry out individual projects under the guidance of selected staff members.

CD 660. EARLY CHILDHOOD CURRICULUM AND PROGRAM MODELS 3 HRS.
This course addresses integrated curriculum planning and implementation for culturally diverse young children, both normal and exceptional, and their families. Dual emphasis is placed on the utilization of the child's immediate environment and teacher observation as sources for development of appropriate curriculum. The transition from child observation to curriculum planning is emphasized.

CD 743. SPECIAL STUDIES IN EARLY CHILDHOOD EDUCATION 1-3 HRS.
(Prerequisite, consent of instructor.) To provide in-depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester.

CD 744. SPECIAL STUDIES IN EARLY CHILDHOOD EDUCATION 1-3 HRS.
(Prerequisite, consent of instructor.) This is a graduate level course used for current topics and special studies in early childhood education. Topics will vary from semester to semester. Student work will be graded on a pass/no credit basis.

CD 745. GRADUATE ASSISTANT TRAINING 1 HR.
This course is mandatory for any newly appointed GTA/GA in the department. The student will work directly with the instructor to become fully informed about the scope of the position held. In addition, special emphasis will be placed on instructional strategies as appropriate for the position. Students will be expected to meet with the instructor and prepare assignments for a minimum of 15 hours during the first eight weeks of the semester.

CD 761. FOUNDATIONS AND TRENDS IN EARLY CHILDHOOD EDUCATION 3 HRS.
The design of this course provides advanced levels of information about familial, political, social, economic and educational issues in the early childhood domain. The course will include an emphasis on the history and philosophy of early childhood.

CD 762. SOCIAL SERVICES FOR PRESCHOOL CHILDREN & THEIR FAMILIES WITH PRACTICUM 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI 362 or CI 800.) A self-paced course designed to acquaint students with social services available. The activities are constructed to familiarize the student with background and funding of social services, and to help the student gain expertise in assessment of needs. The student spends time with social service professionals in the community. The format of this course is self-paced enabling the students on and off campus to enroll.

CD 763. ABUSE AND NEGLECT OF YOUNG CHILDREN 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI 350 or CI 837.) A self-paced course providing directed activities and information to help the student gain an understanding of child abuse and neglect. This course helps the student learn to recognize child abuse and neglect, to understand the causes, and to assist families needing services. Legal responsibilities are included. The format of this self-paced course enables the student on or off campus to enroll.

CD 764. ADMINISTRATION OF PRESCHOOL FACILITIES 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI 351 or CI 838.) A self-paced course to help the potential child care facility director or administrator gain an understanding and expertise in the areas of administration and record keeping, including business skills and staff supervision. The format of this self-paced course enables students on and off campus to enroll.

CD 765. CHILDREN WITH EXCEPTIONALITIES IN PRESCHOOL CLASSROOMS 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI 352 or CI 839.) A self-paced course to familiarize the student with mainstreaming. It includes awareness, identification, staffing, communication with parents, and preparation of the program and facilities for exceptional children. The format of this self-paced course enables students on or off campus to enroll.

CD 766. DEVELOPING AND UTILIZING OBSERVATION TECHNIQUES IN THE PRESCHOOL CLASSROOM 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI 353 or CI 840.) A self-paced course designed to promote awareness of the purpose of recording observed behavior and to develop methods for utilization of observational data with preschool children. This student will observe preschoolers, record observations, plan appropriate activities and evaluate their success. The format of this self-paced course enables the student on and off campus to enroll.

CD 767. THE GROWTH AND DEVELOPMENT OF CHILDREN FROM BIRTH TO AGE EIGHT 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI 354 or CI 842.) A self-paced course to help the potential child care professional understand the growth and development processes of young children through charting developmental characteristics, examining factors affecting early development, studying theories and developing opinions about current issues. The format of this self-paced course enables students on and off campus to enroll.

CD 768. HEALTH AND SAFETY FOR YOUNG CHILDREN 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI 355 or CI 843.) A self-paced course to provide learning activities and sources of information. It encompasses precautions and preventions, responsibilities, knowledge of illnesses (including communicable diseases and emotional problems), first aid and fieldwork to acquire information and materials for personal use and for use by the children. The format of this course is self-paced enabling students on and off campus to enroll.

CD 769. HELPING YOUNG CHILDREN UNDERSTAND DEATH AND DIVORCE 3 HRS.
(Enrollment is not permitted in this course if previously enrolled in CI

356 or CI 844.) A self-paced course designed to help the student understand the feelings of and deal with the young child experiencing divorce or death within his family. The legal procedures of divorce and the traditions of funerals are covered. The format of this course is self-paced, enabling students on and off campus to enroll.

CD 770. INFANT/TODDLER GROUP CARE 3 HRS.

(Enrollment is not permitted in this course if previously enrolled in CI 358 or CI 845.) A self-paced course designed to develop the student's ability to care for infants and toddlers in group settings. The activities are designed to aid the student in obtaining information that can be put to practical use, through direct observation and experiences with infants and toddlers. The format of this course enables students on and off campus to enroll.

CD 771. NON-SEXIST AND MULTICULTURAL EDUCATION FOR YOUNG CHILDREN 3 HRS.

(Enrollment is not permitted in this course if previously enrolled in CI 359 or CI 847.) A self-paced course designed to acquaint the student with influences of sex-stereotyping and multicultural elements in preschool classrooms. The activities familiarize the student with non-sexist and multicultural curriculum planning. The format of this class enables students on and off campus to enroll.

CD 772. NUTRITION IN EARLY CHILDHOOD 3 HRS.

(Enrollment is not permitted in this course if previously enrolled in CI 360 or CI 848.) A self-paced course designed to develop the student's knowledge of nutrition, the ability to help children develop good eating habits by studying eating patterns, the influence of parents, school cooking activities, and food groups and nutrition. The format of this course enables students on and off campus to enroll.

CD 773. PARENT INVOLVEMENT IN PRESCHOOL CLASSROOMS AND PARENT GROUPS 3 HRS.

(Enrollment is not permitted in this course if previously enrolled in CI 361 or CI 849.) A self-paced course which includes recruiting and involving parents, including them in the program, developing effective communication and promoting parent input in planning. Students become familiar with parenting programs and how to conduct parenting groups. The format of this self-paced course enables students on and off campus to enroll.

CD 774. EARLY CHILDHOOD CURRICULUM DEVELOPMENT 3 HRS.

(Enrollment is not permitted in this course if previously enrolled in CI 363 or CI 863.) A self-paced course designed to gain expertise in curriculum development for early childhood education. The student will gain knowledge in classroom management techniques, assessing the development of young children, preparation of teaching materials, setting goals for early childhood settings. The format of this self-paced course enables the student on and off campus to enroll.

CD 775. SPEECH AND LANGUAGE DEVELOPMENT IN YOUNG CHILDREN 3 HRS.

(Enrollment is not permitted in this course if previously enrolled in module of same title.) A self-paced course which provides knowledge of language development, speech and deviations from normal developmental patterns, and understanding of terms, theories, models and strategies for intervention. The individualized research and application format enables off-campus students to enroll.

CD 780. MANAGEMENT AND SUPERVISION IN EARLY CHILDHOOD PROGRAMS 3 HRS.

This course prepares students as potential child care facility directors. Students gain expertise and understanding in the areas of administration and personnel management. Emphasis is placed on effective supervision of family involvement, practicum students, and other volunteers. Further, focus is on formulating and articulating a philosophy for a center-based program, as well as, choosing and monitoring effective curriculum.

CD 781. OBSERVATION, ASSESSMENT AND SCREENING IN EARLY CHILDHOOD 3 HRS.

(Prerequisites, CD 836.) This course is designed to provide students with opportunities to acquire the knowledge and skills necessary to implement developmentally appropriate screening and assessment for young children in home- and center-based programs. In addition, effective team membership, home visiting, and data collection using a variety of methods will be emphasized.

CD 782. FAMILY INVOLVEMENT IN EARLY CHILDHOOD PROGRAMS 3 HRS.

(Prerequisite, CD836, CD781, CD838, and CD 890.) This course is designed to address recruiting and involving families, developing effective communication skills for working with families and others in the community and promoting family input in planning. Students will become familiar with commercially prepared parenting program materials and with the skills required to facilitate family and parent groups.

CD 785. ENHANCING ARTISTIC CREATIVITY OF THE YOUNG CHILD 3 HRS.

This course will focus on creativity and artistic creativity of children birth to age eight. This elective would be for Early Childhood & Master Teacher graduate credit. Psychology, Rehabilitation/Counseling and Art Therapy graduate students might be interested. This would also work well for recertification credits.

CD 830. CHARACTERISTICS OF INCLUSIVE EARLY CHILDHOOD EDUCATION 3 HRS.

This course provides an overview of early childhood special education including historical perspectives, rationale, normal and exceptional development, identification, service delivery approaches, program models, teaming, working with families handling culturally diverse populations, and issues in early childhood special education.

CD 832. OBSERVATION ASSESSMENT AND SCREENING IN INCLUSIVE EARLY CHILDHOOD PROGRAMS 3 HRS.

(Prerequisite, CD 830) This course is designed to provide students with opportunities to acquire the knowledge and skills necessary to implement developmentally appropriate screening and assessment for young children in home- and center-based programs. In addition, effective team membership, home visiting, and data collection using a variety of methods will be emphasized.

CD 836. CHARACTERISTICS OF EARLY CHILDHOOD SPECIAL EDUCATION 3 HRS.

This course provides an overview of early childhood special education including historical perspectives, rationale, normal and exceptional development, identification, service delivery approaches, program models, teaming, working with families handling culturally diverse populations, and issues in early childhood special education.

CD 837. COLLABORATION IN INCLUSIVE EARLY CHILDHOOD PROGRAMS 3 HRS.

This course is one of the core courses required for licensure in inclusive early childhood programs. The critical thinker, creative planner and effective practitioner is emphasized through gaining skills that foster communication, cooperation, and collaboration among families, communities, service agencies and inclusive early childhood programs. Recognizing the family as a system, and supporting families with sensitivity to family culture/diversity will be emphasized.

CD 838. ADVANCED METHODS FOR INCLUSIVE EARLY CHILDHOOD EDUCATION 3 HRS.

(Prerequisite, CD 836 and CD 781.) This course emphasizes methods and materials for working with young children (birth to five) with special needs and their families. Topics include IEPS/IFSPS, instructional strategies, current service delivery approaches, program models, curriculum development and transition.

CD 839. VALIDATION OF TEACHING EXPERIENCE B-K/B-8 3 HRS.

CD 839 allows two programs to achieve two separate tasks: 1) B-K Candidates who do not have an initial teaching license will be required to take this course to meet the Teacher Work Sample requirement needed to be eligible for licensure; and, 2) B-8 Candidates will continue to be required to take this course to meet the validation portfolio requirements for teaching children K-8. This course will have a dual purpose. The instructor of this course will monitor, provide guidance, and scoring of both the B-8 Validation of Elementary Teaching Experience Portfolio and the B-K Teacher Work Sample. While the actual experience may be with only one grade level, the knowledge and application must span the age range. The Candidate's portfolio must provide evidence of knowledge and performance of teaching children with and without special needs. It is completed in consultation with the course instructor. All narratives must use person-first language and citations where appropriate.

CD 841. CLINICAL EXPERIENCE: INCLUSIVE EARLY CHILDHOOD PRACTICUM: CENTER BASED 3 HRS.

(Prerequisite, CD 838) This course provides students with 150 hours experience in an early childhood special education preschool setting. Assessment and program planning are included.

CD 842. FAMILY INVOLVEMENT IN INCLUSIVE EARLY CHILDHOOD PROGRAMS 3 HRS.

(Prerequisite, CD 830, CD 832, CD 838, and CD 841) This course is designed to address recruiting and involving families, developing effective communication skills for working with families and others in the community and promoting family input in planning. Students will become familiar with commercially prepared parenting program materials and with the skills required to facilitate family and parent groups.

CD 843. WORKING WITH INFANTS AND TODDLERS WITH AND WITHOUT SPECIAL NEEDS AND THEIR FAMILIES 3 HRS.

(Prerequisite, EL751.) This course will discuss how to implement effective family-centered services for infants and toddlers with special needs and their families. Major emphasis will be on the IFSP process, case management, planning activities for infants and toddlers, implementing home-based programs and family-focused intervention.

CD 845. AN INTEGRATIVE APPROACH WITH INFANTS AND YOUNG CHILDREN WITH SEVERE DISORDERS OF RELATING AND COMMUNICATING 3 HRS.

This course is designed to give students and practitioners the knowledge base from which to make informed, appropriate recommendations, within an interdisciplinary team setting, regarding appropriate intervention for children with this disorder; base those decisions on individual profiles; form an alliance with families to properly carry out assessment and intervention; and to evaluate the effectiveness of each child's intervention program.

CD 850. RESEARCH PROBLEM IN EARLY CHILDHOOD EDUCATION 3 HRS.

(Prerequisites, ER 752 and consent of instructor.) Under individual direction, the student will select and pursue the investigation of special problems not ordinarily covered by regular courses in Early Childhood Education.

CD 853. RESEARCH PROBLEMS IN EDUCATION 1-6 HRS.

(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

CD 855. THESIS, M.S. 1-6 HRS.

(Prerequisite, permission to enroll must be approved by the chair of the department.) The thesis is designed for graduate students working toward the degree, Master of Science, and specializing in early childhood education.

CD 860. ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION 3 HRS.

(Prerequisite, consent of instructor.) Supervised practicum with children ranging in ages from infancy through five years. Experiences in planning, administering, and evaluating programs for young children are included.

CD 861. CLINICAL EXPERIENCE: INCLUSIVE EARLY CHILDHOOD PRACTICUM: HOME BASED PRACTICUM BIRTH TO 3 YEARS 3 HRS.

(Prerequisite, CD 840 and consent of instructor.) This course provides the opportunity for the student to work with families who have young children (birth to three) with disabilities or are at risk for disabilities. This field experience provides the opportunity to demonstrate competency in IFSP/IEP writing, selection and utilization of curriculum materials, instructional techniques, working with families and the ability to serve as a member of a multi-disciplinary team.

STUDENT TEACHING / LABORATORY EXPERIENCES

All student teaching course descriptions are located in THE TEACHERS COLLEGE section under Office of Field Placement and Licensure (OFPL), page 218.

ELEMENTARY**EL 072. IMPROVEMENT IN READING SKILLS 2 HRS.**

Consists of individual practice in reading laboratory. Reading survey and diagnostic tests are administered. Emphasis is placed upon increasing depth and rate of comprehension, expanding vocabulary, and developing study techniques. Selected readings, mechanical pacers, and students' textbooks are used.

EL 100. SPECIAL TOPICS IN READING 1 HR.

Offers intensive individualized instruction in reading beyond, or in conjunction with, regular course work. Working in a lab situation, the student will have the opportunity to improve skills in particular areas of reading, e.g., speed reading, study skills, vocabulary development, comprehension improvement, critical reading, etc.

EL 220. INTRODUCTION TO TEACHING 2 HRS.

(Prerequisite, sophomore standing.) A survey of education from colonial times to the present including the history and philosophy of education. This course includes an analysis of the role of the local, state, and federal government in educational policy; an examination of the social forces that influence schools; ethical and legal issues involving the educational process; and multicultural/diversity issues in American education. There is a required field experience in the public or private schools.

EL 230. USING CHILDREN'S LITERATURE IN THE ELEMENTARY CLASSROOM 3 HRS.

An introduction to a wide range of literature for children which should be familiar to the classroom teacher with an emphasis on using literature in the classroom and selecting appropriate literature for diverse students.

EL 310. ADAPTING CURRICULUM FOR DIVERSE LEARNERS 2 HRS.

An overview of issues which affect curriculum planning and developmentally appropriate interactions with students, parents and support personnel. Provides opportunities for students to examine their personal cultural background and the potential effects of their culture on teaching behaviors and decisions. The course also introduces the laws governing education of children with special needs and the role of the classroom teacher in implementing recommended practices.

EL 312. READING & WRITING CONNECTIONS 3 HRS.

(Prerequisite, EL 230.) An introduction to the reading and writing connections in the elementary classroom, with emphasis on the composing process.

EL 319. LITERACY IN THE MULTICULTURAL CLASSROOM 1 HR.

This course focuses on the literacy development, research, and effective teaching practices that support emerging bilinguals (EBs) becoming literate in the elementary schools as well as how to effectively and equitably teach diverse populations.

EL 343. SPECIAL STUDIES IN ELEMENTARY EDUCATION 0-3 HRS.

(Prerequisite, consent of instructor.) This course offers an in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed.

EL 344. SPECIAL STUDIES IN ELEMENTARY EDUCATION 0-3 HRS.

(Prerequisite, consent of instructor.) To provide in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed. This course is offered only by pass/no credit.

EL 353. PROFESSIONAL PORTFOLIO IN TEACHER EDUCATION 1 HR.

(Prerequisite, consent of instructor.) Students are expected to show

involvement in their own learning and self assessment by gathering, reflecting upon and organizing their work throughout their teacher preparation courses. The portfolio provides the student and prospective employers a broad and deep picture of what the student can do and his or her philosophical approach to teaching.

EL 416. INTEGRATING LITERACY STRATEGIES ACROSS THE SECONDARY CONTENT 2 HRS.

This course addresses the need for literacy instruction at the middle and secondary levels designed to help adolescents become more skillful with reading, writing, speaking, listening, viewing, and performing in all content areas. Prospective teachers will gain knowledge about useful techniques and effective strategies for teaching students how to understand content materials; the process of reading to learn; the comprehension and vocabulary demands of subject-matter classrooms; definition of text and textbook evaluation; informal and formal assessment; evaluation of the students' reading skills; the accommodation of individual differences; integrating literacy standards into their specific content disciplines; and planning effective strategic lessons.

EL 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.

(Prerequisite, consent of the chair of the department.) Students will carry out individual projects under the guidance of selected staff members.

EL 464. STUDENT TEACHING, ELEMENTARY 6 HRS.

(Prerequisites, SD 550, EE 313, 314, 315, 316, 317, 318 and EE 320. Admission to teacher education. Senior standing.) Participation, under supervision, in teaching at the elementary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one half of a semester or the equivalent.

EL 466. STUDENT TEACHING, ELEMENTARY 12 HRS.

(Prerequisites, SD 550, EE 313, 314, 315, 316, 317 318 and 320. Admission to teacher education. Senior standing.) Participation, under supervision, in teaching at the elementary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one full semester or the equivalent.

EL 516. READING LAB PRACTICUM 2-3 HRS.

(Prerequisite, EE 313 for elementary majors.) A course designed for elementary education majors who desire additional training and help in assisting individuals with various reading needs. Under supervision and direct instruction, the student would work on a regular basis in the University Reading Lab or the Flint Hills Technical College Learning Center.

EL 535. CULTURAL AWARENESS FOR EDUCATORS 3 HRS.

(Prerequisite, junior standing.) This course is designed to prepare students to effectively educate culturally, ethnically, racially different and differently abled students. Major components are: to explore personal biases and methods of overcoming them; explore the basic principles underlying multicultural education and to develop appropriate teaching strategies, activities and materials; to adapt and evaluate curricula for use in culturally diverse, as well as homogenous, classrooms.

EL 716. ASSESSMENT TRAINING FOR READING RECOVERY**1 HR.**

(Prerequisite, acceptance into the Reading Recovery Program.) Participants in this course will learn to administer, interpret, and apply procedures for assessment and instruction as specified in the Reading Recovery Program.

EL 717. READING RECOVERY TEACHER TRAINING I**4 HRS.**

Participants in this course will learn to interpret and apply procedures for instruction as specified in the reading Recovery Program which is an early intervention designed to help young children who are having difficulty learning to read and write. Participants learn to administer, interpret, and apply procedures for assessment and instruction as specified in Reading Recovery. Participants enrolled in this course will simultaneously teach four children daily in Reading recovery lessons for the purpose of developing an in-depth understanding of the program and the concept of accelerated progress. Participants will be prepared to implement the program within their school or district. Class sessions will involve the use of a one-way glass for demonstration teaching and observation. Enrollment is limited to those teachers who have been accepted for training by the Jones Institute for Educational Excellence at Emporia State University.

EL 718. READING RECOVERY TEACHER TRAINING II**3 HRS.**

(Prerequisites, acceptance into the Reading Recovery Program and successful completion of EL 717.) Participants in this course will extend and enhance procedures for assessment and instruction as specified in the Reading Recovery Program.

EL 721. READING THEORY AND LITERACY PRACTICES: ELEMENTARY**3 HRS.**

Emphasis is placed on the teaching of reading and its relationship to the language arts (reading, writing, speaking, listening, and viewing). The content includes an overview of theories and learning models that have influenced the teaching of reading. Discussions will focus on the importance of a literacy-rich environment both in the classroom and home. Prominent research in reading education will be reviewed and applied to the student's own learning situation.

EL 723. READING THEORY AND LITERACY PRACTICES: SECONDARY**3 HRS.**

This course is designed to help middle/secondary school teachers view reading as an integrated part of the school curriculum. Issues to be explored include elements of reading/learning styles, techniques for teaching vocabulary, comprehension, study skills, special approaches for adapting instruction to all types of learners, motivation for lifelong reading and learning, and technology/reading. Emphasis is on reading (and writing) as an interactive and developmental process.

EL 725. DIFFERENTIATING INSTRUCTION**2 HRS.**

The term differentiation is currently used in the educational world to describe implementation of instruction that encompasses diverse learners. The content of this course focuses on diversity under a broader term - differentiating instruction. This better describes the personalization of a student's instruction and the content of the course.

EL 726. ELEMENTARY ENGINEERING AND ROBOTICS**3 HRS.**

This on-line course engages students in sequential scientific discussion activities that will increase your competence in (1) problem-solving

process skills in engineering and robotics and (2) planning, teaching, and evaluating the effectiveness of science lessons for children in the elementary school setting. The course is designed on a competency-based, mastery model. Throughout the course, students practice using logic, cognitive processing skills, and strategies from recently developed activity based K-8 science curricula including strategies for enriching a more conventional, textbook-oriented curriculum.

EL 743. SPECIAL STUDIES IN EDUCATION**1-3 HRS.**

(Prerequisite, consent of instructor.) To provide in-depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester.

EL 744. SPECIAL WORKSHOPS IN EDUCATION**1-2 HRS.**

To provide in depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester. This course is offered only by pass/no credit.

EL 745. GRADUATE ASSISTANT TRAINING**1 HR.**

This course is mandatory for any newly appointed GTA/GA in the department. The student will work directly with the instructor to become fully informed about the scope of the position held. In addition, special emphasis will be placed on instructional strategies as appropriate for the position. Students will be expected to meet with the instructor and prepare assignments for a minimum of 15 hours during the first eight weeks of the semester.

EL 750. CLASSROOM MANAGEMENT, STUDENT MOTIVATION AND DISCIPLINE**2 HRS.**

This course is designed for both the practicing and pre-service teacher. It studies the problems related to classroom management, student motivation and discipline. Procedures and practices for managing school classrooms are reviewed with attention given to appropriate classroom teaching methodology and needs of the student. Some individualization of instruction will be offered to the students as they establish their personal plan for classroom and student management.

EL 751. APPLICATION OF DEVELOPMENT THEORIES**3 HRS.**

This course is for students who are practitioners in any educational setting from pre-K through secondary school. Course covers the main theories currently used as the foundation for quality education, pre-K through late adolescence and young adults. Effective practitioners can articulate the theoretical bases for teaching goals and strategies.

EL 801. IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS**3 HRS.**

The skills, understandings, and values developed through the teaching of oral and written communication in the elementary school. Tools for communication and self-expression included in spelling, manuscript, and cursive writing, grammar, listening, speaking vocabulary, and creative expression will be reviewed.

EL 802. BEST PRACTICES IN ELEMENTARY MATHEMATICS**3 HRS.**

Methods and content. How children learn is related to methods of teaching mathematics. The content includes that of modern mathematics in the elementary curricula and in research programs.

EL 803. BEST PRACTICES IN ELEMENTARY SCIENCE 3 HRS.

A self paced sequence of laboratory activities which will increase the teacher's competence in (1) a sequence of problem solving laboratory skills in science, (2) designing, teaching, and revising entire units of science instruction for children. Options include planning children's science activities for entire year using one's own curriculum materials or materials from any or all of newer elementary science curriculum programs.

EL 804. IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SOCIAL STUDIES 3 HRS.

Designed to assist prospective and in-service teachers in understanding procedures for teaching social studies, content and materials appropriate for social studies at the various levels, and present influences and trends affecting the teaching of elementary social studies. Concepts and material developed in the class will be related to actual classroom situations.

EL 807. INTEGRATING READING IN THE CONTENT AREAS 2 HRS.

This course will be an elective for students in the master teacher programs. The course will promote how reading cueing systems directly impact content area comprehension (mathematics, science, and social studies) and provide a systematic approach for using reading cueing systems to teach these content areas effectively to elementary students. Students in the master teacher programs will complete the course which will able them to promote content area comprehension in their own classrooms and schools.

EL 810. INFORMATION LITERACY 3 HRS.

This course focuses on the process of becoming web literate or finding, understanding, and using information from the web. A foundation will be built from what we know about reading, learning, and effective teaching practices with print text in order to understand the benefits and challenges of reading on the web. Course projects will encourage participants to actively use models of inquiry with the web to pursue answers to their own questions and learn ways to guide students through the online inquiry process.

EL 812. READING FOR INDIVIDUALS WITH SPECIAL NEEDS 3 HRS.

This course is designed to provide the special educator with a background in reading theories, assessment and diagnostic teaching procedures for primary through secondary students. The course will address the student, the context and the text.

EL 815. FOUNDATIONS OF CURRICULUM DEVELOPMENT, K-12 3 HRS.

Investigation of acceptable curriculum practices and patterns in the modern elementary and secondary schools. Designed to assist experienced school personnel in obtaining an understanding of historic perspectives and present influences, issues, and trends affecting curriculum in the schools of today with a view toward implementing programs of improvement in their own school situations.

EL 821. THE LITERACY CURRICULUM AND STANDARDS 1 HR.

Teachers of reading must be familiar with current theory, research and exemplary practices in the field of reading. This course explores current issues related to reading curriculum planning with an emphasis on strategies and techniques for instruction. Students will plan instructional strategies and reflect on their own reading curriculum.

EL 823. ANALYSIS OF READING ASSESSMENT AND INSTRUCTION I 3 HRS.

(Prerequisites, EL 721) This course is designed to provide the reading specialist or classroom teacher with the knowledge, skills and processes necessary to assess, analyze and instruct the reading performance of beginning readers (pre-reader through 3rd grade level.)

EL 825. ANALYSIS OF READING ASSESSMENT AND INSTRUCTION II 3 HRS.

(Prerequisites, EL 723 and EL 823.) This course is designed to provide the reading specialist or classroom teacher with the knowledge, skills and processes necessary to assess, analyze and instruct the reading performance of intermediate and advanced level readers (4th-12th grade levels).

EL 827. ASSESSING AND INSTRUCTING LEARNERS 3 HRS.

Students are required to apply the knowledge and skills gained from EL 823 and EL 825 to work with a disabled reader. The student will be expected to gather background information, test to determine strengths and needs, plan objectives and materials, tutor for a minimum of 20 hours, and write a diagnostic/prescriptive summary upon the completion of the tutoring sessions. The total number of documented hours, including assessment time, must be 30 hours. The course instructor will serve as the supervisor. Upon completion of the course, the materials will be turned into the course instructor for review.

EL 828. INSTRUCTIONAL LEADERSHIP AND COACHING 2 HRS.

This course focuses on the theory and instruction of leadership and coaching across all disciplines. Course activities and assignments will allow students to broadly view effective roles of the coach/leader in the schools and apply the content to a specific subject area (literacy, math, STEM, etc.). This course is a prerequisite for EL829, Literacy and Coaching Practicum.

EL 829. LEADERSHIP AND COACHING PRACTICUM 1 HR.

(Prerequisite, EL 828.) Students will participate in a practical experience related to the literacy professional leadership and coaching roles the reading specialist plays at the school, district, and state level.

EL 833. FOUNDATIONS OF EDUCATION 3 HRS.

A study of the philosophical, historical, and social foundations of American education with special attention to the interaction of school and culture. The student will be challenged to investigate the values of contemporary society, to review the historical and cultural antecedents of modern education, and to examine his/her own relationships to the institution of education and to the role and function of the teacher.

EL 842. NATIONAL BOARD CERTIFICATION PORTFOLIO DEVELOPMENT 3 HRS.

This course is designed to provide teachers with the basic requirements for portfolio development as designed by the National Board for Teaching Standards (NBPTS). Students will have an opportunity to review and study the current portfolio manuals and standards document in their respective disciplines/developmental levels, and examine other relevant publications from the NBPTS. Students will also receive guidance and consultation that will be helpful in gathering and organizing the supportive professional documentation required for the NBPTS assessment procedures.

EL 843. NATIONAL BOARD CERTIFICATION SCHOOL BASED PROJECT 6 HRS.

(Prerequisite, ED/EL 842.) This course is for teachers who are

candidates for advanced certification as designed by the National Board for Professional Teaching Standards (NBPTS). Provides professional support and guidance for teachers during the academic year they are completing the two components of the NBPTS assessment process--the school-site portfolio, and the written assessment center exercises.

EL 853. RESEARCH PROBLEMS IN EDUCATION 1-6 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

EL 854. ACTION RESEARCH IN THE CLASSROOM 3 HRS.
(Prerequisite, consent of advisor.) This course is designed to develop the educators' knowledge and skills in appropriate action research techniques with the participants developing an action research project that will be implemented in their school/classroom. Students will produce a research proposal and then complete a final paper that reports the outcome of the proposed research activity.

EL 855. THESIS, M.S. 1-6 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) The thesis is designed for graduate students working toward the degree, Master of Science, and specializing in professional education.

EL 860. PDS MENTOR TRAINING 1 HR.
Provide the training for PDS mentors on the web.

EL 861. ADVANCED OBSERVATION AND PARTICIPATION (ELEMENTARY) 2-4 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) Graduate students, under individual arrangements, will observe, teach, and do research work in a laboratory situation.

EL 865. ADVANCED THEORY AND PRACTICE IN TEACHING 3 HRS.
A course uniting the research on instruction with practical applications by students. It is designed to provide educational leaders with data, information on trends, innovations, and solid teaching practices while focusing on the learner and the learning process.

EL 866. SUPERVISION OF STUDENT TEACHING 1-3 HRS.
For cooperating teachers in public schools who supervise student teachers. Methods used in orientation, supervision and evaluation of student teachers at elementary school levels.

EL 870. INDIVIDUALIZING INSTRUCTION IN MATHEMATICS: ELEMENTARY LEVEL 2 HRS.
This course is a mastery learning course designed to help teachers acquire techniques of tutoring for individualizing elementary mathematics instruction.

EL 877. CLINICAL SUPERVISION OF STUDENT TEACHERS 1 HR.
Clinical supervision is a methodology which improves the skills and attitudes of preservice and inservice teachers. This course will apply the principles of clinical supervision to the supervision of student teachers.

EL 879. CLASSROOM MANAGEMENT THROUGH POSITIVE REINFORCEMENT 2 HRS.
This course is a mastery learning course designed to help teachers develop skills required to use positive reinforcement in the learning environment.

EL 880. CLINICAL TEACHING AND SUPERVISION 3 HRS.
This course is intended for teachers and teacher educators who work with student teachers, serve as peer coaches, or serve as mentors for new teachers. Learners will analyze strategies for assessment of student learning, effective instruction, and classroom management and identify these strategies in their own professional practice. Using these strategies, learners will apply principles for effective supervision of instruction to specific instructional situations.

EL 884. DETERMINING EDUCATIONAL GOALS 3 HRS.
This course is a mastery learning course designed to develop competencies in the process of deriving curriculum and instructional objectives from an educational philosophy.

EL 885. COOPERATING TEACHER ACADEMY 2 HRS.
This is an elective course designed to prepare cooperating teachers to work effectively with student teachers. The course will improve teacher skills in assessing good teaching, recording data, conferencing with appropriate strategies, and remediation. After completing the course, cooperating teachers will be better prepared to supervise student teachers.

EL 886. DESIGNING INSTRUCTIONAL PROGRAMS 3 HRS.
This course is a mastery learning course designed to develop competencies in materials construction that facilitates individualized, criterion referenced instruction.

EL 887. DEVELOPING AUTHENTIC ASSESSMENTS 2 HRS.
This course focuses on authentic assessment as a means of equitable student evaluation. Students will differentiate assessment, evaluation, grading, and reporting. Approaches to assessment products, performances, processes, tests, and student self-reflection and self-evaluation are explored in this course. Through triangulation students will create a balanced assessment plan for one course they teach. Participants will create rubrics for one summative assessment and observation instruments for use in evaluating processes. Students may choose to create instructions for portfolio assessment.

EL 891. SUPERVISION OF INSTRUCTION 3 HRS.
This course is a mastery learning course designed to help educators improve the process of supervision. Competencies are developed using clinical supervision models.

EL 892. TEACHING/LEARNING MODELS 3 HRS.
This course is a mastery learning course designed to examine the classroom application of modern learning and teaching models. Primarily cognitive learning theories (i.e., information processing, social, etc.) and teaching models that utilize cognitive theories (i.e., Hunter, Gagne, etc.) will be examined.

EL 915. ADVANCED ASSESSMENT TRAINING 1 HR.
(Prerequisite, acceptance into the Reading Recovery Teacher Leader Program.) This course is designed for reading recovery teacher leaders and is the initial reading recovery course. This course will prepare the teacher leaders-in-training in the administration, scoring, and interpretation of An Observation Survey of Early Literacy Achievement.

EL 916. OBSERVING AND RESPONDING TO YOUNG READERS 4 HRS.
(Prerequisite, acceptance into the Reading Recovery Teacher Leader

Program.) Participants in this course will develop expertise in teaching reading recovery children, training reading recovery teachers, and will also develop an understanding of the theoretical base of reading recovery.

**EL 917. OBSERVING AND RESPONDING
TO YOUNG READERS, ADVANCED 3 HRS.**

(Prerequisite, successful completion of EL 916.) Participants in this class will extend and enhance professional skills in teaching children in the reading recovery program.

**EL 918. RESEARCH AND THEORETICAL
FOUNDATION OF LITERACY 3 HRS.**

(Prerequisite, acceptance into the Reading Recovery Teacher Leader Program.) This course is intended for reading recovery teacher leaders-in-training. There are two major strands throughout this course, (1) literacy acquisition for all children, and (2) issues related to children with reading difficulties.

**EL 919. RESEARCH AND THEORETICAL
FOUNDATIONS, ADVANCED 3 HRS.**

(Prerequisite, successful completion of EL 918.) This course is intended for reading recovery teacher leaders-in-training. The two major strands for this course are, (1) reading and writing process, and (2) reading difficulties. These two strands run concurrently and continually relate the theories and research to practice.

EL 920. LEADERSHIP AND IMPLEMENTATION 3 HRS.

(Prerequisite, acceptance into the Reading Recovery Teacher Leader Program.) Participants in this course will become aware of relevant reading recovery issues in program implementation and how to successfully create positive skills while teaching adults and working with administrators, parents, classroom teachers, and other school personnel.

**EL 921. ADVANCED LEADERSHIP AND
IMPLEMENTATION 4 HRS.**

(Prerequisite, successful completion of EL 920.) Participants in this course will construct an understanding of the complex role of teacher leaders as they teach children and participate in the training of reading recovery teachers in the field.

EL 925. READING RESEARCH STUDIES 3 HRS.

(Prerequisite, EL 827 or its equivalent.) An exploration of major sources reporting reading research. Major research studies in the field are discussed and interpreted. Time is also spent on developing the skills necessary for conducting reading research.

EL 927. ADVANCED PRACTICUM IN READING 4 HRS.

(Prerequisite, EL 827 or its equivalent.) This course is designed to give graduate students training to be reading specialists an opportunity to apply their knowledge of diagnostic and remedial techniques in a group setting. Students will test, tutor, develop case studies and lesson plans for a group of at least three children. A total of thirty clock hours will be spent working with the children.

ELEMENTARY EDUCATION

**EE 311. PLANNING AND ASSESSMENT
OF TEACHING 1 HRS.**

(Prerequisite, admission to Block 1.) An introduction to planning appropriate instructional experiences to meet national, state and local

education standards and to appropriate assessment of instruction. Emphasis is on planning instructional experiences that meet the needs of diverse learners.

**EE 313. READING FOR THE ELEMENTARY
TEACHER I 3 HRS.**

(Prerequisite, admission to Elementary Block 1.) An introductory course in the teaching of reading in the elementary school. Designed to give basic understanding in the areas of readiness skills, word analysis skills, comprehension skills and study skills as these relate to the teaching of reading as used in basal reading programs. Opportunity is provided for active participation with children through a directed reading lesson. Emphasis is given to the educational needs of children in a multicultural society.

**EE 314. TEACHING SOCIAL STUDIES
IN THE ELEMENTARY SCHOOL 2 HRS.**

(Prerequisite, admission to Elementary Block 1.) The course introduces the prospective elementary school teacher to methodology for teaching social studies through (1) investigating current affairs, (2) using maps, globes, map-making activities, (3) reading globes and projections, travel and economic maps, pictures, diagrams, graphs, and charts, (4) construction activities, (5) textbook evaluation (6) unit teaching, and (7) multicultural education.

**EE 315. TEACHING LANGUAGE ARTS
IN THE ELEMENTARY CLASSROOM 3 HRS.**

(Prerequisite, admission to Elementary Block 2.) The course introduces the prospective elementary teacher to methodology in speaking and listening skills, storytelling, spelling, grammar, six trait writing and motivational techniques useful in directing children to read and enjoy literature.

**EE 316. TEACHING SCIENCE IN ELEMENTARY
SCHOOLS 2-3 HRS.**

(Prerequisites, GB 303 and PS 115, and admission to Elementary Block 1.) A partially self-paced course that includes a sequence of laboratory activities that will increase prospective teacher's competence in (1) a sequence of problem solving skills in science, and (2) planning, teaching, and evaluating the effectiveness of science lessons for children in a classroom observation/ participation setting. Students have access to materials and equipment from recently developed science curricula, plus a wide variety of materials and strategies for enriching a more conventional, textbook-oriented elementary science program.

**EE 317. TEACHING MATHEMATICS IN THE
ELEMENTARY SCHOOL 2-3 HRS.**

(Prerequisites, MA 308 and admission to Elementary Block 2.) Curriculum content and methods course dealing with the application of principles of learning and child growth and development to appropriate methods of teaching mathematics. Modern teaching procedures, including student participation in laboratory activities are emphasized.

EE 318. CLASSROOM MANAGEMENT 2 HRS.

(Prerequisite, admission to Elementary Block 2.) An introduction for the preservice teacher to the various tasks of classroom management. The focus will be on: preventing problems from occurring in the classroom, supporting the positive things that are happening, and taking some corrective action when needed.

EE 320. OBSERVING LEARNING/TEACHING MODELS**3-5 HRS.**

(Prerequisite, admission to Elementary Block 2.) Designed to provide preservice elementary teachers the opportunity to observe various teaching models and practice their application in elementary classrooms. Additional seminars with the observation supervisor are required and include lecture, guest speakers, viewing video tapes, and discussions.

EE 413. READING FOR THE ELEMENTARY TEACHER II**3 HRS.**

(Prerequisite, EE 313, admission to Elementary Block 2.) Designed to extend the understanding of the teaching of reading begun in EE 313. Special emphasis is placed on diagnosis and remediation in kindergarten through grade six. Attention is also drawn to classroom organization, grouping, programs, materials, aids, games, and the multicultural aspects of various learners.

EE 414. READING PRACTICUM**1 HR.**

(Prerequisite, EE 313, admission to Elementary Block 2.) Designed to put into practice with a child in a supervised practicum situation the diagnostic and remedial techniques, materials, and procedures learned in EE 313 and EE 413.

EE 415. FOUNDATIONS OF CURRICULUM DEVELOPMENT**2 HRS.**

(Prerequisite, admission to Elementary Block 3.) This course is designed to present an overview of the modern school curriculum in relationship to a sociological and historical perspective, as well as the force shaping curriculum today. Special attention is given to the curricular needs and elements of elementary instructional programs in a multicultural society as relates to the trends, innovations, critical issues and students at risk.

EE 431. PROFESSIONAL COMPETENCIES FOR TEACHERS**2 HRS.**

(Prerequisite, admission to Elementary Block 3.) This course provides opportunities for students to analyze professional, ethical, legal, interpersonal, financial and employment issues encountered in inclusive school settings. As part of this course, students will complete a Teacher Work Sample product which will demonstrate the candidate's ability to plan, implement and assess appropriate instruction to meet the needs of diverse students.

LEADERSHIP**LR 170. PRINCIPLES OF LEADERSHIP****3 HRS.**

This course is an opportunity for all undergraduates to personally develop their own leadership potential. As a 100 level course, students will be introduced to leadership using personal leadership perspectives and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the university, and learn about the importance of personal development in becoming an effective personal leader.

LR 175. LESSONS IN LEADERSHIP**1 HR.**

The purpose of this class is for personal development and growth through leadership. This class is to serve as a stimulant to other leadership groups and activities throughout the student's college career. As a 100 level course, you will be exposed to an introduction to leadership in college and several guest presenters representing a broad range of disciplines and organizations. The two-part course employs: 1. A speaker series from local, state and national leaders sharing lessons

learned about leadership and personal development, and 2. Small group discussions and activities facilitated by ESU faculty and staff for the purpose of speaker reflection and personal development.

LR 270. APPLYING PRINCIPLES OF LEADERSHIP**3 HRS.**

(Prerequisite, LR 170) This course is highly experiential and is designed for students to apply the principles of LR170. The course is designed to teach students the fundamental elements of effective leadership and to demonstrate the importance of leadership to individuals, communities, and society through social change theory. This course prepares students to analyze leadership and to understand leadership theory, as well as the concepts and skills. Effective organizational leadership is the major theme of this course.

LR 275. READINGS IN LEADERSHIP**3 HRS.**

This course will focus on the development of the awareness, knowledge, and skills necessary in the study of leadership and leadership-related activities. Through methods of discussion as well as experiential and didactic learning, students will make connections between personal experiences, readings, and campus/community involvement through reflection in order to understand one's own potential for leadership.

LR 280. LEADERSHIP IN A MULTICULTURAL WORLD**2 HRS.**

(Prerequisites, LR170) This course will focus on the development of the awareness, knowledge, and skills necessary in the study of leadership and leadership-related activities designed to promote culturally relevant interaction with people from ethnic and cultural backgrounds which differ from the student's own. These skills are intended to overlay the leadership skills the student has developed in other course work. This course emphasizes self-knowledge and uses methods of experiential and didactic learning.

LR 370. LEADING AND GROUP TEAM DYNAMICS**2 HRS.**

(Prerequisites, LR 170) This course will focus primarily on the interpersonal and structural dynamics that characterize successful group leadership and followership. The course will center on the practical application as well as leadership and group motivation theory for bringing about the successful group in various settings. The focus of this course is to provide an opportunity for the further development of interpersonal skills and personal growth through exposure and participation in group activities.

LR 375. FIELD EXPERIENCE IN LEADERSHIP**2 HRS.**

(Prerequisites, LR 170) This field experience course requires students in the leadership minor to integrate and apply leadership theory in a leadership experience within the community. The course will examine leadership activities and leadership capacities within the context of social change and public work. Through a project based learning experience, students are challenged to think critically about their leadership roles, their personal and professional leadership, and the overall concept of leadership.

LR 386. GLOBAL LEADERSHIP EXPERIENCE**1 HR.**

(Prerequisite, LR 170) This course is designed to integrate the study of leadership within a study abroad experience. Study will focus on the political, religious and economic divisions that have occurred historically in Eastern Europe. Through readings, blackboard discussion and an intensive 3 week study abroad, students will recognize the need for understanding the impact of globalization, technology, environment and population and the urgent need for reflective leadership in an ever changing world.

LR 390. COMMUNITY LEADERSHIP**2 HRS.**

This course provides the theoretical and practical underpinnings to

servant leadership by connecting students to meaningful opportunities in the community. The course will explore topics including group dynamics and facilitation, servant leadership theory, civic engagement, public policy, and community activism.

LR 470. GLOBAL LEADERSHIP 1-3 HRS.
(Prerequisites, LR 170, LR 270, LR 280, and LR 370) This seminar and intensive capstone experience is designed to individually focus student learning that has been developed in earlier course work. Leadership theory, social change, and interdisciplinary approaches to complex global issues will be the main components in this course. Students are expected to propose a scholarly capstone experience that addresses the social change model and demonstrates a mature understanding of personal leadership in a changing global context.

SPECIAL EDUCATION

SD 303. SPECIAL TOPICS IN SPECIAL EDUCATION 3 HRS.
A sub-title will be assigned for each special topic offered. The course will be taught on demand to provide in-depth consideration of specialized topics and current issues in special education.

SD 550. SURVEY OF EXCEPTIONALITY 3 HRS.
(Prerequisite, PY 100.) This course provides an introduction to each of the following exceptionalities: gifted and talented, learning disabled, mentally retarded, behavior disordered, visually impaired, hearing impaired, communication disordered, physically disabled, and early childhood disabilities. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics, and 4) basic remediation/intervention techniques.

SD 560. COLLABORATION AND STRATEGIES FOR INCLUSIVE SETTINGS 3 HRS.
(Prerequisite, SD 550.) This course provides the elementary teacher with the attitudes, skills, and strategies to educate children with a diverse range of learning needs in the general education classroom. This would include the gifted and talented, children with learning and behavior disabilities, distractibility and/or hyperactivity, health problems, sensory impairments, children who are at risk, and the culturally diverse. The teacher will also be provided with skills to increase the desire and ability to collaborate with other professionals, paraeducators, and parents in a team effort.

SD 650. INSTRUCTIONAL TECHNIQUES FOR INDIVIDUALS WITH GIFTEDNESS AND LEARNING DISABILITIES 1 HR.
(Prerequisite, SD 550.) The course provides coverage of current legislation and practices regarding identification, characteristics, and instruction regarding the learning disabled/gifted. Learning strategies will be identified that are appropriate for the individual with giftedness and learning disabilities. Specific case studies will be utilized. Appropriate strategies will be explored as they relate to parents and administrators.

SD 700. CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES 3 HRS.
This course provides an introduction to the following exceptionalities: learning disabled, mentally retarded, behavior disordered and other disability categories. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics; 4) basic

remediation/intervention techniques. Legislation pertaining to individuals with disabilities will also be emphasized.

SD 702. STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES 3 HRS.
This course will provide the candidate with descriptions and applications of methods and strategies for teaching students with mild and moderate disabilities in need of an adapted curriculum. Candidates will participate in a variety of activities to demonstrate knowledge and skills to meet the academic and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

SD 703. SPECIAL TOPICS IN SPECIAL EDUCATION 1-3 HRS.
(A sub-title will be assigned for each special topic offered.) The course will be taught on demand to provide in-depth consideration of specialized topics and current issues in Special Education.

SD 708. SUPERVISED PRACTICE ELEMENTARY ADAPTIVE I 3 HRS.
(Prerequisites, SD 700 and SD 702; permission of instructor.) This course provides initial organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

SD 709. SUPERVISED PRACTICE SECONDARY ADAPTIVE I 3 HRS.
(Prerequisites, SD 700 and SD 702; permission of instructor.) This course provides initial organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

SD 715. COLLABORATION AND STRATEGIES FOR INCLUSIVE SETTINGS 3 HRS.
(Prerequisite, SD 550 or SD 719.) This course provides the classroom teacher with attitudes, skills, and strategies to educate children with a diverse range of learning needs in the general education classroom. This would include the gifted and talented, children with learning and behavior disabilities, distractibility and/or hyperactivity, health problems, sensory impairments, children who are at risk, and the culturally diverse. The teacher will also be provided with skills to increase the desire and ability to collaborate with other professionals, paraeducators, and parents in a team effort.

SD 720. ASSISTIVE TECHNOLOGY 3 HRS.
The purpose of this course is to explore the use of assistive technology to meet the needs of students with exceptionalities and in the rehabilitation process. The course will address assistive technology assessment procedures, differentiating instruction using assistive technology, using assistive technology for students to compensate for their disabilities, assessing the effectiveness of assistive technology, addressing the need for assistive technology through the I.E.P. process, and applying assistive technology to daily living skills and rehabilitation goals.

SD 760. STRATEGIES FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS 3 HRS.
This course will provide the candidate with descriptions and

applications of methods and strategies for teaching students with autistic spectrum disorders. Candidates will participate in a variety of activities to demonstrate knowledge and skills to meet the academic, social, and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

SD 800. CONSULTATION AND COLLABORATION 3 HRS.
Students will refine and practice effective communication skills. Current models of consultation/collaboration will be presented and critical.

SD 801. SEMINAR IN CURRENT ISSUES IN SPECIAL EDUCATION 3 HRS.
This course provides a format for discussing current issues, trends, and research affecting individuals with special educational needs. A pair of candidates select a topic from an array of issues, research, analyze, and summarize the topic and direct a seminar presentation, assisted by the informed discussion and questions from all others enrolled in the class.

SD 802. SEMINAR IN BEHAVIOR MANAGEMENT 3 HRS.
This course provides a practical guide to experienced teachers, teachers-in-training, parents, and paraprofessionals for applying behavior management techniques both in general and special education settings and in the home. The course focuses on the principles of behavior management and their application in the educational programs, as well as in the home. This course will help the student become a critical thinker, creative planner, and effective practitioner.

SD 804. INSTRUCTING INDIVIDUALS WITH SIGNIFICANT DIFFICULTIES 3 HRS.
(Prerequisites; SD 700, SD 702 or permission of instructor.) This course addresses the instruction of students with significant learning and adaptive behavior needs. The course provides perspective on delivering the instruction in the least restricted environment through a continuum of placements ranging from inclusion in the general education classroom to pull-out programs in special education.

SD 805. ADVANCED BEHAVIOR INTERVENTIONS 3 HRS.
(Prerequisites; SD 802 or PY 851.) This course provides a practical guide to experienced teachers, teachers-in-training, parents, and paraprofessionals for applying behavior management techniques both in general and special educational settings and in the home. The course focuses on the principles of behavior management and their application in the educational programs, as well as in the home.

SD 806. FAMILY, PROFESSIONAL WORKING WITH EXCEPTIONALITY 3 HRS.
This course focuses on a family systems perspective and emphasizes the importance of parent/family and professional collaboration and a multicultural approach. The course will cover theory, research, and best practices related to the family-professional partnership from both general and special education.

SD 807. SECONDARY SCHOOL PROGRAMMING FOR INDIVIDUALS WITH SPECIAL NEEDS 3 HRS.
This course provides an overview of research validated methods and materials that teachers should use while instructing adolescents with high-incidence disabilities and ways to address learning and behavioral problems that are typical of such adolescents. The content of the course is cross-categorical with emphasis on methods found to be effective with all types of youth with high-incidence disabilities.

SD 808. SUPERVISED PRACTICE ADAPTIVE ELEMENTARY II 3 HRS.
(Prerequisite, permission of instructor.) This course provides organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

SD 809. SUPERVISED PRACTICE ADAPTIVE SECONDARY II 3 HRS.
(Prerequisite, permission of instructor.) This course provides organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

SD 820. ASSESSMENT IN SCHOOLS 3 HRS.
This course is a survey of the broad spectrum of psychological tests used in the assessment of human potential and functioning. The focus is on the nature, use, and interpretations of various methods of evaluation with specific reference to measurement in the areas of aptitude, achievement, interest, personality, and intelligence. Analyzing data and the interpretation of test results is a major emphasis.

SD 850. CHARACTERISTICS OF THE GIFTED 3 HRS.
This course emphasizes definitions of giftedness, characteristics of the gifted, special populations of the gifted and factors involved in the identification of the gifted. Special problem topics are identified and addressed.

SD 851. EDUCATION OF GIFTED LEARNERS 3 HRS.
Development and implementation of gifted programming and differentiated instructional practices for diverse K-12 gifted learners.

SD 852. AFFECTIVE NEEDS OF THE GIFTED 3 HRS.
This seminar provides information on affective aspects of giftedness, emphasizing proactive and preventative approaches.

SD 855. SUPERVISED PRACTICE, ELEMENTARY GIFTS & TALENTS I 3 HRS.
(Prerequisites, PY 850, SD 851 and consent of instructor.) The course provides directed experiences in an educational setting specifically designed for gifted children at the primary and/or elementary level.

SD 856. SUPERVISED PRACTICE, ELEMENTARY GIFTS & TALENTS II 3 HRS.
(Prerequisites, PY 850, SD 851, PY 864, SD 852, and SD 855.) The supervised practicum requires students to draw on knowledge and skills gained in previous gifted education courses to plan and carry out relevant, appropriate projects with gifted elementary students.

SD 857. SUPERVISED PRACTICE, SECONDARY GIFTS & TALENTS I 3 HRS.
(Prerequisites, PY 850, SD 851, and consent of instructor.) The course provides directed experiences in an educational setting specifically designed for gifted children at the junior and/or senior high school level.

SD 858. SUPERVISED PRACTICE, SECONDARY GIFTS & TALENTS II 3 HRS.
(Prerequisites, PY 850, SD 841, PY 864, SD 852, SD 857 or approval of instructor.) This supervised practicum requires a student to draw on knowledge and skills gained in previous gifted education courses to plan and carry out relevant, appropriate projects with gifted elementary students.

SD 860. ADMINISTRATION AND SUPERVISION 3 HRS.

Principles, practices, and problems related to administering and supervising all areas of special education are dealt with through practical experiences. Special consideration is given to communication with faculty and community, finance, legal questions, state regulations, and research development. Services for all exceptionalities are designed.

SD 861. ISSUES IN SPECIAL EDUCATION AND ADMINISTRATION 3 HRS.

Students will select, research, and propose a solution for current issues affecting the delivery of service in special education.

SD 864. CREATIVE TEACHING AND LEARNING 3 HRS.

(Prerequisite, SD850 or permission of the instructor.) The course, appropriate for both special teachers of the gifted and general educators, including teachers, counselors, and administrators, explores the nature of creativity, with the emphasis given to attitudes, motivations, and educational practices which foster the identification, development, and maintenance of creative behaviors.

SD 867. SUPERVISED PRACTICE, SPECIAL EDUCATION SUPERVISOR AND COORDINATOR 1 HR.

(Prerequisite, SD 860.) This practicum provides direct experiences with a supervisor/coordinator in special education, including observation of at least one administrator and participation in an administrative project.

SD 899. MASTER'S CAPSTONE COURSE IN SPECIAL EDUCATION 3 HRS.

The Adaptive Special Education Capstone is the culminating course completed by students seeking the master's degree in the Adaptive Special Education Program. The Capstone will integrate the knowledge gained from previous program courses by having students produce a final project. The course will provide a series of assignments to support students as they develop their final projects. The final project will be an applied one demonstrating the students' mastery of educational theory and pedagogical skills. Additionally, the final project must align knowledge from previous coursework with the students' current or anticipated professional responsibilities as special education teachers or as educational professionals in other roles (e.g., general education teachers) who will be working with students with adaptive disabilities. The final project could take the form of an action research project, a professional in-service, or development of an educational product or process. Students will deliver a public demonstration of the final project at the end of the Capstone semester.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Shawna Shane, Chair

Professors: Joan Brewer, Kathy Ermler, Joella H. Mehrhof, Vicki Worrell, Mark Stanbrough **Associate Professors:** Michael Butler, Matt Howe, Clint Longacre, Paul Luebbers, Shawna Shane, Jennifer Thomas. **Assistant Professors:** Damon Leiss. **Instructors:** Erin Blocker, Denise Hodges, April Huddleston, Sunnin Keosybounheuang, Jodie Leiss, Lauren Loucks, Amy Townsend, <http://www.emporia.edu/hper/>

The central purpose of the Department of Health, Physical Education and Recreation is to provide individuals with a variety of selected movement experiences which will contribute to healthy and effective lives. The department encourages the development of a physically educated person. To be physically educated is to possess physical capacities, knowledge, and skills which contribute to one's effectiveness as a moving and thinking individual in our complex society.

VISION

The vision of Department of Health, Physical Education and Recreation (HPER) at Emporia State University will strive to be a nationally prominent department known for academic excellence, professional leadership, and public service.

MISSION

The mission of the Department of Health, Physical Education, and Recreation (HPER) at Emporia State University is to prepare quality professionals in the area of athletic training, health, physical education, recreation, and coaching, facilitate practical and action-based research and scholarly inquiry, and provide cutting-edge and collaborative services in athletic training, health, physical education, recreation and coaching. We embrace and promote lifelong opportunities for discovery, learning, and participation that contribute to healthy lifestyles.

FACILITIES

Emporia State University is very fortunate in the quantity and quality of specialized facilities, playing fields and equipment available for health, physical education, athletic training and recreation. The HPER Building has five gymnasiums, an eight-lane swimming pool and an adaptive pool. Also included are two handball-racquetball courts, a dance studio, a spin cycle room, a strength and conditioning room, smart classrooms, seminar rooms, specialized laboratories, and central office suite.

Campus outdoor facilities include four tennis courts, a baseball field, a softball field and approximately forty acres of grass fields. Welch Stadium is located immediately south of the HPER Building. The stadium surrounds the varsity football field and an eight-lane polyurethane track. Various community facilities are also utilized to service the programs.

ASSUMPTION OF RISK

A physical exam is not required for classes in the Department of HPER. However, due to the nature of the activity that involves a high level of physical stress (heart, lungs, muscles, bones, etc.) each student should have his/her physical health evaluated by a physician. The instructor assumes no responsibility for evaluating medical qualifications.

Due to the nature of the activities included in this department, an inherent risk of injury is involved. Such injury may include, but is not limited to, sprains, strains, burns, bruises, broken bones, tissue cuts, and the catastrophic. Students are advised of the potential for injury and should participate in any class in HPER only after they fully understand and accept the inherent risk factor.

INSTRUCTIONAL PROGRAM IN PHYSICAL EDUCATION FOR GENERAL EDUCATION STUDENTS

If possible, students should enroll in HL150, Critical Health Issues and Decisions in Society in their freshman year, and either PE100, Active Living or a physical activity course after that.

NON-TEACHING CAREERS IN HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS

Persons interested in non-teaching careers associated with the fields of health, physical education or recreation may pursue such interests through the Bachelor of Science degrees in Recreation, Health Promotion or Athletic Training. These programs have an established core of classes. Examples of careers that can be pursued are personal training, physical activity directors in private, public and individual organizations, intramural directors, athletic trainers, camp directors, worksite wellness directors, and program directors and clinicians in health agencies of all types.

PROFESSIONAL PREPARATION PROGRAMS IN HEALTH EDUCATION AND PHYSICAL EDUCATION

The Department of HPER has programs that prepare students to teach physical education and/or health education and to coach various sports. Persons who plan to teach health education or physical education should follow the degree plan for the Bachelor of Science in Education. Satisfactory completion of the requirements for the BSE degree and successfully passing the required professional tests entitles the graduate to a teaching license (PreK-12) issued by the Kansas State Board of Education.

BACHELOR OF SCIENCE IN EDUCATION HEALTH EDUCATION TEACHING FIELD (Changes Effective Fall 2013)

This degree prepares students to teach health education and one other academic field of their choice. In addition to teaching health, the health education program prepares persons for careers in public health, commercial and private agencies and with county, state, and federal agencies. See general education requirements in the general education section of this catalog. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog.

Required Courses (30 hours):

HL 150	Critical Health Issues and Decisions In Society	3 hours

HL 155	First Aid and Personal Safety	2 hours
HL 355	Health Promotion Protection Management	3 hours
HL 390	School Health Programs	3 hours
HL 400	Health Risk Factors	3 hours
HL 458	Teaching Sexuality Education	3 hours
HL 559	Methods & Strategies of Teaching Health	4 hours
PE 266	Technology in HPER	3 hours
	Electives	6 hours

Students must have a 2.75 GPA in all of the above courses and no grade lower than a C.

In order to successfully progress through the chosen program, a student must complete and pass major assessments during the program as determined by the Department of HPER.

BACHELOR OF SCIENCE IN EDUCATION PHYSICAL EDUCATION TEACHING FIELD

OPTION A - Two Teaching Fields

This option is designed for students who wish to teach PreK-12 physical education and one other academic area. In addition, it provides preparation for advanced degree work in physical education and related fields. The option also develops expertise, which may lead to employment in the areas of athletic administration, wellness/fitness programs, and various private agencies such as Red Cross and YM-YWCA. See general education requirements in the General Education section of this catalog. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the Department of School Leadership/Middle & Secondary Teacher Education section of this catalog.

Required Courses (38 hours):

PE 161	Foundations of PE: Field Sports	1 hour
PE 162	Foundations of PE: Individual Activities	1 hour
PE 163	Foundations of PE: Court Sports	1 hour
PE 164	Foundations of PE: Outdoor Activities	1 hour
PE 165	Foundations of PE: Dance	1 hour
PE 167	Foundations of PE: Activity Trends	1 hour
PE 262	Special Populations in HPER	2 hours
PE 264	Special Populations Lab in HPER	1 hour
PE 266	Technology in HPER	3 hours
PE 268	Instructional Principles in Physical Educ	2 hours
PE 300	History of Physical Education & Sport	1 hour
PE 345	Prevention & Care of Athletic Injuries	3 hours
PE 360	Physiology of Exercise	3 hours
PE 361	Motor Behavior	2 hours
PE 362	Kinesiology	3 hours
PE 365	Elementary School Physical Education	2 hours
PE 400	Measurement and Evaluation	2 hours
PE 480	Elementary School PE Curriculum	3 hours
PE 570	Middle/Secondary Physical Education Methods	5 hours

Students must have a 2.75 GPA in all of the above courses and no grade lower than a C.

In order to successfully progress through the chosen program, a student must complete and pass major assessments during the program as determined by the Department of HPER.

ZO 200/201, Anatomy and Physiology/Lab are prerequisites for PE 360 and PE 362.

OPTION B - One Teaching Field

This plan prepares the student to teach physical education at the PreK-12 grade level. It also provides preparation for advanced degree work in physical education and related fields. The student develops expertise which may lead to employment in the areas outlined in Option A.

Required Courses (49 hours):

PE 161	Foundations of PE: Field Sports	1 hour
PE 162	Foundations of PE: Individual Activities	1 hour
PE 163	Foundations of PE: Court Sports	1 hour
PE 164	Foundations of PE: Outdoor Activities	1 hour
PE 165	Foundations of PE: Dance	1 hour
PE 167	Foundations of PE: Activity Trends	1 hour
PE 262	Special Populations in HPER	2 hours
PE 264	Special Populations Lab in HPER	1 hour
PE 266	Technology in HPER	3 hours
PE 268	Instructional Principles in Physical Educ	2 hours
PE 300	History of Physical Education & Sport	1 hour
PE 320	Principles of Strength and Conditioning	2 hours
PE 345	Prevention & Care of Athletic Injuries	3 hours
PE 360	Physiology of Exercise	3 hours
PE 361	Motor Behavior	2 hours
PE 362	Kinesiology	3 hours
PE 365	Elementary School Physical Education	2 hours
PE 400	Measurement and Evaluation	2 hours
PE 480	Elementary School PE Curriculum	3 hours
PE 570	Teaching Methods in Middle/ Secondary Physical Education	5 hours
HL 400	Health Risk Factors	3 hours
	Electives	6 hours

Students must have a 2.75 GPA in all of the above courses and no grade lower than a C.

In order to successfully progress through the chosen program, a student must complete and pass major assessments during the program as determined by the Department of HPER.

ZO 200/201, Anatomy and Physiology/Lab are prerequisites for PE 360 and PE 362.

BACHELOR OF SCIENCE ATHLETIC TRAINING MAJOR (CAATE Accredited)

The Bachelor of Science Degree in Athletic Training is a CAATE accredited education program designed for students who desire to become certified athletic trainers. The student who completes the program requirements satisfactorily will be eligible to sit for the national certification exam for athletic trainers. Students interested in the athletic training education program must formally apply to be accepted in this program. The Athletic Training Program is divided into two phases. Phase I, Pre-Professional Program, consists of pre-requisite requirements that must be satisfactorily completed for the Athletic Training Program. Phase II, Professional Program, consists of the required courses, clinical experiences, and other requirements necessary to complete the Athletic Training Program.

Admission to Phase I, Pre-Professional Program, the student must:

1. Be admitted to Emporia State University;
2. Complete and return a written application to the AT Program and meet with the program director upon return of the application;
3. Complete observation hours (minimum of 60 hours, 30 of which need to be completed by Phase II Application time.)

under the direct supervision of a certified athletic trainer (ATC) during this phase;

4. Read and sign the technical standards form;
5. Read and sign the Hepatitis B consent/waiver;
6. Complete OSHA training and sign roster at completion of training;
7. Read and sign declaration of understanding after reading the ATS Handbook;
8. Complete a program required physical by a physician (MD or DO) of his/her choice.

Admission to Phase II, Professional Program, and the student must:

1. Complete the Phase I pre-requisites (HL 150 Critical Health Issues and Decisions in Society, HL 155 First Aid, PY 100 Introduction to Psychology, GB 140/141 Principles of Biology, CH120/121 General Chemistry OR CH 123/124 Chemistry I, PE 271/272 Introduction to Athletic Training and Lab) and enrolled in or have taken ZO 362/363 Anatomy and Physiology.
2. Complete all requirements outlined in the Pre-Professional Phase (Phase I) application procedures;
3. Complete and return a written application to the AT Program for the Professional Phase and meet with the program director upon return of the application;
4. Attain a 2.7 cumulative GPA and in all athletic training core courses;
5. Attain an 80% on clinical proficiencies in PE 272;
6. Gain admittance into the Professional Phase from the AT Program;
7. Read and sign acceptance contract of Phase II requirements.

The number of applicants accepted into Phase II each year is dependent on available clinical space with a maximum of 24 applicants accepted per class. Candidate selection will be made by the program director based upon recommendations from program faculty, staff, clinical evaluations, and review of material submitted. Students should see the program director for clarification of the application requirements and with any questions regarding the AT Program. The program requirements include required coursework, a cumulative grade point average of 2.7, 2.7 GPA in required program courses and no grade lower than a C, satisfactory completion of clinical proficiencies, and 1200 hours of clinical education.

Required Courses (49 hours):

HL 155	First Aid and Personal Safety	2 hours
HL 524	Ergogenic Issues in HPER	3 hours
PE 266	Technology in HPER	3 hours
PE 271	Intro to Athletic Training	2 hours
PE 272	Intro to Athletic Training Lab	2 hours
PE 273	Organization and Administration of Athletic Training	2 hours
PE 274	Clinical Education I	1 hour
PE 275	Clinical Education II	1 hour
PE 345	Prevention and Care of Athletic Injuries	3 hours
PE 346	Clinical Education III	1 hour
PE 347	Clinical Education IV	1 hour
PE 360	Exercise Physiology	3 hours
PE 362	Kinesiology	3 hours
PE 481	Modality Usage in Athletic Training	3 hours
PE 482	Rehabilitation of Athletic Injuries	3 hours

PE 483	Clinical Education V	1 hour
PE 484	Clinical Education VI	1 hour
PE 485	Assessment of Phy Inj – Upper	3 hours
PE 486	Assessment of Phy Inj - Lower	3 hours
PE 517	Medical Issues in Athletic Training	3 hours
ZO 362/363	Anatomy & Physiology and Lab	5 hours

Athletic Training students must take GB 140/141 Principles of Biology and Lab and CH120/121 General Chemistry and Lab OR CH 123/124 Chemistry I and Lab as pre-requisites for ZO 362/363 Human Anatomy and Physiology/Lab.

ZO 362/363 Human Anatomy and Physiology/Lab is a required course. Students must have a 2.7 GPA in all above courses and no grade lower than a C in required courses.

In order to successfully progress through the chosen program, a student must complete and pass AT competencies at 80% level during the program as determined by the Department of HPER.

BACHELOR OF SCIENCE RECREATION MAJOR

The Bachelor of Science in Recreation provides career opportunities in the leisure services and general recreation fields. Employment opportunities are available in municipal recreation and park agencies; state and federal agencies; institutions serving special populations; college recreational services; youth-serving agencies and commercial, outdoor, military, church and industrial agencies.

The student must complete the required number of hours from the program area. Forty five of the 124 hours of credit required for graduation must be in courses numbered 300 and above.

Recreation (53 hours):

RC 100	Introduction to Leisure Services	3 hours
RC 150	Foundations of Recreational Activities and Leadership	2 hours
RC 270	Sport Management	3 hours
RC 360	Facility Management	2 hours
RC 374	Recreation Delivery Systems	2 hours
RC 389	Program Design & Implementation	2 hours
RC 395	Practicum 1	2 hours
RC 401	Aquatic Management	2 hours
RC 410	Travel, Tourism and Hospitality Management	3 hours
RC 420	Revenue Resource Management in Leisure Services	2 hours
RC 425	Promotion and PR in Recreation and Leisure	2 hours
RC 430	Leadership and management of Personnel in Leisure Settings	2 hours
RC 451	Professional Development	1 hour
RC 470	Practicum 2	2 hours
RC 520	Special Topics in Leisure Studies	2 hours
RC 570	Internship in Recreation	12 hours
HL 155	First Aid & Personal Safety	2 hours
PE 164	Foundations of PE: Outdoor Activities	1 hour
PE 262	Special Populations in PE & Rec	2 hours
PE 264	Special Populations Lab in HPER	1 hour
PE 266	Technology in HPER	3 hours

Students must have a 2.5 GPA in all of the above courses and no grade lower than a C.

In order to successfully progress through the chosen program, a student must complete and pass major assessments during the program as determined by the Department of HPER.

BACHELOR OF SCIENCE HEALTH PROMOTION MAJOR (Changes Effective Fall 2013)

The purpose of the health promotion program is to train those students who wish to gain the knowledge and skills to work with individuals and organizations who desire to improve their levels of wellness through personalized training and educational efforts delivered at a worksite environment. Employment opportunities are available in academic, commercial, clinical/medical, for-profit businesses and recreational settings.

The student must complete the required number of hours from the program area. Forty five of the 124 hours of credit required for graduation must be in courses numbered 300 and above.

Health Promotion (59 hours):

HL 150	Critical Health Issues and Decisions in Society	3 hours
HL 155	First Aid and Personal Safety	2 hours
HL 250	Introduction to Health Promotion	3 hours
HL 344	Modifying Health Behavior	3 hours
HL 355	Health Promotion/Protection Management	3 hours
HL 356	Health Fitness Instruction & Leadership	2 hours
HL 370	Practicum in Health Promotion I	1 hour
HL 435	Strength and Condition for the Personal Trainer	2 hours
HL 465	Worksite Wellness Programs	3 hours
HL 524	Ergogenic Issues in HPER	3 hours
HL 565	Strategies in Health Promotion	4 hours
HL 566	Exercise Testing and Prescription	4 hours
HL 570	Practicum in Health Promotion II	2 hours
HL 580	Internship in Health Promotion	12 hours
GB 385	Nutrition	3 hours
PE 266	Technology in HPER	3 hours
PE 360	Physiology of Exercise	3 hours
PE 362	Kinesiology	3 hours

The students must maintain a cumulative grade point average of 2.5 and a content GPA of 2.75.

In order to successfully progress through the chosen program, a student must complete and pass major assessments during the program as determined by the Department of HPER.

ZO 200/201, Anatomy and Physiology/Lab are prerequisites for PE 360 and PE 362.

MINORS IN HEALTH, PHYSICAL EDUCATION, RECREATION & COACHING

A minor (non-teaching) consists of a minimum of 15 hours. Students electing a minor should, not later than the second semester of the sophomore year, consult with the chair of the department for the assignment of an advisor. The advisor will work with the student in the development of a minor program contract. Specific course requirements follow.

HEALTH MINOR

This non-teaching minor consists of 15 hours.

Required Courses (6 hours):

HL 150	Critical Health Issues and Decisions in Society	3 hours
*HL355	Health Promotion Protection Management	3 hours

Elective courses (minimum of 9 credit hours):

The remaining theory courses needed to complete 15 hours are to be selected in terms of the student's area of interest and in consultation with and approval of the minor advisor and chair of the department. The following courses are available to choose from:

HL 155	First Aid and Personal Safety	2 hours
PE 320	Principles of Strength and Conditioning	2 hours
HL 344	Modifying Health Behavior (Spring only)	3 hours
HL 353	Community Health Programs and Services	3 hours
HL 356	Health Fitness Instruction and Leadership (Fall only)	2 hours
*HL250	Introduction to Health Promotion (Fall only)	3 hours
HL 390	School Health Programs (Fall only)	3 hours
*HL400	Health Risk Factors	3 hours
HL 458	Teaching Human Sexuality Education (Fall only)	3 hours

PHYSICAL EDUCATION MINOR

This non-teaching minor consists of 15 hours.

Required Courses (8 hours):

PE 320	Principles of Strength and Conditioning	2 hours
PE 360	Physiology of Exercise	3 hours
PE 362	Kinesiology	3 hours

Two of the following 1 hour courses must be selected (2 hours):

PE 161	Foundations of PE: Field Sports	1 hour
PE 162	Foundations of PE: Individual Activities	1 hour
PE 163	Foundations of PE: Court Sports	1 hour
PE 164	Foundations of PE: Outdoor Activities	1 hour
PE 165	Foundations of PE: Dance	1 hour
PE 167	Foundations of PE: Activity Trends	1 hour

Select one class from the list below (2 hours):

HL 155	First Aid and Personal Safety	2 hours
PE 268	Instructional Principles in Physical Educ	2 hours
PE 381	Health/PE for Elementary Teachers	2 hours

Elective Courses (minimum of 3 credit hours):

The remaining theory courses needed to complete 15 hours are to be selected in terms of the student's area of interest and in consultation with and approval of the minor advisor and chair of the department.

ZO 200/201, Anatomy and Physiology/Lab are prerequisites for PE 360 and PE 362.

RECREATION MINOR

This non-teaching minor consists of 15 hours.

Required Courses (11 credit hours):

RC 100	Introduction to Leisure Services	3 hours
RC 150	Foundations of Recreation Activities and Leadership	2 hours
RC 360	Facility Management	2 hours
RC 374	Recreation Delivery System	2 hours
RC 389	Program Design & Implementation	2 hours

Elective Courses (4 credit hours):

The remaining courses needed to complete 15 hours are to be selected in terms of the student's area of interest and in consultation with and approval of the minor advisor.

COACHING MINOR**Required Courses (18 hours):**

PE 305	Theory and Principles of Coaching	3 hours
PE 320	Principles of Strength and Conditioning	2 hours
PE 345	Prevention and Care of Athletic Injuries	3 hours
PE 420	Psychology of Sport	2 hours
PE 540	Coaching Education Practicum	2 hours

Select 2 from the following fundamentals of coaching classes:

PE 350	Fundamentals of Coaching of Baseball	3 hours
PE 351	Fundamentals of Coaching of Basketball	3 hours
PE 352	Fundamentals of Coaching of Football	3 hours
PE 354	Fundamentals of Coaching of Track	3 hours
PE 355	Fundamentals of Coaching of Volleyball	3 hours
PE 356	Fundamentals of Coaching of Softball	3 hours
PE 357	Fundamentals of Coaching Soccer	3 hours
PE 358	Fundamentals of Coaching Tennis/Golf	3 hours

MASTER OF SCIENCE**PHYSICAL EDUCATION MAJOR**

The Department of Health, Physical Education, and Recreation offers graduate work leading to the Master of Science degree for students interested in advancing their education and opportunities in the areas of teaching, health promotion, and research. All of the graduate faculty in the department have completed doctoral degrees.

Many of the faculty are nationally recognized in their fields. The Department is housed in an excellent facility which includes five gymnasiums, human performance lab, Olympic size pool, and computer lab.

The master's degree program offered through the Department of Health, Physical Education, and Recreation may be completed entirely online through internet courses. This unique program was the first fully accredited distance learning master's degree program in the United States.

The object of this program is to build upon a well-rounded health &/or physical education foundation and a specialized knowledge of concepts and methods in teaching and coaching, which will enable the student to pursue a productive career in teaching health or physical education and/or coaching various sports. The program also provides students, who have appropriate undergraduate preparation, the expertise for employment in wellness and fitness programs. Responsibility for a student's program is vested in an advisor charged with arranging the student's course work and supervising research activities.

Students must present an acceptable undergraduate background in health, physical education, or recreation representing a breadth of preparation comparable to that required for an undergraduate concentration in HPER at Emporia State University. Students lacking some prerequisites in their undergraduate preparation may be required to complete additional courses as prescribed by the advisor and committee.

**Courses offered by the Department of Health,
Physical Education and Recreation:
HEALTH**

**HL 143. GENERATING OPPORTUNITIES THROUGH
ACADEMIC AND LIFE SKILLS (GOALS) 2 HRS.**

This course is designed to assist students in the development of strategies essential to a successful academic career. Additionally students will gain an informative view on how drugs affect the mind,

and body performance. Ultimately, students will be encouraged to implement a strategic plan that will help them to achieve success in athletics, academics and careers.

HL 150. CRITICAL HEALTH ISSUES AND DECISIONS IN SOCIETY 3 HRS.

Critical Health Issues and Decisions in Society examines underlying health and wellness issues and recommendations and the theory and practice of implementing health enhancement strategies. In addition, the relationship between health and larger cultural and societal issues are analyzed. This course encourages students to confront the broad issues that link health to political and social policies. Risk assessment and behavior change strategies will be addressed.

HL 155. FIRST AID AND PERSONAL SAFETY 2 HRS.

Theory and practice in the American National Red Cross Standard, First Aid, Personal Safety, and Cardiopulmonary Resuscitation.

HL 250. INTRODUCTION TO HEALTH PROMOTION 3 HRS.

This course is designed to provide students with the foundational concepts and processes used to plan successful health education and health promotion programs in corporate, clinical, private, community and academic settings.

HL 251. CONSUMER HEALTH 2 HRS.

Investigation of health-related products and services, as well as of the American health care system. Promotion of consumer understanding that will result in the making of intelligent health decisions.

HL 252. DRUGS AND HUMAN HEALTH 2 HRS.

This course provides a framework for basic understanding of the classifications of various drugs as well as distinguishing the drugs according to schedules, prescription requirements and addictive properties. The course will also determine the differences between drug use, misuse and abuse. The positive aspects of drug use as well as alternative remedies will be addressed.

HL 340. VIOLENCE PREVENTION STRATEGIES 2 HRS.

This course addresses effective violence prevention strategies used by teachers and school staff in the school environment. Emphasis will be on developing teacher skills and strategies for organizing and implementing comprehensive violence prevention programs in the school classroom and environment.

HL 344. MODIFYING HEALTH BEHAVIOR 3 HRS.

This class targets professionals who are interested in health behavior change as a technique in the overall prevention or treatment of health problems. Emphasis is given to definitions and origins of traditional behavior change, behavior change theory and techniques for making changes in behaviors. An integration of educational, organizational and environmental interventions will be presented that are designed to enhance individual and community health.

HL 353. COMMUNITY HEALTH PROGRAMS AND SERVICES 3 HRS.

Principles and practices of community health programs and voluntary health agencies. Identification of the relationship between local, state, and national community health programs. Organization and administration of community health programs and voluntary health agencies.

HL 354. ENVIRONMENTAL HEALTH AND HUMAN DISEASES 3 HRS.

Survey of basic environmental health problems such as air, water, solid waste, noise, and radiation pollution with special consideration given to population-related issues. Included will be a study of pollution factors related to causality of diseases and the human body's ability to resist certain pathogens.

HL 355. HEALTH PROMOTION PROTECTION MANAGEMENT 3 HRS.

(Prerequisite, HL 150.) This course is an overview of the most common chronic and preventable diseases currently in the United States. A significant amount of time will be devoted to learning the most effective methods of preventing these diseases and how to effectively educate assorted at-risk populations regarding these methods.

HL 356. HEALTH FITNESS INSTRUCTION AND LEADERSHIP 2 HRS.

The purpose of this course is to provide students with the basic knowledge and skills needed to lead group exercise sessions. A variety of topics will be covered including rhythm and cuing, stretching and toning, floor aerobics, and step aerobics as well as other forms of group exercise. Information on training principles, safety issues and contra-indicated exercises is also included. Students will participate in a variety of teaching and observation experiences.

HL 370. PRACTICUM IN HEALTH PROMOTION I 1 HR.

This health promotion practicum is designed to familiarize the health promotion major with the diverse settings in which health promotion professionals practice and potential career paths they can pursue for Practicum II (HL570), internship (HL580) and jobs upon entering the workforce. This practicum experience offers the student an opportunity to become cognizant of the scope of knowledge, skills and responsibilities often expected of health promotion professionals in a variety of work settings, including hospitals, school districts, corporations and fitness facilities. It offers the students a glimpse into what they will be assisting with or performing during their Practicum II experience.

HL 389. HEALTH PROMOTION PROGRAMMING 3 HRS.

This course is designed to provide students with the foundational concepts and processes used to plan successful health education and health promotion programs in corporate, clinical, private, community and academic settings.

HL 390. SCHOOL HEALTH PROGRAMS 3 HRS.

This course will prepare and train students in developing the skills that will enable them to be the professional critical thinker, creative planner, and effective practitioner teacher candidate, in accordance with the mission of the Teachers College at Emporia State University. The objective is for all teacher candidates to be prepared with essential knowledge, skills, and dispositions in the field of health education. This course specifically focuses on developing an understanding of the comprehensive school health program and provides information on strategic interventions of advocating, planning, implementing, and assessing the components of healthy schools.

HL 400. HEALTH RISK FACTORS 3 HRS.

(Prerequisite, HL 150.) This course allows students to obtain, interpret and understand basic health information and services. The class will examine the major concepts, ideas, research and teaching strategies related to health risk behaviors. Future professionals will also learn basic curriculum and lesson plan development and complete practical teaching experiences.

HL 435. STRENGTH AND CONDITIONING FOR THE PERSONAL TRAINER**2 HRS.**

(Prerequisites, ZO200 and PE320) This course examines advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance. This course is intended to build upon students' current level of knowledge in preparation for a career in personal training.

HL 455. INSTRUCTOR'S COURSE IN FIRST AID AND PERSONAL SAFETY**2 HRS.**

Theory and practice of the American National Red Cross Instructor's Course in First Aid and Personal Safety. (Designed to meet American National Red Cross requirement for the Instructor's Certificate.)

HL 456. DEATH AND DYING**2 HRS.**

Exploration of knowledge about and attitudes toward death and dying. Emphasis placed upon the death of family, friends, and self as well as on suicide prevention and intervention.

HL 458. TEACHING HUMAN SEXUALITY EDUCATION**3 HRS.**

This course is designed to introduce future teachers to the various approaches of delivering comprehensive human sexuality information, including HIV/AIDS, in the classroom setting. Emphasis will be given to learning human sexuality content, legalities of teaching human sexuality, and to organizing and delivering age appropriate teaching strategies, which provide students an opportunity to make responsible choices regarding relationships and personal sexual behavior.

HL 465. WORKSITE HEALTH PROMOTION**3 HRS.**

This course provides an introduction to worksite health promotion with an emphasis on program development and design. The focus will be on planning, defining, implementing and evaluating corporate and community interventions for health including behavioral/educational, organizational and environmental change strategies.

HL 490. SPECIAL TOPICS IN HPER**1- 3 HRS.**

The purpose of this course is to allow the department to provide students the opportunity to study various special and current topics that cannot be presented in other formal classes. In addition, it will provide the vehicle for offering and listing new/experimental courses within the Department of HPER.

HL 524. ERGOGENIC ISSUES IN HPER**3 HRS.**

(Prerequisites, HL 150, GB385 and ZO 200.) The purpose of this course is to allow students to gain insight into dietary ergogenic issues related to physically active populations. Students will interact with physically active populations to assess dietary, physical and performance standards in order to develop alternative plans for healthy, active lifestyles. This course will also assist the student in becoming a critical thinker, creative planner, and effective practitioner.

HL 550. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL**3 HRS.**

Justification for and dynamics of health instruction in the elementary school. Exposure to a wide range of health education content information, methods, materials, and resources which pertain specifically to health instruction in the elementary school.

HL 559. METHODS OF TEACHING HEALTH**4 HRS.**

(Prerequisite, HL 390.) Principles of PreK-12 school health instruction with emphasis upon curriculum construction, instructional strategies and materials, lesson plan development, actual teaching experiences, and evaluative techniques.

HL 560. SPECIAL PROBLEMS IN HEALTH AND SAFETY EDUCATION**1-3 HRS.**

(Prerequisites, permission of instructor.) The purpose of this course is to allow students the opportunity to complete in depth study of health education/health promotion related topics.

HL 565. STRATEGIES IN HEALTH PROMOTION**4 HRS.**

(Prerequisites, HL 465 and HL 389.) This course is designed as a laboratory for improving the organization, delivery and evaluation skills of the students in the following levels of interventions found in community and worksite health promotion: 1) Communication and awareness programs; 2) Screening and assessment programs; 3) Education and lifestyle programs and 4) Behavior change support systems.

HL 566. EXERCISE TESTING AND PRESCRIPTION**4 HRS.**

(Prerequisite, PE 360.) This course is designed to prepare students to accurately assess apparently healthy individuals in a variety of areas of physical fitness. Students will practice interpreting and applying the results of these assessments for the purpose of exercise prescription/programming.

HL 570. PRACTICUM IN HEALTH PROMOTION II**2 HRS.**

(Prerequisite, HL 370.) The health promotion practicum is designed to prepare the health promotion major with skills and abilities to successfully compete in the quest for an internship and a professional job. The practicum experience offers the student an opportunity to gain further insight into health education content, problems, issues and skills previously studied. It offers the student opportunities to apply these during this practicum experience. A well-conducted practicum can be mutually rewarding for the student as well as the supervising organization.

HL 580. INTERNSHIP IN HEALTH PROMOTION**12 HRS.**

(Prerequisites, HL 570, HL 344, HL 465, HL 565, and HL 566.) The internship course provides experience in health-related agencies to enable the student to utilize basic knowledge and demonstrated ability of health promotion skills within a health promotion setting. A minimum of 480 hours and/or 12 weeks at the internship site is required. In addition the student is required to submit a midterm and final report, including an intern portfolio.

HL 620. STRESS MANAGEMENT**1 HR.**

(Prerequisite, HL 150.) This course is designed for people interested in prevention and control of stress through various relaxation and stress management techniques. Particular emphasis will be on personal techniques for managing stress in a wide variety of situations.

HL 650. SCHOOL HEALTH ISSUES AND TRENDS**3 HRS.**

Analysis of specific health problems currently present within society. Emphasis will be placed upon the role of the teacher in terms of content preparation, course planning, instructional methods and materials, as well as evaluation relative to respective critical health issues.

HL 700. CURRENT DEVELOPMENTS IN HEALTH EDUCATION**1-4 HRS.**

Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods, and techniques in health education.

HL 701. SPECIAL WORKSHOPS IN HEALTH**1-2 HRS.**

This course offers the opportunity for students to experience a variety of intensive courses concerned with health topics.

HL 710. ADVANCED CRITICAL ISSUES IN HEALTH**3 HRS.**

This health knowledge-based course for health educators will focus on tools and strategies to use with individuals in educational settings for enhancing their health knowledge and behavioral lifestyle motivations will also be presented as part of the course's approach to the pursuit toward optimum health.

HL 735. INSTRUCTIONAL STRATEGIES IN HUMAN SEXUALITY EDUCATION**3 HRS.**

This course will provide instructional strategies in the various areas of human sexuality education. The course will also focus on terminology, legal issues, cultural differences and relationships as they apply to human sexuality education. This course is most appropriate for those who teach at the K-12 grade levels.

HL 751. LEADERSHIP/MANAGEMENT IN HEALTH AND WELLNESS PROGRAMS**3 HRS.**

Overview of organization and administration of health and wellness programs: administrative theories, management by objectives; budgeting, grantsmanship, contracts, strategies, consultation, and art of leadership.

HL 780. SCHOOL HEALTH ISSUES AND TRENDS**3 HRS.**

This course is application of current school health instruction with emphasis upon curriculum construction, instructional strategies, lesson plan development, use of appropriate assessments and reflection practices. Additional focus on health content in a multi-disciplinary approach within a school setting, exploring community involvement and an increase awareness on global diversity.

HL 800. APPLIED RISK BEHAVIOR EDUCATION AND STRATEGIES**3 HRS.**

This course provides an opportunity for identification and analysis of current issues and trends as applied to the risk behaviors that cause health problems, as cited by research related to the field of health education. Emphasis is placed on basic concepts, teaching strategies, debating current health issues, and writing and defending topic viewpoints.

HL820. INSTRUCTIONAL METHODS OF HEALTH EDUCATION**3 HRS.**

This course is application of current school health instruction with emphasis upon curriculum construction, instructional strategies, lesson plan development, use of appropriate assessments and reflection practices. Additional focus on health content in a multi-disciplinary approach within a school setting, exploring community involvement and an increase awareness on global diversity.

HL 850. WELLNESS CONCEPTS AND PREVENTION STRATEGIES**3 HRS.**

This course is designed to identify the various factors influencing health decisions and behaviors. The development of strategies for effective use of health information and research in educational settings is discussed.

PHYSICAL EDUCATION**PE 101. SEMINAR IN HPER****1 HR.**

This course is intended to introduce the students to the HPER Department and its programs; give a glimpse into the professional opportunities afforded to those in the areas of Athletic Training, Health Promotion, Recreation, Health Education and Physical Education; discuss the differences between college and high school with respect to expectations, responsibilities and study skills; discuss personal, professional and social issues and goals relating to various career

opportunities with HPER; cover the general expectations for the various degrees in regards to assessment checkpoints and accreditation procedures; explore personal degree plan profession, and provide interactions between those enrolled, upper-class majors and various faculty members.

PE 160. FOUNDATIONS OF PHYSICAL EDUCATION: FITNESS ACTIVITIES**1 HR.**

This course is designed to provide the opportunity for HPER majors to learn the fundamentals of teaching fitness activities that exist in the public schools such as tumbling, weight training, aerobics, walking/jogging, etc.

PE 161. FOUNDATIONS OF PHYSICAL EDUCATION: FIELD SPORTS**1 HR.**

This course is designed for the professional student in physical education or recreation to develop the basic skills used in a variety of field games (e.g. ultimate Frisbee, lacrosse, Omnikin ball, and soccer). Skills instruction and teaching methods are developed through a series of learning progressions.

PE 162. FOUNDATIONS OF PHYSICAL EDUCATION: INDIVIDUAL SPORTS**1 HR.**

This course will cover several individual sport activities. The course is designed to provide physical education and recreation majors with the basic skills and knowledge necessary for walk/jog activities, bowling, golf, self-defense and fencing. Experiences and opportunities in this class are designed to assist students in building a foundation to becoming critical thinkers, creative planners and effective practitioners.

PE 163. FOUNDATIONS OF PHYSICAL EDUCATION: COURT SPORTS**1 HR.**

This course is designed for the professional student in physical education or recreation to develop the basic skills in a variety of court sports and games. The activities that will be covered in this class include volleyball, team handball, basketball, tennis, and badminton. Skills instruction and teaching methods are developed through a series of learning progression.

PE 164. FOUNDATIONS OF PHYSICAL EDUCATION: OUTDOOR ACTIVITY**1 HR.**

This course will cover outdoor pursuits and activities. This course is designed to provide the physical education and recreation major with the skills and knowledge necessary in several outdoor pursuits and the basic fundamentals of various outdoor activities. Specifically the course will develop the students' skills in orienteering, inline skating, mountain biking, canoeing, hiking and outdoor pursuits appropriate for schools and recreation centers.

PE 165. FOUNDATIONS OF PHYSICAL EDUCATION: DANCE**1 HR.**

This course is designed to introduce the methods of presenting basic rhythms and dance forms to K-12 students. Topics include children's creative dance, rhythmic activities, line and social dance, and folk and square dance.

PE 166. FOUNDATIONS OF PHYSICAL EDUCATION: RACQUET SPORTS**1 HR.**

This course will expose students to the activities of badminton and tennis and develop skill and teaching techniques for these activities. There will be a comprehensive written test given at the end of the course as well as competency based skill tests.

PE 167. FOUNDATIONS OF ACTIVITY TRENDS 1 HR.

This course is designed for the professional student in physical education to develop the basic knowledge and skills in new activity trends for the physical education area. The activities that will be covered in this class include core training, rollerblading, lunny sticks, omnikin and koob. In addition, activities will change based on the trends in the field. Skills instruction and teaching methods are developed through a series of learning progressions.

PE 262. SPECIAL POPULATIONS IN PHYSICAL EDUCATION & RECREATION 2 HRS.

Concurrent with PE 264. This course is designed to give the physical education/recreation student an opportunity to study various abnormalities, diseases, and handicaps that may be encountered in public and private settings.

PE 264. SPECIAL POPULATIONS LABORATORY IN PHYSICAL EDUCATION 1 HR.

(Concurrent with PE 262.) This course is designed to give the physical education student an opportunity to study various abnormalities and diseases, and how they might adapt physical education activities to meet the needs, interests, and limitations of pupils that cannot take part in the unrestricted physical program safely or successfully.

PE 266. TECHNOLOGY IN HEALTH, PHYSICAL EDUCATION AND RECREATION 3 HRS.

This course is designed to provide students with knowledge, skills, and tools to effectively implement technology in health, physical education and recreation. This course will cover computer technology as well as exercise and physical fitness assessment technology. Students will have the opportunity for practical applications of technological skills in health, physical education and recreation.

PE 268. INSTRUCTIONAL PRINCIPLES IN PHYSICAL EDUCATION 2 HRS.

This course is designed to provide students with general physical education principles and the application of these principles to movement skills; to introduce students to basic teaching strategies and techniques of movement skills; and to demonstrate how material from other courses can be integrated to enhance the teaching and learning process.

PE 271. INTRODUCTION TO ATHLETIC TRAINING 2 HRS.

This course is designed to provide introductory information in athletic training aligned with the competencies in Athletic Training document (NATA). Concepts of prevention, evaluation, first aid, therapeutic treatment, and rehabilitation will be presented. Laboratory experiences will include practical applications, testing, treatment applications, testing, and prevention programs. Teaching objectives outlined in the Competencies in Athletic Training document will serve as guidelines for some labs.

PE 272. INTRODUCTION TO ATHLETIC TRAINING LAB 2 HRS.

Concurrent with PE 271. This class is the clinical application (lab) of the class PE 271, Introduction to Athletic Training. The course is designed to provide information in athletic training according to the required competencies in Athletic Training document (NATA). Basic concepts of prevention, evaluation, first aid, therapeutic treatment, and rehabilitation will be presented. Lab time will provide opportunity for practical application and testing of the required skills designated as teaching objectives in the Competencies in Athletic Training document.

PE 273. ADMINISTRATION/ORGANIZATION OF ATHLETIC TRAINING 2 HRS.

This course is designed to provide the student with a concentration in athletic training with a core knowledge of the specifics of program administration in the athletic training setting. Specific knowledge requirements, identified by the NATA Role Delineation Study of 1991 and the Competencies in Athletic Training published by the Joint Review Committee on Educational Programs in Athletic Training, include the areas. The specific competencies are outlined in the course objectives.

PE 274. CLINICAL EDUCATION I 1 HR.

Students are introduced to the profession of athletic training and the Athletic Training Program. Basic taping and wrapping techniques will be introduced as well as a review of the American Red Cross CPR-PR certification. Students will be assessed on psychomotor skills acquired from previous coursework. Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 150 clinical hours.

PE 275. CLINICAL EDUCATION II 1 HR.

(Prerequisites, PE 274 and PE 345.) Students will develop skills in advanced taping, wrapping, and fitting or protective equipment. Students will be assessed on psychomotor skills acquired from previous coursework. Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 150 clinical hours.

PE 300. HISTORY OF PHYSICAL EDUCATION SPORT 1 HR.

This course is designed to explore the history and foundations of sport and physical education from ancient to current time. Philosophical issues as well as the relationship of sport and physical education with societal, political, and economic issues are examined.

PE 305. THEORY OF COACHING 3 HRS.

This course is designed to provide the basic knowledge, acquisition, and application of coaching philosophy, sport psychology, and teaching skills that influence coaching effectiveness in educational and recreational settings. Emphasis is placed on preparing coaches to train athletes to achieve optimal level of performance at various age and ability levels.

PE 320. PRINCIPLES OF STRENGTH AND CONDITIONING 2 HRS.

This course is designed to provide students with the theoretical and practical knowledge of the physiological, biomechanical and administrative aspects of designing and supervising safe and effective strength and conditioning programs for youth through adult populations.

PE 345. PREVENTION AND CARE OF ATHLETIC INJURIES 3 HRS.

Preventive measures, first aid, taping, bandaging, therapeutic care, and evaluation and rehabilitation used in alleviating conditions and injuries incurred in athletic participation.

PE 346. CLINICAL EDUCATION III 1 HR.

(Prerequisites, PE 275 and PE 273.) Students will be assessed on psychomotor, cognitive, and affective skills acquired from previous course work (e.g., PE 345 Care and Prevention of Athletic Injuries, PE 273 Organization/Administration of Athletic Training). Clinical education rotations will be assigned under the direct supervision of an

Approved Clinical Instructor (ACI). Students must complete a minimum of 225 clinical hours.

PE 347. CLINICAL EDUCATION IV 1 HR.
(Prerequisites, PE 346, PE 482, and PE 485.) Students will be assessed on psychomotor as well as cognitive and affective skills acquired from previous course work (e.g., PE 485 Assessment of Physical Injuries-Upper Body and PE 482 Modality Usage in Athletic Training). Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 225 clinical hours.

PE 350. FUNDAMENTALS & COACHING OF BASEBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skills unique to baseball. Additional emphasis is given to the study of coaching theories and techniques.

PE 351. FUNDAMENTALS & COACHING OF BASKETBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to basketball. Additional emphasis is given to the study of coaching theories and techniques.

PE 352. FUNDAMENTALS & COACHING OF FOOTBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to football. Additional emphasis is given to the study of coaching theories and techniques.

PE 354. FUNDAMENTALS & COACHING OF TRACK & FIELD 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to track and field. Additional emphasis is given to the study of coaching theories and techniques.

PE 355. FUNDAMENTALS & COACHING OF VOLLEYBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to volleyball. Additional emphasis is given to the study of coaching theories and techniques.

PE 356. FUNDAMENTALS OF COACHING SOFTBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to softball. Additional emphasis is given to the study of coaching theory and techniques.

PE 357. FUNDAMENTALS AND COACHING OF SOCCER 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skills unique to soccer. Additional emphasis is given to the study of coaching theories and techniques.

PE 358. FUNDAMENTALS AND COACHING OF TENNIS/GOLF 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and

basic fundamental skills unique to tennis/golf. Additional emphasis is given to the study of coaching theories and techniques.

PE 360. PHYSIOLOGY OF EXERCISE 3 HRS.
(Prerequisite, ZO 200.) The purpose of this course is to provide future HPER professionals with opportunities to develop basic knowledge and skills pertaining to adaptations made by the human body during exercise. Specific topics will include physical fitness and basic training principles, muscular and neurological control of movement, cardiorespiratory adaptations, nutrition and environmental influences as well as others. Students will participate in and conduct physical fitness assessments, write an exercise prescription and complete lab assignments related to course topics.

PE 361. MOTOR BEHAVIOR 2 HRS.
A critical examination of some concepts of human skill performance and learning and an application of those concepts to teaching and coaching.

PE 362. KINESIOLOGY 3 HRS.
(Prerequisite, ZO 200.) This course is designed to introduce the student to movement concepts as applied to various sports activities. Laws of motion, principles of force, equilibrium concepts, and laws governing projectiles will be introduced and applied. The student will develop the ability to analyze skill movements in specific sport activities. The anatomy and function of the musculoskeletal system and the concept of levers will be reviewed.

PE 365. GAMES, RHYTHMS, AND ACTIVITIES FOR ELEMENTARY PHYSICAL EDUCATION 2 HRS.
Designed to meet the needs of physical education teachers in the elementary grades. Emphasis is placed on teaching styles, organizational movement activities and program evaluation.

PE 374. WATER SAFETY INSTRUCTOR 2 HRS.
(Permission of instructor.) The Water Safety Instructor course is directly concerned with giving candidates theoretical and practical knowledge, and assistance in the teaching of the American Red Cross Water Safety course. It is possible to receive Red Cross Water Safety Instructor (WSI) certification upon successful completion of course requirements.

PE 375. DANCE COMPOSITION 2 HRS.
A theory and practical study of modern dance as an art form including movement technique, the use of space and rhythm, stimulus for composition, accompaniment and program planning.

PE 378. FIELD EXPERIENCES 1-2 HRS.
Designed to provide opportunities for the student to gain experience in observing and teaching under the supervision of a master teacher or leader.

PE 381. ELEMENTARY SCHOOL HEALTH & PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER 2 HRS.
Methods and materials for directing health and physical education activity programs for the elementary school child. The course is designed for students who are candidates for elementary classroom teaching certification.

PE 400. MEASUREMENT & EVALUATION 2 HRS.
This course is designed to aid students in gaining knowledge about and skills in measurement processes and techniques, particularly as they relate to physical education. Experiences will be provided for learning about and practicing proper test selection, proper test administration, and appropriate use of test results. The course will include also

experiences with basic statistics and computers and an introduction to evaluation and grading.

PE 420. PSYCHOLOGY OF SPORT 2 HRS.

The purpose of this course is to give the beginning coach an overview of how psychology ties into the art of successful coaching. Special attention is given to motivation styles, techniques, and uses.

PE 460. ORGANIZATION AND ADMINISTRATION OF HPER 2 HRS.

Course is designed to identify, observe, study and discuss techniques and functions of program administration in elementary and secondary schools. Includes coordinating, planning, organizing, staffing, scheduling and budgeting as related to health, physical education, recreation and athletic programs.

PE 471. INDEPENDENT STUDY 1-3 HRS.

A supervised survey and review of literature on a problem in the field. Written report with documentation is required.

PE 480. CURRICULUM AND TEACHING METHODS IN ELEMENTARY PHYSICAL EDUCATION 3 HRS.

Designed to present the total curriculum in physical education at the elementary school level with emphasis on special experiences with children at the Preschool-Grade 6 levels in various curricular areas of activity. Experiences in this course will enable students to become more proficient in the knowledge and skills needed to be critical thinkers, creative planners and effective practitioners in the area of elementary physical education.

PE 481. THERAPEUTIC MODALITY USAGE IN ATHLETIC TRAINING 3 HRS.

(Prerequisites, ZO 362.) The primary purpose of this course is to provide the students with the knowledge and skills in therapeutic modality use and the rehabilitation process with modalities necessary to effectively develop treatment plans for the benefit of the athlete. This will provide a foundation for the student to prepare for the NATA national board certification examination.

PE 482. REHABILITATION OF ATHLETIC INJURIES 3 HRS.

(Prerequisites, ZO 362.) The primary purpose of this course is to provide the students with knowledge of the appropriate rehabilitation process and progression after injury, as well as the ability to develop specific programs for rehabilitation in actual applications for the benefit of the athlete. This will provide a foundation for the student to prepare for the NATA national board certification examination.

PE 483. CLINICAL EDUCATION V 1 HR.

(Prerequisites, PE 347, PE 481, and PE 486.) Students will be assessed on psychomotor skills acquired from previous coursework (e.g., PE 486 Assessment of Physical Injuries - Lower Body and PE 482 Rehabilitation of Athletic Injuries). Clinical education rotations will be assigned under the direct supervision of an approved clinical instructor (ACI). Students must complete a minimum of 225 clinical hours.

PE 484. CLINICAL EDUCATION VI 1 HR.

(Prerequisites, PE 483 and PE 517.) Students will be assessed on psychomotor skills acquired from previous course work (e.g., PE 517 Medical Concerns and Pharmacology in Athletic Training). Clinical education rotations will be assigned under the direct supervision of an approved clinical instructor (ACI). Students must complete a minimum of 225 clinical hours.

PE 485. ASSESSMENT OF PHYSICAL INJURIES—UPPER BODY 3 HRS.

(Prerequisites, ZO 362.) This course provides the student with information and basic skills used to evaluate athletic injuries and special problems of the upper body. Students will acquire basic understanding and skills in palpation methods and neurological and special tests. Pathological and etiological information for a variety of injuries relating to the upper body will be presented. Students will have the opportunity to participate in experiences outside of class with medical professionals, including surgical observation.

PE 486. ASSESSMENT OF PHYSICAL INJURIES—LOWER BODY 3 HRS.

(Prerequisite, ZO 362.) This course provides the student with information and basic skills used to evaluate athletic injuries and special problems of the lower body. Students will acquire basic understanding and skills in palpation methods and neurological and special tests. Pathological and etiological information for a variety of injuries relating to the lower body will be introduced. Students will have the opportunity to participate in experiences outside of class with medical professionals, including surgical observation.

PE 490. SPECIAL TOPICS IN HPER 1-3 HRS.

The purpose of this course is to allow the department to provide students the opportunity to study various special and current topics that cannot be presented in other formal classes. In addition, it will provide the vehicle for offering and listing new/experimental courses within the Department of HPER.

PE 517. MEDICAL ISSUES IN ATHLETIC TRAINING 3 HRS.

(Prerequisite, admission into the Athletic Training Education Program or permission of Program Director.) This course will cover current and special topics in Sports Medicine as well as recognition, evaluation, management, and prevention of the most common non-orthopedic medical conditions that affect athletic participation.

PE 540. COACHING EDUCATION PRACTICUM 2 HRS.

The coaching education practicum is designed to prepare the coaching education professional by providing an opportunity for the student to obtain a practical experience within a public school setting. The student will work under the supervision of a coach in a middle/high school or college setting.

PE 570. TEACHING METHODS IN MIDDLE/SECONDARY PHYSICAL EDUCATION 5 HRS.

(Prerequisites, PE262/264, PE268, PE365, PE400 or permission of instructor.) Study, demonstration and exploration of methods and techniques of presenting sports, games, and dance skills to middle and secondary level students. Curriculum design and development, as well as techniques for organizing groups will be included. Laboratory experiences are included. Not for graduate credit.

PE 700. CURRENT DEVELOPMENTS IN PHYSICAL EDUCATION 1-4 HRS.

(Prerequisite, permission of instructor). Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods, and techniques in physical education.

PE 701. SPECIAL WORKSHOPS IN PHYSICAL EDUCATION 1-2 HRS.

This course offers the opportunity to students to experience a variety of intensive courses concerned with physical education topics.

PE 707. APPLIED PSYCHOLOGY OF HEALTH, SPORT AND MOVEMENT 3 HRS.

This course is designed to study the psychological aspects of exercise behavior and sport/athletic participation. Specifically, the areas of motivation, stress, peak performance, group dynamics, and psychophysiological changes in exercise and sport will be examined.

PE 710. SEMINAR IN ATHLETICS 1-3 HRS.

A critical analysis and study of selected problems, trends, techniques or issues in athletics. Utilizes individual and group discussions, resource persons and review of literature.

PE 715. HISTORY OF SPORT 3 HRS.

This course is a study into the aspects in which politics have historically influenced sports. Examination of this political influence as it relates to such topics as race, gender, human rights, economics, media, and the Olympics will occur.

PE 720. ASSESSMENT STRATEGIES FOR K-12 PHYSICAL EDUCATION 3 HRS.

This course provides practicing physical educators with the tools to develop and utilize assessments strategies for the improvement of student learning.

PE 725. THE ART AND SCIENCE OF COACHING 3 HRS.

This course is designed to enhance coaching effectiveness through an applied approach. Various coaching methods and training techniques will be examined with regards to the NASPE National Standards for Sport Coaches. Attention will be given to developing a periodized training program specific to a sport of interest to the student.

PE 738. ADVANCED TECHNOLOGY IN HPER 3 HRS.

This course is designed to provide students with knowledge, skills, and tools to effectively implement technology in health, sport, and recreation. This course will include computer basics, using general productivity software for physical education tasks, physical education specific software programs, and exercise equipment technology.

PE 740. LEGAL ISSUES IN HPER 3 HRS.

This course is designed to expand, deepen, and enhance one's knowledge and comprehension of the law and its legal and ethical implications on professionals in physical education, wellness, fitness, and leisure. It includes, but is not limited to a review and examination of legal terminology, concepts, negligence and practices as they relate to such issues as programming, personnel, participants, spectators, facilities, equipment, accessibility, culture, environment, and risk management.

PE 745. LEADERSHIP IN HPER 3 HRS.

This course is designed to expand, deepen, and enhance one's knowledge and comprehension of the science and art of leadership principles, theories, characteristics, styles, values, skill application, effectiveness, and assessment. Leadership will be considered and probed as it applies to individuals, groups, and organizations. This course has a strong wellness, physical education, and sport and fitness orientation.

PE 762. ANALYSIS OF TEACHING/COACHING 3 HRS.

This course is designed to provide the students with the knowledge, skills and tools to effectively evaluate the teaching/learning process in physical education and coaching. Specifically, the course will examine the need for and process of systematic observation and analysis of instruction.

PE 768. ADVANCED EXERCISE PHYSIOLOGY 3 HRS.

The purpose of this course is to provide coaches, physical educators, and others who are concerned with the human body's response to exercise with experiences and opportunities to gain advanced knowledge of selected physiological principles.

PE 801. DIRECTED READINGS 3 HRS.

This course is designed to develop basic research and writing skills in order for the student to pursue independent research. Students in this course will develop the proposal and review of literature for their research project or thesis.

PE 803. MOTOR BEHAVIOR 3 HRS.

This course is designed to help students gain knowledge of how humans acquire motor skills. Current theory will be examined and factors that affect the speed and quality of learning including practice and feedback will be considered. Students will explore practical applications in terms of teaching and coaching.

PE 804. BIOMECHANICS 3 HRS.

This course is designed to help students gain knowledge about the physics of human movement in the context of sports skills. Information on how the nervous system controls the musculoskeletal system to create movements will be addressed.

PE 835. TEACHING HEALTH AND PHYSICAL EDUCATION ONLINE 3 HRS.

This course is designed develop, analyze, and evaluate the technology, methods and approaches to teach health and physical education online. The students will explore best practices related to online instruction generally and, specifically to health and physical education. Emphasis is placed on the development of health and physical education content instructional strategies to teach PreK-12 online.

PE 840. EXERCISE METABOLISM 3 HRS.

This course will provide students with the principles of biochemistry and metabolism as they pertain to the production and utilization of energy in the human. Attention will be given to acute metabolic responses during exercise and chronic adaptations due to exercise training. In addition, the metabolic adaptations of skeletal muscle contractile function due to training will be discussed.

PE 858. ETHICS IN HPER AND SPORT 3 HRS.

This course is designed to develop and promote critical thinking and decision making skills through the examination of moral values and principles, ethical decision-making, diversity awareness, and accepted social behavior related to HPER and sport.

PE 859. ISSUES AND TRENDS IN HEALTH, SPORTS, AND MOVEMENT SCIENCE 3 HRS.

Identification and analysis of current issues and trends as presented in professional publications and research and related to the fields of health, sport, and physical education. Emphasis is placed on problem solving situations, debating issues, and writing and defending topic viewpoints.

PE 860. SEMINAR IN PHYSICAL EDUCATION 2 HRS.

A critical analysis and study of selected problems, trends, or issues in the area of physical education. Utilizes individual and group discussions, resource persons and review of literature.

PE 861. SUPERVISION OF HEALTH AND PHYSICAL EDUCATION 2 HRS.

A study of the techniques and problems of supervision in health, physical education and athletics in elementary and secondary schools,

teacher education programs and in various community organizations. Special emphasis is given to in-service education, program evaluation and improvement, equipment and facility needs, co-curriculum working with administrators and public relations.

PE 862. INSTRUCTIONAL INNOVATIONS IN PHYSICAL EDUCATION 3 HRS.

Examination and discussion of physical education curriculum, as well as innovations in teaching methods/strategies for physical education programs.

PE 864. SOCIOLOGY OF SPORT 3 HRS.

This course is designed to study the impact of society on contemporary sport. Specifically, the course identifies issues and controversies associated with sport and challenges critical and practical examination of current sport concerns and trends.

PE 865. DESIGN AND ASSESSMENT 3 HRS.

This course is designed to provide a basic understanding of statistics to graduate students in HPER. This includes how to design an experiment and to analyze and interpret the data. This should help HPER professionals be more effective regarding assessment in HPER.

PE 868. RESEARCH IN HPER 3 HRS.

This course is designed to allow the graduate student to pursue a well-defined research interest in an HPER or sport discipline. This course is considered the capstone course of the master's degree program.

PE 869. THESIS 1-5 HRS.

(Prerequisite, PE 801.) For masters degree in HPER. An independent research project designed in consultation with and approved by a graduate faculty advisor. The study to investigate a specific problem culminating in a bound paper and oral presentation, both of which demonstrate the student's ability to conduct creative and productive research.

RECREATION

RC 100. INTRODUCTION TO LEISURE SERVICES 3 HRS.

This course describes and interprets leisure services, including the nature, scope, and significance of leisure and recreation as a social and economic force in contemporary society. The course includes the historical and philosophical foundations of recreation; examination of agencies providing services, professional organizations, and career opportunities.

RC 150. FOUNDATIONS OF RECREATION ACTIVITIES 2 HRS.

The course is designed to acquaint the student with methods and techniques involved in the development and presentation of primary social recreation activities to varied clientele. Special emphasis is placed on leadership skills and techniques.

RC 201. OUTDOOR RECREATION 2 HRS.

This course is designed to acquaint the student with the breadth of outdoor recreation, recreational use of natural resources, and the background of the camping movement. Field trips--actual cost not to exceed \$40.00.

RC 270. SPORT MANAGEMENT 3 HRS.

(Prerequisites, RC100 or RC150.) This course will center on helping future leaders in the recreational sports field understand concepts and applications of effective recreational sport programming and administration. The class will especially focus on helping future

recreational leaders to initiate, maintain, and enhance recreational sport programs.

RC 360. FACILITY MANAGEMENT IN RECREATION 3 HRS.

(Prerequisites, RC100 or RC150) This course is a systems approach to recreation facility management procedures, including customer service, staffing, policies and procedures, use of resources, facility and programming promotions, routine and preventative maintenance, safety, emergency procedures, and evaluative techniques.

RC 374. RECREATION DELIVERY SYSTEMS 2 HRS.

(Prerequisites, RC100 or RC150.) This course is a comprehensive study of commercial, military, non-profit agency, outdoor, and public recreation delivery systems. Students explore and discuss philosophical concepts, resources, program/service elements, professional organizations, relationships, legalities, trends, and career opportunities related to each system.

RC 376. FIELD EXPERIENCE IN UNIVERSITY RECREATION SETTINGS 2 HRS.

This course is a pragmatic experience utilizing the ESU Student Recreation Program. The course is designed to provide a unique opportunity for recreation majors to participate in program management, facility management, and facility and equipment maintenance. The student will work under the supervision of the Recreation Program Director and a university supervisor.

RC 389. PROGRAM DESIGN AND IMPLEMENTATION IN RECREATION 2 HRS.

(Prerequisite, RC100 or RC150.) This course is designed to present theory, research methods, the process of program planning, organizing, implementation, and evaluation as applicable to a variety of programs. Several types of programming which serve different age groups, interests, and needs will be discussed. The scope of leadership for both professionals and volunteers will be presented in terms of their relationship to programming. The development of critical thinking toward the implementation of recreation programming will be introduced.

RC 395. PRACTICUM I IN LEISURE STUDIES 2 HRS.

(Prerequisite, RC100 or RC150.) This course provides an opportunity for the student to obtain practical experience within an agency and explore the career possibilities in this area of emphasis. It provides the student the opportunity to combine experience with their academic education. The student will work under the supervision of an agency supervisor and a university supervisor.

RC 401. AQUATIC MANAGEMENT 2 HRS.

(Prerequisite, RC100 or RC150.) The course is a comprehensive study of aquatic management. Students develop the knowledge and skills to manage aquatic facilities. Specifically, RC401 will examine resources, program/service elements, specific aquatic personnel training, aquatic facilities, professional organization, legalities, trends, chemical and mechanical needs, and career opportunities related to aquatic facilities.

RC 410. TRAVEL, TOURISM AND HOSPITALITY MANAGEMENT 3 HRS.

(Prerequisite, RC100 or RC150.) The course is a study of travel, tourism, and hospitality management. Students will explore and discuss philosophical concepts, resources, program/service elements, professional organizations, relationships, legalities, trends, and career opportunities related to each system. Students will experience the methods and procedures involved in planning and organizing a comprehensive tourism package.

RC 420. REVENUE RESOURCE MANAGEMENT IN LEISURE STUDIES**2 HRS.**

(Prerequisites, RC100 or RC150 and RC 360.) This course is designed to give students comprehensive knowledge of the management process of recreation organizations. Major emphasis will be upon policy formation, personnel management, physical resource utilization, budgeting, evaluation, professionalism, relationships, and legalities.

RC 425. PROGRAM PROMOTION AND PUBLIC RELATIONS IN LEISURE STUDIES**2 HRS.**

(Prerequisite, RC100 or RC150.) This course explores the concept of strategic techniques pertinent to service agencies within the field of recreation. The course is designed to stress the importance of mastering the basic concepts and the decision making process of service promotion in order to produce an effective advertising and promotion campaign for recreation organizations and businesses.

RC430. LEADERSHIP AND MANAGEMENT OF PERSONNEL IN LEISURE STUDIES**2 HRS.**

(Prerequisite, RC100 or RC150.) This course is designed to acquaint students with various leadership theories and techniques, as well as group dynamics, in recreation services. The class will offer experiences of organizing and leading recreational activities in a variety of recreational settings.

RC 451. PROFESSIONAL DEVELOPMENT IN LEISURE STUDIES**1 HR.**

(Prerequisites, RC100 or RC150.) This course serves as a synthesizing force in the student's academic preparation for the internship experience. The focus of the course is on self exploration, internship/career search, identification and development of internship/career goals, professional letters, resume construction, interview techniques, problem solving and decision making, internship site selection, and other professional development processes.

RC 470. PRACTICUM II**3 HRS.**

(Prerequisites, RC100 or RC150.) The course provides an opportunity for the student to obtain a practical experience within an agency. It will provide the chance to combine experience with academic education. The student will work under the supervision of an agency supervisor and a college supervisor.

RC 520. SPECIAL TOPICS IN LEISURE STUDIES**2 HRS.**

(Prerequisites, RC100 or RC150.) The purpose of the course is to allow the department to provide students the opportunity to study various special and current topics that cannot be presented in other formal classes. In addition, it will provide the vehicle for offering and listing new/experimental courses within the Department of HPER.

RC 570. INTERNSHIP IN RECREATION**12 HRS.**

(Prerequisites, RC100 or RC150. Majors only.) The internship is designed to provide the student an in-depth experiential education opportunity with an approved agency or business. The student will work under the direct supervision of an approved full time professional and a university supervisor.

RC 600. INDEPENDENT STUDY IN RECREATION**1-3 HRS.**

(Prerequisites, RC100 or RC150.) A critical analysis and study of selected problems, trends or issues in the area of recreation. Utilizes individual and group discussions resource persons and review of literature.

RC 700. CURRENT DEVELOPMENTS IN RECREATION**1-4 HRS.**

Designed to provide an opportunity for performance analysis, direct

discussion and observation of new trends, methods and techniques in recreation.

ACTIVITY COURSES**PE 100. ACTIVE LIVING****1 HR.**

This course is designed to expose students to facts about and experiences in dealing with motor, physical, and physiological aspects of the human being. Specific areas of study include physical fitness, nutrition, stress management, and use of lifetime sports. Students will have several opportunities to assess various aspects of their own fitness.

PE 103. AEROBIC DANCE**1 HR.**

The course is designed to provide each student with the opportunity to learn the principles and facts about aerobic fitness and to develop his/her aerobic fitness.

PE 104. WALKING AND JOGGING**1 HR.**

This course is designed to provide each student with the opportunity to learn the principles and facts about aerobic fitness and to develop his/her aerobic fitness. Walking and jogging activities are the focus of this course.

PE 105. INDIVIDUALIZED PHYSICAL ACTIVITY**2 HRS.**

(Prerequisite, permission of instructor.) PE 105 is a course that provides the student with a diversified program of developmental appropriate activities that are individualized to maximize safe and successful participation in physical activity.

PE 110. BASKETBALL**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to basketball.

PE 112. SOCCER**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to soccer.

PE 113. SOFTBALL**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to softball.

PE 117. VOLLEYBALL**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to volleyball.

PE 121. BADMINTON**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to badminton.

PE 122. BAIT, FLY, AND SPIN CASTING**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to fishing.

PE 124. FENCING**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to fencing.

PE 125. GOLF**1 HR.**

This course is designed to give students an opportunity to develop the basic skills and knowledge related to golf.

PE 127. TENNIS 1 HR.

This course is designed to give students an opportunity to develop the basic skills and knowledge related to tennis.

PE 129. ZUMBA 1 HR.

The general purpose of this course is to introduce the student to a fun and simple fitness class that uses high energy Latin/International music and easy to follow dance moves to utilize the principals of aerobic/fitness interval training & resistance training.

PE 128. RECREATIONAL GAMES 1 HR.

The course is designed to give students an opportunity to explore and develop skills in a variety of social-recreational activities and games of less strenuous variety.

PE 129. ZUMBA 1 HR.

The general purpose of this course is to introduce the student to a fun and simple fitness class that uses high energy Latin/International music and easy to follow dance moves to utilize the principles of aerobic/fitness interval training and resistance training.

PE 130. ELEMENTARY SOCIAL DANCE 1 HR.

The practical study and application of dancing for recreation with partner including North American and Latin styles.

PE 131. ELEMENTARY FOLK AND SQUARE DANCE 1 HR.

The practical study and application of American square dance, international folk and ethnic dance.

PE 132. JAZZ DANCE I 1 HR.

The course is designed to allow the student to gain practical experiences in jazz dance techniques from the traditional form to the more choreographic pop jazz style.

PE 133. ELEMENTARY MODERN DANCE 1 HR.

The study of dance as an art form using the body as a medium of movement in time and space incorporating technical skills to enhance creativity.

PE 134. BALLET I 1 HR.

The general purpose of this course is to study the techniques of ballet and to gain practical experience through barre exercises and center work.

PE 135. YOGA 1 HRS.

The general purpose of the course is to introduce the student to hatha yoga, the practice of the physical postures which focus on developing the body's potential and awakening the core energy of the nervous system.

PE 136. KICKBOXING 1 HR.

The general purpose of the course is to introduce the student to kickboxing in a safe and controlled environment.

PE 137. PILATES 1 HR.

The general purpose of this course is to introduce the student to basic principles of Pilates.

PE 138. OUTDOOR ADVENTURE 1 HR.

This course is designed to provide students with the basic skill and knowledge in outdoor adventure, which includes orienteering, mountain biking and canoeing.

PE 139. SPIN CYCLE 1 HR.

The objective of this class is to introduce the student to the basics of the exercise of spin cycle in a safe and controlled environment. Through spin cycle workouts the student will gain cardiovascular endurance through training in and around their aerobic/anaerobic thresholds.

PE 140. ELEMENTARY SWIMMING 1 HR.

A course which includes the knowledge and stroke skills of the beginner and advanced beginner levels of swimming of the American Red Cross.

PE 174. WEIGHT TRAINING 1 HR.

Class for students designed for developing and strengthening the muscular skeletal structure. Techniques and types of strength programs are covered.

PE 175. BICYCLING 1 HR.

Includes techniques of riding, bike safety, history, minor repairs, bike styles and touring information.

PE 179. SELF DEFENSE 1 HR.

Designed to teach basic self defense techniques and skills which enable a person to protect him/herself in various environments.

PE 180. RACKETBALL 1 HR.

Designed to acquaint the student with skills, strategies and rules of racketball. Individual and doubles play is emphasized.

PE 181. RIVER CANOEING AND KAYAKING 1 HR.

This course is designed to develop students' skills and attitudes necessary for safe and enjoyable participation in the sport of canoeing and kayaking. Instruction includes classroom, pool, lake and river experience.

PE 182. SPORT PERFORMANCE—FLEXIBILITY AND DYNAMIC MOVEMENT 1 HR.

Students are taken through a step by step flexibility program designed to increase sport performance and prevent injury. Students will be required to design a flexibility program for his/her sport. Varsity athlete only.

PE 183. SPORT PERFORMANCE—POWER TRAINING FOR THE ELITE PERFORMER 1 HR.

This class will include advanced weightlifting exercises. Students will be instructed on Olympic style lifts and advanced periodization. Classes will focus on power development and functional strength improvement. Varsity athlete only.

PE 184. SPORT PERFORMANCE—SPEED, AGILITY, AND PLYOMETRIC TRAINING 1 HR.

This course is designed to prepare the performer for the stresses of elite competition. This course will offer the latest sports performance equipment available and examine the ways to insure the sport performer peaks at the right time, maximizes physical potential, and builds a stronger, more agile, explosive performer. Varsity athlete only.

PE 205. VARSITY SPORT 1 HR.

This course is designed for those students with above average skill who have a desire to become better acquainted with the fundamentals, strategies, and disciplines of playing intercollegiate sports. Varsity athletes only. Consent of instructor.

PE 210. VARSITY BASKETBALL 1 HR.

Designed for the highly skilled student who is interested in further development of skills and knowledge necessary to compete at the intercollegiate level. Varsity athlete only.

PE 213. VARSITY SOFTBALL**1 HR.**

Designed for women undergraduate students possessing above average level of skill and interest in the game of softball. The course serves as the basis for selection of members of the intercollegiate women's softball team for competition. Varsity athlete only.

PE 214. VARSITY BASEBALL**1 HR.**

Designed for the highly skilled student who is interested in further development of skills and knowledge necessary to compete at the intercollegiate level. Varsity athlete only.

PE 215. VARSITY FOOTBALL**1 HR.**

Designed for those students with above average skill who have a desire to become better acquainted with the fundamentals, strategies, and disciplines of playing intercollegiate football. Varsity athlete only.

PE 216. VARSITY TRACK**1 HR.**

Offered for the highly skilled athlete interested in competing and developing an understanding of the technical methods of training, meet preparation, and strategy in track and field. Varsity athlete only.

PE 217. VARSITY VOLLEYBALL**1 HR.**

The course is designed to acquaint the student with advanced skills, team play, strategies and rules involved in volleyball; and to give experience in highly skilled intercollegiate competition. Varsity athlete only.

PE 218. VARSITY CROSS COUNTRY**1 HR.**

A course for the highly skilled athlete which provides the different methods of training, strategy, and meet preparation of cross country running. Varsity athlete only.

PE 220. VARSITY SPIRIT CORP**1 HR.**

This course is designed for those students who wish to train as varsity cheerleaders/yell leaders. Varsity athlete only.

PE 225. VARSITY GOLF**1 HR.**

The course is designed for the accelerated golfer. An in-depth study of the rules and the positive approach to playing golf is discussed. Advanced instruction and interschool competition is provided. Varsity athlete only.

PE 227. INTERMEDIATE TENNIS**1 HR.**

Designed to refine basic skills and to develop advanced skills (lob, chop, volley) and strategies of singles and doubles play.

PE 228. VARSITY TENNIS**1 HR.**

(Prerequisite, consent of instructor.) This course is to provide students further learning experience for the development of skills, techniques and strategy for playing at the intercollegiate level. Varsity athlete only.

PE 229. VARSITY SOCCER**1 HR.**

(Prerequisite, consent of instructor.) This course is designed for women undergraduate students to provide learning experiences for the development of skills, techniques, and strategy for playing soccer at the intercollegiate level. Varsity athlete only.

PE 230. INTERMEDIATE SOCIAL DANCE**1 HR.**

The study of dance as in the elementary social dance class with an addition of technical skills and knowledges and with an emphasis on Latin styles.

PE 231. INTERMEDIATE FOLK & SQUARE DANCE**1 HR.**

The study of dance as in the elementary class with additional dances, technical skills, knowledges and exhibition performance.

PE 233. INTERMEDIATE MODERN DANCE**1 HR.**

The study of dance as in the elementary modern dance class with an addition of technical skills, creative ability and exhibition performance.

PE 234. ADVANCED MODERN DANCE**1 HR.**

(Prerequisite, PE 233.) The study of modern dance as in the intermediate modern dance class with a higher degree of technical skills, creative ability and the choreography and performance of exhibition performance.

PE 242. INTERMEDIATE SWIMMING AND TECHNIQUES**1 HR.**

This course is designed to acquaint the student with the skills in seven basic Red Cross swimming strokes and the techniques to teach these strokes.

PE 243. LIFEGUARD TRAINING**2 HRS.**

This course will prepare individuals to assume more effectively the duties and responsibilities of lifeguards at swimming pools and at protected (non-surf) open water beaches. American Red Cross Emergency Water Safety and Lifeguard Training Certifications are issued upon successful completion of their requirements in this course.

PE 245. SYNCHRONIZED SWIMMING**1 HR.**

Aquettes is a synchronized swimming group that offers the student the opportunity to develop expertise in advance swimming skills. The group prepares a show for the community.

PE 248. SKIN AND SCUBA DIVING**1 HR.**

The study and practice of underwater diving with and without self contained breathing apparatus, including physics, physiology, ecology and safety related to diving.

PE 250. INTERMEDIATE GYMNASTICS**1 HR.**

This course is designed to further develop skills, knowledge, fitness in all phases of gymnastics activities. Opportunity will be provided for creating individual routines.

DEPARTMENT OF INSTRUCTIONAL DESIGN AND TECHNOLOGY

Associate Professor Zeni Colorado, Chair

Director of TESOL Program: Abdelilah Salim Sehlaoui

Professors: Harvey Foyle, Dusti D. Howell, Salim Sehlaoui.
Associate Professor: Jane Eberle, Janet Holland, Zeni Colorado, Manjula Shinge.

<http://idt.emporia.edu>

The Department of Instructional Design and Technology offers undergraduate courses that are required in degree programs for the preparation of teachers, early childhood through grade twelve. The Department also offers a Master of Science Degree in Instructional Design and Technology that is delivered entirely via the Internet. This degree prepares individuals for leadership in the design, development, and integration of technology and online learning into teaching and private sector training.

ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT

The ESL program is designed to provide a means whereby in-service or pre-service teachers may obtain Kansas State endorsement in this area. The courses making up the endorsement curricula provide skills needed to assure effective special English language and content instruction to students identified as limited English proficient under U.S. Department of Education criteria.

ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT CURRICULUM

This curriculum requires 12 hours of specialized course work plus a 3-hour practicum.

TS 519	Language Assessment & Evaluation	3 hours
TS 532	Teaching English as a Second/Foreign Language	3 hours
ED 535	Cultural Awareness for Educators	3 hours
TS 600	Linguistics for Language Teachers	3 hours
TS 735	Practicum in Teaching English as a Second/Foreign Language	3 hours

NOTE: If taken as graduate level credit, these 15 credit hours will apply toward the Master of Arts in TESOL (see Graduate Catalog)

Courses offered by the Department of Instructional Design and Technology:

INSTRUCTIONAL TECHNOLOGY

IT 143. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester.

IT 144. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester. This course is offered only by pass/no credit.

IT 325. INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS 3 HRS.

Designed to supplement and enhance basic competencies in current instructional technologies. Focused toward preservice teachers, content is related to the field of education and is delivered through hands-on activities. Planning and integrating technology into the curriculum are emphasized with computer systems, Internet tools, evaluation tools, and software applications for classroom use.

IT 343. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

(Prerequisite, consent of instructor.) This course offers an in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed.

IT 344. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester. This course is offered only by pass/no credit.

IT 371. ADVANCED INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS 3 HRS.

(Prerequisite, IT 325.) The design, development, authoring, and evaluation of multimedia instructional units, using digital media and interactive technologies. The course builds upon content, expertise, and skills in presentation software, web development, and applications obtained in Instructional Technology.

IT 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.

(Prerequisite, consent of the chair of the department.) Students will carry out individual projects under the guidance of selected staff members.

IT 543. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester.

IT 544. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester. This course is offered only by pass/no credit.

IT 572. TECHNOLOGY USES IN EDUCATION 3 HRS.

(Prerequisites, IT 325 and IT 371.) This course is intended to equip teachers with the ability to integrate advanced uses of technology in the elementary classroom. Skills and information learned here will allow students to become technology resource specialists at the elementary school level. Material covered includes techniques for utilizing both the "one computer classroom" and the "pod" setup, incorporating simulation software, using utility software for grading and planning, and advanced instructional media development and application in a final multimedia project.

IT 573. ELECTRONIC PORTFOLIO AND WEBPAGE DEVELOPMENT**3 HRS.**

(Prerequisites, IT 325 and IT 371.) Students will be taught how to collect and display materials electronically, including using webpage development software. They will construct a multimedia portfolio in a format suitable for either web distribution or copied to a CD-ROM disk.

IT 574. INTERNET USES IN K-12 EDUCATION**3 HRS.**

(Prerequisites, IT 325 and IT 371.) This computer class will focus on using the information superhighway (Internet) for teaching and learning in the K-12 school. Topics will include finding and using lesson plans, using online and cooperative education with K-12 students, subscribing to listserv lists in education, joining appropriate "field trips" finding K-12 resources, using ERIC online, accessing and employing web search engines in education, handling files, and webpage design.

IT 575. INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY**1-3 HRS.**

(Prerequisites, IT 325, IT 371, and consent of advisor.)

Designed as a practical experience where the student is assigned duties in a school or professional setting. The student typically assists professionals in applying their knowledge in instructional technology to real world issues. A written explanation is required. A minimum of 45 clock hours is required for each credit hour. Class may be repeated. Graded Pass/No Credit.

IT 700. FOUNDATIONS OF INSTRUCTIONAL DESIGN & TECHNOLOGY**3 HRS.**

This course is intended to provide students with a clear picture of the field of instructional design and technology, the trends and issues that have affected it in the past and present, and those trends and issues likely to affect it in the future.

IT 710. WEB DESIGN**3 HRS.**

This course is an introductory level webpage design course. As you progress through the class you will be introduced to the basic commands that will get you started in designing a web page for instruction, training or corporate use. This course will provide you with theoretical and practical understanding of the various applications of website design and development. The course will help you to develop fundamental computer literacy skills using website application software, with an emphasis on acquiring problem solving and high-level critical thinking skills. Knowledge will be gained in website design and development through readings, discussions, and hands-on activities.

IT 712. MOODLE LEARNING MANAGEMENT SYSTEM TRAINING**3 HRS.**

Moodle, an open source learning management system, is rapidly being deployed in K-12 schools, community colleges, universities and corporate training environments around the world. Through this course, participants will experience Moodle's features first hand as a learner. Then, as a course creator, course participants will use Moodle to build their own course. Course discussion will include tool selection; effective course design; and facilitating a collaborative, constructive learning environment.

IT 713. DIGITAL GAME-BASED LEARNING**2-3 HRS.**

The digital game revolution has spawned an entertainment industry that is bigger than the movie and music industry. It is now starting to impact education in a major way. In this course, after analyzing this evolving revolution, we will identify how games teach and why they work. Case studies and examples of game-based learning programs will be reviewed. The roles of teachers and trainers in implementing digital game-based instruction will be addressed. Students will then create a digital game-based instructional program.

IT 714. HANDHELD COMPUTERS IN EDUCATION**2-3 HRS.**

An introductory course that provides a hands-on look at the possibilities and potentials of integrating handheld computer technology into K-12 classrooms. The goal of this course is for classroom teachers to become empowered to begin to use a wide variety of handheld computer technology for both professional and instructional use. The focus of this course is to share handheld computer strategies that will make the improvement of K-12 student learning more likely. It is expected that students will leave with both a flavor of all that is possible using handheld computers in teaching and learning, and also with concrete ideas about how they will infuse handheld computers into their teaching.

IT 715. INTERNET RESOURCES AND TOOLS FOR EDUCATION**2-3 HRS.**

This online computer class will focus on using the information superhighway (Internet) in education. Lessons will include finding and subscribing to list-serve lists in education, using ERIC online, accessing and employing Web search engines, locating and downloading files, handling files with email, and analyzing the implication of the internet for lifelong learning in education.

IT 716. LESSON PLANS FROM THE INTERNET**2-3 HRS.**

Lesson plans from the Internet is designed to assist teachers in locating resources from the Internet to assist in lesson planning and creation. Students will critically evaluate characteristics of effective searching on the Internet using current search engines; identify characteristics of effective, useful lesson plans; evaluate characteristics of valid web resources; utilize appropriate Internet resources in order to become a more effective planner. Students will also use electronic resources to send and retrieve files and collaborate online with colleagues at a distance.

IT 717. PODCAST PRODUCTION**2-3 HRS.**

Keep up to date with the hot new trend in mobile learning by creating your own syndicated podcasts. Podcasts provide the perfect digital media platform for reaching on the go learners through computers, iPods, MP3s and cell phones. Learn how to create podcasts, audio blogs, video podcasts, vlogs, or video blogs, related to your professional interest area. Podcasting offers great opportunities for learning, sharing, instruction, and online dialogue through syndicated subscriptions and blog postings.

IT 718. POWERFUL POWERPOINT FOR EDUCATORS**2-3 HRS.**

In this course, students will look at basic principles of designing, creating and delivering a professional presentation. In the design phase students will analyze color, text, and slide design. In PowerPoint, we will create slides incorporating graphics, slide transitions, and custom animation for classroom use. Basic delivery techniques as well as tips from master presenters will be covered in the delivery segment. Students will also evaluate downloads, work with graphs and ways to display data, create design templates, learn advanced animation techniques, utilize additional drawing tools, add hyperlinks and develop a slide show that encourages class interactivity.

IT 719. TEACHING AND LEARNING WITH PHOTOSHOP**2-3 HRS.**

Learn cool special effects using Adobe Photoshop Elements, jazz up your instructional images for enhancing learning whether in the classroom or a corporate setting. Do you know ineffective image use can actually depress learning? Find out how to use proven instructional design strategies based on current research and theory. Plan, design and evaluate effective visuals for maximizing learning potential and performance. Use graphics to support the application of knowledge and

skills through visual design, psychological functions, surface features, instructional communication functions, and the communication environments. The course will include both theory and practical instructional design applications.

IT 723. VISUAL LITERACY 3 HRS.

This course will aid students in the interpretation of visual messages and application of basic principles of visual literacy to communication and problem solving, especially, but not limited to, the educational setting. There will be class discussions to reflect upon the theory of visual literacy and share responses to various activities. The culmination of the class will be a usable student-generated project involving visual literacy skills.

IT 724. WEBQUESTS FOR EDUCATORS 2-3 HRS.

WebQuests provide authoritative, prescreened, safe and secure learning environments when students are using the Internet for student research. The use of WebQuests reduces student research time, avoids inappropriate websites and narrows the research field. Student safety and security, appropriate use of the Internet, and projects are covered. Appropriate for any level. Project required.

IT 726. ACCESSIBILITY AND UNIVERSAL DESIGN FOR LEARNING 3 HRS.

Students in this course will design and develop a project that includes the essential elements of the Universal Design for Learning (UDL) using technology. The course will include a review of the literature specifically related to accessibility and UDL. Students will be able to identify learner needs and plan curriculum that will include accessibility for all.

IT 727. INTEGRATING EDUCATIONAL TECHNOLOGY INTO TEACHING 2-3 HRS.

This course is designed to enhance and extend the technology skills of practicing educators, apply those skills in innovative ways, and create lesson plans that support collaborative, project-based learning. It examines the theoretical and philosophical underpinnings required to transition to a technology-rich classroom. Practical ideas, suggestions and lesson plans to ensure successful technology integration will be provided.

IT 743. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

(Prerequisite, consent of instructor.) To provide in-depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester.

IT 744. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

To provide in-depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester. This course is offered only by pass/no credit.

IT 800. INSTRUCTIONAL DESIGN 3 HRS.

This course presents a systematic method for the planning and development of instructional programs. Students will examine the research, theory, and principles supporting contemporary methods of instructional design as well as analyze and apply instructional design principles to specific instructional design problems. In addition, the course will culminate with a final project that applies instructional design principles, including the evaluation for instruction and the evaluation of instructional programs.

IT 805. RESTRUCTURING CLASSROOMS WITH TECHNOLOGY 2-3 HRS.

(Prerequisite, IT 700.) This course is designed to prepare teachers to integrate diverse educational technologies in K-12 classrooms in ways that reflect a theoretical, research based, and practical understanding of curriculum development and the effective uses of technology. Course content will explore the role of educators as agents of reform and progress regarding technology. The course emphasizes practical ways to integrate technology into everyday instruction including content-area knowledge acquisition, inquiry, communication, critical thinking, and problem solving.

IT 810. MULTIMEDIA DESIGN 3 HRS.

This course presents a review of the systematic design of instruction as well as an overview of the use of multimedia instructional programs in education. The primary focus of the class is the application of instructional design principles to the development of a multimedia instructional program using a variety of presentation media.

IT 820. DESIGNING/DEVELOPING WEB-BASED INSTRUCTION 3 HRS.

This course focuses on the technology and design of websites to communicate effectively online. Examined, will be crucial features of what is needed to generate quality content for training or instruction in e-learning environments. Students will have the opportunity to design and develop a training or instructional website related to a professional area of interest.

IT 830. CONTEMPORARY ISSUES IN DISTANCE EDUCATION 3 HRS.

Offers an overview of the current issues in the three broad areas of distance education, K-12, post secondary, and business/corporate/government/military. The course addresses the trends and overall resources available for delivering education via virtual classrooms. Accreditation, benchmarks, assessment, and limitations of distance education will be covered.

IT 850. IMPLEMENTATION OF CORPORATE LEARNING SYSTEMS 3 HRS.

This course will concentrate on the application of instructional design principles and tools for the corporate learning environment. This will include application of theory in settings that demand communication skills and teamwork to develop corporate learning systems. Examples include corporate training, e-learning systems, and corporate-based instructional design.

IT 853. RESEARCH PROBLEMS IN EDUCATION 1-5 HRS.

(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

IT 899. MASTERS PROJECT IN INSTRUCTIONAL DESIGN & TECHNOLOGY 3 HRS.

(Prerequisite, IT 800 and consent of instructor or department chair.) This project is designed for field practitioners. Completion of the course will require the student to demonstrate in an open forum a culminating Instructional Design project. The project will be conceptualized at the beginning of the student's program, approved by their advisor, updated, and refined as the student completes class work during course of study. The final project will form a coherent package integrating the student's instructional design and educational technology experiences related to anticipated or ongoing professional responsibilities.

TESOL/ESL**TS 519. LANGUAGE ASSESSMENT AND EVALUATION****3 HRS.**

This course is a part of the ESL teacher endorsement curriculum, but may be taken as well by non-education majors with consent of instructor. This course explores theoretical and practical aspects of language assessment and evaluation, particularly in measuring second language skills of students identified as limited English proficient under U.S. government entry and exit criteria for ESL, bilingual education and mainstream programs. It explores standardized plus locally-developed tests and other assessment instruments. Students develop criteria for evaluating testing instruments, plus techniques for designing their own instruments for assessing the English or other language skills of specified pupil populations.

TS 532. TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE**3 HRS.**

This course provides theory and practice of teaching English as a second language (ESL/EFL). It is designed to provide skills and knowledge for teachers who are/will be working with children identified by the federal government as limited English proficient (LEP). According to TESOL Teacher Education standards, this class emphasizes the critical pedagogical aspects of teaching ESL/EFL and the preparation of teaching materials and tests for classroom use. The class provides training in the major ESL methodologies and techniques of teaching listening, speaking, reading, writing, grammar, vocabulary, computer-assisted language learning (CALL) and culture. This class calls for a highly constructive class participation, critical thinking and very responsible out-of-class reading and assignment preparation.

TS 600. LINGUISTICS FOR LANGUAGE TEACHERS**3 HRS.**

Course focuses on applied linguistics and how it can directly benefit and improve the teaching of ESL/EFL. This course focuses on the processes of second language acquisition and the nature of first language acquisition. The course provides an overview of linguistic, sociolinguistic and psycholinguistic analyses as they pertain to the language proficiency and academic achievement of ESL students (or LEP students). Beginning with a study of the linguistic components of language, the course provides an opportunity for prospective ESL/EFL teachers to explore the relevance of linguistics to second/foreign language teaching and learning.

TS 700. LINGUISTICS FOR LANGUAGE TEACHERS**3 HRS.**

This course focuses on applied linguistics and how it can directly benefit and improve the teaching of ESL/EFL. This graduate level course focuses on the processes of second language acquisition and the nature of first language acquisition. The course provides an overview of linguistic, sociolinguistic and psycholinguistic analysis as they pertain to the language proficiency and academic achievement of ESL students (or LEP students). Beginning with a study of the linguistic components of language, the course provides an opportunity for prospective ESL/EFL teachers to explore the relevance of linguistics to second/foreign language teaching and learning. The course calls for a highly constructive class participation, critical thinking and very responsible out of class reading and assignment preparation.

TS 701. INTRODUCTION TO GRADUATE RESEARCH**3 HRS.**

An introduction to graduate level research methods used in applied linguistics. It is a hands-on class in which students will develop a research proposal in an area of their choice. We will discuss issues related to research design, methods, and statistics. The main areas of discussion will be: identifying a topic for research, generating research questions, and writing a research proposal. This will be done by

reviewing the relevant literature, selecting the most appropriate data collection techniques, obtaining approval to work with human participants, coding and organizing the data in a database, choosing the appropriate statistical analysis, and writing about the research project in a professional style.

TS 710. SOCIOLINGUISTICS**3 HRS.**

(Prerequisite: Completion of core courses required for MA TESOL candidates.) This course is an introduction to the study of language in its social context. The class will examine how social class, ethnic background, gender, and other social variables influence language behavior. The course will also focus on past and present research surrounding such issues as language attitudes, standard and nonstandard usage, Black English, bilingualism, rules of social interaction and language planning.

TS 719. LANGUAGE ASSESSMENT AND EVALUATION**3 HRS.**

This graduate-level course is a core course in the TESOL teacher licensure and MA TESOL curriculum. TS719 explores theoretical and practical aspects of language assessment and evaluation, particularly in measuring second language skills of English Language Learners. The course explores standardized, locally-developed tests, and other assessment instruments. Students develop criteria for evaluating testing instruments. They also develop techniques for designing their own instruments for assessing various language skills of specified pupil populations. The course calls for a highly constructive class participation, critical thinking and very responsible out of class reading and assignment preparation.

TS 720. SECOND LANGUAGE ACQUISITION**3 HRS.**

(Prerequisite, TS 600 Linguistics for Language Teachers) The purpose of this course is to introduce students to theories and research in Second Language Acquisition (SLA). Students will be introduced to the history of SLA and Research Methodologies. Students should also become familiar with various theoretical approaches to language learning including Universal Grammar, Cognitive, Functional/pragmatic, Interactionist, and Sociocultural, Sociolinguistics. Students will also be introduced to and should become familiar with at least one research methodology depending on the questions they prefer to ask. SLA is a theoretical and experimental field of study that examines language development, in this case the acquisition of second languages. The term second includes "foreign" and "third", "fourth", etc.

TS 730. CROSS CULTURAL COMMUNICATION**3 HRS.**

(Prerequisite: Completion of core courses required for MA TESOL.) This course investigates cultural behaviors, assumptions, values, and conflicts surrounding communication across cultures in the context of teaching English as a second or foreign language at all levels. This course explores issues related to the intercultural communication processes. It will consider the important role of context (social, cultural, and historical) in intercultural interactions. Based on insights from critical theory, the course examines the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective.

TS 732. SPECIAL TOPICS IN TESOL**1-3 HRS.**

This umbrella course will offer courses/workshops that will require in-depth critical reflection and build knowledge and skills in special topics in the field of Teaching English as a Second Language (TESOL). The class will meet the needs of mainstream classroom teachers, paraprofessionals, and pre-service teachers. Topics will include, but not be limited to: 1) proven TESOL strategies, techniques, approaches, and resources for ESOL classroom use. 2) presentation in the content areas

of math, science, language arts, and social studies for both elementary and secondary classrooms. 3) special education and TESOL 4) assessment strategies, techniques, specially designed for ELL 4) legal issues related to the education of ELLs and TESOL 5) native language and literacy methods 6) parental/administrative/community involvement strategies.

**TS 734. TEACHING ENGLISH AS A SECOND/
FOREIGN LANGUAGE**

3 HRS.

The course is designed to provide skills and knowledge for teachers who are/will be working with children identified by the federal government as limited English proficient (LEP). This graduate-level course provides theory and practice of teaching English as a second language (ESL) and English as a foreign language (EFL) to non-native speakers. According to TESOL teacher education standards, this class emphasizes the critical pedagogical aspects of teaching ESL/EFL and the preparation of teaching materials and tests for classroom use. The class also provides training in the major methodologies and techniques of teaching listening, speaking, reading, writing, grammar, vocabulary, computer-assisted language learning, and culture. The course calls for a highly constructive class participation, critical thinking and very responsible out of class reading and assignment preparation.

**TS 735. PRACTICUM IN TEACHING AS A
SECOND/FOREIGN LANGUAGE**

3 HRS.

(Prerequisite: FL600 or permission of instructor.) This course will involve seminars, observation, participation and supervised teaching experience in English as a second or foreign language.

**TS 770. INDIVIDUAL DIFFERENCES IN SECOND
LANGUAGE ACQUISITION**

3 HRS.

The purpose of this course is to gain an understanding of how learners in a classroom differ from one another and the impact these individual differences in language learning have on the process of second language acquisition, the rate of acquisition, and performance in the classroom. Students will: 1) explore the role of cognitive aspects such as aptitude and field independence in SLA 2) explore the role of affective factors such as motivation and risk-taking 3) discuss how language learning strategies influence student performance 4) discuss the pedagogical implications for language teachers.

TS 780. STRUCTURE OF THE ENGLISH LANGUAGE

3 HRS.

This course provides an opportunity for pre-service and in-service ESL/EFL teachers to learn about current insights and strategies in the teaching of grammar from the disciplines of sociolinguistics, composition, and TESOL. The class will examine attitudes and beliefs about grammar in the society at large, as well as investigating trends and research in the teaching of grammar to better serve not only English Language Learners, but all students. TS 780 studies grammar in oral as well as written language discourse, with emphasis on language use.

**TS 790. COMPUTER ASSISTED LANGUAGE
LEARNING**

3 HRS.

This course focuses on the theory and practice of Computer-Assisted Language Learning and Teaching (CALLT). Areas covered in the course include: a brief review of the history of CALLT; latest pedagogical approaches based on CALLT; the introduction of various CALLT software packages (vocabulary and grammar learning programs, electronic-storybooks, language quizzes and games, TESOL, e-portfolios etc.); introduction of online language teaching and learning (WebQuest, online communication, web resources, etc.); and the use of E-dictionaries, E-thesauruses, and MS Office applications.

TS 800. THESIS HOURS

1-6 HRS.

This course is for students who are writing their thesis under the guidance of their thesis advisor and committee members. They will enroll for the number of credits they need to fulfill their degree requirements (1, 2, 3, 4, 5 or 6). They can enroll for as many credits as they need but no more than 3 credit hours will count toward their degree requirements. Students will meet with their advisor as needed. The course will be graded on a pass/no credit scale.

DEPARTMENT OF PSYCHOLOGY

Professor Brian W. Schrader, Chair

<http://www.emporia.edu/psych>

Professors: Pamelyn M. MacDonald (Developmental Psychology), James D. Persinger (School/Educational Psychology), Brian W. Schrader (Industrial/Organizational Psychology), Kenneth A. Weaver* (Cognitive Psychology), George B. Yancey (Industrial/Organizational Psychology). **Associate Professors:** Carol D. Daniels (School/Educational Psychology), Cathy A. Grover (Behavioral Neuroscience), John C. Wade (Clinical Psychology). **Instructors:** Marciana Vequist.

* Names followed by an asterisk (*) are full-time university personnel teaching part-time in an academic department.

The Department of Psychology provides undergraduate training for those students who plan either to enter the work force upon graduation or do graduate work in Psychology. Undergraduate preparation is also offered for students who plan to teach Psychology at the secondary level or minor in Psychology.

At the graduate level (Master's Degree), training is provided in Experimental Psychology, Clinical Psychology, Industrial/Organizational Psychology, and School Psychology. The Specialist in Education degree is also offered in School Psychology. For more information see the department's web site, <http://emporia.edu/psych/>.

PSYCHOLOGY MAJORS/MINORS

All psychology majors/minors (or those with a psychology teaching field) must earn a "C" grade or better in all of their required and elective psychology course (including PY 100) on their degree plan/contract.

PY 100 Introductory Psychology, counted in the general education requirements rather than in the departmental major, is a prerequisite to all other psychology courses. See the general education requirements in the general education section of this catalog.

BACHELOR OF ARTS (BA) and BACHELOR OF SCIENCE (BS) PSYCHOLOGY MAJOR (Changes Effective Fall 2014)

Both majors require a total of 42 credit hours with 30 hours specified by the department and 12 hours of electives.

Required Courses (30 hours):

PY 101	Introductory Psychology Laboratory	1 hour
PY 210	Psychology of Development	3 hours
PY 300	Descriptive Research Methods and Statistics in Psychology	3 hours
PY 301	Experimental Research and Inferential Statistics	3 hours
PY 322	Learning	3 hours
PY 343	Cognitive Psychology	3 hours
PY 401	Foundations of Psychology	3 hours

PY 427	Abnormal Psychology	3 hours
PY 440	Psychological Testing	3 hours
PY 490	Undergraduate Psychology Internship	4 hours

PY 102	Introduction to the Psychology Major	1 hour
OR		
PY 502	The Professional Psychologist	1 hour

Electives (12 hours):

PY 102	Introduction to the Psychology Major	1 hour
PY 203	Special Topics in Applied Psychology	1-3 hours
PY 303	Special Topics in Undergraduate Psychology	1-3 hours
PY 333	Social Psychology	3 hours
PY 403	Independent Study	3 hours
PY 432	Introduction to Industrial/Organizational Psychology	3 hours
PY 502	The Professional Psychologist	1 hour
PY 503	Special Topics in Psychology	1-3 hours
PY 506	Methods for Teaching Psychology	3 hours
PY 520	Statistics I	3 hours
PY 560	Physiological Psychology	3 hours
PY 570	Sensation and Perception	3 hours
PY 624	Theories of Motivation	3 hours
PY 626	Theories of Personality	3 hours
PY 700	Advanced General Psychology	3 hours
PY 703	Special Topics in Graduate Psychology	3 hours
PY 707	Memory	3 hours
PY 708	Brain Function and Dysfunction	3 hours
PY 709	Introduction to Neuropsychology	1 hour
SD 550	Survey of Exceptionality	3 hours

The student is required to complete a **second program of study** of at least 15 hours in another discipline (cognate area) for both the BA and BS psychology degrees.

Bachelor of Arts majors have 10 additional credit hours in one foreign language requirements and 6 additional credit hours in liberal arts requirements (i.e., Introduction to Literature and Introduction to Philosophy).

BACHELOR OF SCIENCE IN EDUCATION (BSE) PSYCHOLOGY TEACHING FIELD

This teaching field prepares the student to teach psychology at the secondary level. PY 100 Introductory Psychology and PY 211 Developmental Psychology are counted in the general education requirements in the departmental major. This plan consists of 24 hours of required psychology courses. A second teaching field is required. See the general education requirements in the general education section of this catalog.

Required Courses (24 hours):

PY 300	Descriptive Research Methods and Statistics in Psychology	3 hours
PY 301	Experimental Res and Inferential Statistics	3 hours
PY 322	Learning	3 hours
PY 333	Social Psychology	3 hours
PY 401	Foundations of Psychology	3 hours
PY 427	Abnormal Psychology	3 hours
PY 440	Psychological Testing	3 hours
PY 506	Methods for Teaching Psychology	3 hours

MINOR IN PSYCHOLOGY

A minor in psychology requires 18 hours (in addition to PY 100). Twelve hours are specified by the department, the other six hours are electives.

Required Courses (12 hours):

PY 210	Psychology of Development	3 hours
PY 322	Learning	3 hours
OR		
PY 343	Cognitive Psychology	3 hours
PY 427	Abnormal Psychology	3 hours
PY 440	Psychological Testing	3 hours

Elective Courses (6 hours):

Six hours of electives may be selected from other required courses in the BA/BS psychology major list and/or from the same list of electives as the psychology majors.

Courses offered by the Department of Psychology:

PSYCHOLOGY

PY 100. INTRODUCTORY PSYCHOLOGY 3 HRS.

(Prerequisite to all other offerings in psychology.) A course designed to cover the major areas of concern in psychology (learning, perception, personality and behavior disorders) which will give the student a basis for advanced work in understanding human behavior.

PY 101. INTRODUCTORY PSYCHOLOGY LABORATORY 1 HR.

The purpose of this course is to give beginning students hands-on, practical experience in the science of psychology. Students will participate directly in laboratory exercises ranging from basic learning processes to sleep and dreaming. Concurrent enrollment with PY 100 is recommended, but not required.

PY 102. INTRODUCTION TO PSYCHOLOGY MAJOR 1 HR.

(Prerequisite, PY 100.) This is an undergraduate class primarily for freshman, sophomore, and transfer students who are (or thinking about) declaring psychology as their major. The course will explore the various careers, fields, and opportunities in the psychology field.

PY 203. SPECIAL TOPICS IN APPLIED PSYCHOLOGY 1-3 HRS.

(Prerequisite, PY 100) This represents an umbrella course where the instructor will select a specific topic related to applied psychology. It is an undergraduate course primarily for freshman and sophomores. Potential topics include: Applied Psychology, Career Psychology, Multi-cultural Psychology, Psychology of Adjustment, Group Dynamics, Psychology and the Paranormal, and The Psychology of Emotion.

PY 210. PSYCHOLOGY OF DEVELOPMENT 3HRS.

(Prerequisites, PY 100, majors only.) This course focuses on describing and explaining the physical, social, and cognitive changes that take place from conception to death. Students will learn about major theories and empirical methodology used to explore developmental changes. One goal of this course is to have students think critically about developmental research; that is, to be able to evaluate information on how environment and genetics contribute to development and to behavior. A second goal is for students to become effective practitioners by applying what they learn about developmental changes

to real life situations. The third goal is for students to become creative planners who can facilitate healthy development for future generations.

PY 211. DEVELOPMENTAL PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100.) This course examines the major life-span developmental stages. Prenatal, infancy, childhood, adolescence, adulthood, and aging are studied. The course is designed to provide an understanding of the relationship between developmental trends and human behavior.

PY 300. DESCRIPTIVE RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100. This course is a prerequisite for Experimental Research and Statistics in Psychology.) This course will introduce you to the scientific methodology used in the diverse yet related areas of psychology. Topics include descriptive research methods, sources of extraneous variation, internal and external validity, and descriptive statistical analyses, including measures of central tendency and variation, correlation, and simple regression. Coursework emphasizes critiquing scientific journal articles and developing individual research proposals. Research designs and methodologies are demonstrated in the laboratory with students performing statistical analysis of the collected data. This course should enable you to better understand and appreciate the necessity and difficulty of systematically studying behavior and mental processes, and prepare you for intelligently scrutinizing explanations of behavior provided by psychologists, friends, the media and others.

PY 301. EXPERIMENTAL RESEARCH METHODS AND INFERENTIAL STATISTICS 3 HRS.

(Prerequisites, PY 100 and PY 300.) This course will introduce you to the scientific methodology used in the diverse yet related areas of psychology. Topics include experimental design, sources of extraneous variation, internal and external validity, and statistical analyses. Coursework emphasizes critiquing scientific journal articles and completing an individual research project. Research designs and methodologies are demonstrated in the laboratory with students performing statistical analysis of the collected data. This course should enable you to better understand and appreciate the necessity and difficulty of systematically studying behavior and mental processes, and prepare you for intelligently scrutinizing explanations of behavior provided by psychologists, friends, the media, and others.

PY 303. SPECIAL TOPICS IN UNDERGRADUATE PSYCHOLOGY 1-3 HRS.

(Prerequisite, PY 100) This represents an umbrella course where the instructor will select a specific topic related to a specialized or current topic in undergraduate Psychology. It is an undergraduate course and potential topics include: Peer Advising, Undergraduate Teaching Assistant, Educational Psychology, Psychology in the Cinema, Death and Dying, Environmental Psychology, Classic and Famous Studies in Psychology, The Psychology of Mental Retardation, and Introduction to Art Therapy.

PY 322. LEARNING 3 HRS.

(Prerequisite, PY 100.) Learning, and remembering what has been learned, are fundamental processes. This course is a survey of theories, principles, laws, and conclusions from a century of scientific study of these psychological phenomena. This course emphasizes what is known about learning and memory, as well as the issue of how this knowledge can be effectively applied to address human concerns. Basic research will be discussed, so that students can understand the methods used to

determine principles of learning and memory. Students will then demonstrate application of these principles to real-world problems which they have helped define.

PY 333. SOCIAL PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100.) The basic principles and processes of human social behavior and the social consciousness of the individual and groups are covered. Contemporary interests and tendencies that grow out of community life are stressed. Topics include theories, personality, motives, abilities, attitudes, group processes and contemporary problems.

PY 343. COGNITIVE PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100.) This course is a review of theories, experimental results, and methodologies that comprise the science of mind. The information is presented in a historical context and contrasted with the behavioral approach to psychology.

PY 401. FOUNDATIONS OF PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100 and must have completed 9 credit hours in psychology classes numbered at or above 300.) A course designed to give the student the historical background of modern psychology. Particular emphasis is given to the outstanding leaders in psychology and their contributions.

PY 403. INDEPENDENT STUDY 1-3 HRS.

(Prerequisite, PY 100 and consent of instructor.) A problem of special interest is selected and researched under the immediate supervision of the instructor.

PY 427. ABNORMAL PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100.) All forms of psychological abnormality are considered against the setting in which they develop along with methods of prevention and cure.

PY 432. INTRODUCTION TO INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100.) A course designed to introduce students to the work of industrial/ organizational psychologists. Topics covered include job analysis, performance appraisal, test validation, training, leadership, work motivation, satisfaction and organizational theory.

PY 440. PSYCHOLOGICAL TESTING 3 HRS.

(Prerequisite, PY 100.) The course is designed to aid in the understanding of basic psychometric concepts and the interpretation of standardized tests used in psychology, education, business, and industry.

PY 490. UNDERGRADUATE INTERNSHIP 1-3 HRS.

(Prerequisite, PY 100 and consent of advisor.) This course provides an academic offering that provides work experience for students who wish to have an applied experience before graduation. Students are placed in a variety of agencies ranging from mental health and educational or correctional facilities to business and industry. Each placement is supervised through the agency in consultation with assigned faculty advisors who design job-related learning objectives and projects.

PY 502. THE PROFESSIONAL PSYCHOLOGIST 1 HR.

(Prerequisite, PY 100.) This course is designed for students to learn and practice the skills for applying for graduate school or a job. Activities include producing a vita, crafting a personal statement of goals and purpose, and developing a personal time line for applying for graduate school or a job.

PY 503. SPECIAL TOPICS IN PSYCHOLOGY 1-3 HRS.

(Prerequisite, PY 100) This represents an umbrella course where the instructor will select a specific topic related to a specialized or current topic in Psychology for both undergraduate and graduate students. Potential topics include: Brain and Behavior, Psychology of Gender, Sports Psychology, Drugs and Behavior, Psychology of Sex, Psychology and Religion, Current Therapies, Positive Psychology, Evolutionary Psychology, Psychology of Love and Attraction, Psychology and the Law, Psychology of American Culture, and The Psychology of Gaming.

PY 506. METHODS FOR TEACHING PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100 and 12 hours completed in teaching field.) Students will be trained to actively involve the learner in the psychology classroom using the data-methodology-principles approach. This course is designed to prepare teachers of psychology at the secondary level.

PY 520. STATISTICS I 3 HRS.

(Prerequisite, PY 100.) This course introduces students to both descriptive and inferential statistics including mean, standard deviation, variance, sum of squares, correlation, linear regression, sampling distributions, hypothesis testing, t test, and analysis of variance.

PY 560. PHYSIOLOGICAL PSYCHOLOGY 3 HRS.

(Prerequisite, PY100.) The course introduces the student to the research methods used in physiological psychology as well as the structure and functions of the nervous system. Selected topics in behavioral neuroscience such as the psychobiology of stress, motivation (e.g., food and water intake, sexual behavior), mental processes (e.g., learning and memory), sensory systems (e.g., vision, olfaction, audition), psychopharmacology, and complex psychological processes (e.g., schizophrenia, bipolar disorder, anxiety disorders) will be covered with special emphasis on the language, basic concepts, principles, methods, research findings, and theories of physiological psychology. Course designed for upper level undergraduate and graduate students.

PY 570. SENSATION AND PERCEPTION 3 HRS.

(Prerequisite, PY 100.) This course is designed to cover basic sensory physiology and systematic methods of studying sensory and perceptual phenomena, as well as an introduction to the major concepts, principles and theories of perception.

PY 624. THEORIES OF MOTIVATION 3 HRS.

(Prerequisite, PY 100.) The concepts, principles, and empirical findings concerning basic factors which underlie human motivation are studied. Attention is given to both innate and acquired bases.

PY 626. THEORIES OF PERSONALITY 3 HRS.

(Prerequisite, PY 100.) The course is designed to give the student an understanding of the different approaches to the study of personality. Compact yet comprehensive summaries of the major personality theorists are presented.

PY 700. ADVANCED GENERAL PSYCHOLOGY 3 HRS.

(Prerequisite, PY 100) Through the study of current literature the student is acquainted with new developments in the broad field of psychology.

PY 703. SPECIAL TOPICS IN GRADUATE PSYCHOLOGY 1-3 HRS.

(Prerequisite, PY 100, Junior level standing or better.) This represents a

graduate level umbrella course where the instructor will select a specific topic related to a specialized or current topic in Psychology. It is primarily a graduate course but junior and senior undergraduates may also take it. Potential topics include: Forensic Psychology, Psychometrics, University Level Teaching, Psychology of Compensation Administration, Fetal Alcohol Syndrome and Spectral Disorders, Psychology of Globalization, Ergonomics and Human Factors, and The Psychology of Horror/Humor.

PY 707. MEMORY 3 HRS.

(Prerequisite, PY 100.) This course presents an empirical approach to the exploration of memory. Results obtained from experiments are integrated to form the basis for articulating theory that provides an overall explanation for the results. Emphasis is also placed on the methodologies developed to generate the data and the role of theory for spawning hypotheses that drive experimentation and consequently the creation of knowledge.

PY 708. BRAIN FUNCTION AND DYSFUNCTION 3 HRS.

(Prerequisite, PY 100.) This course is designed to familiarize clinicians with brain function and dysfunction and to be able to recognize when a psychiatric client has as yet undetected neurological involvement.

PY 709. INTRODUCTION TO NEUROPSYCHOLOGY 1 HR.

(Prerequisite, PY 100.) This course is designed to acquaint students with the field of neuropsychology. This course covers basic brain functions and how these relate to behavior. Neuropsychological tests are discussed and demonstrated, including the Halstead-Reitan and Luria Nebraska batteries.

PY 714. ASSESSING YOUNG CHILDREN WITH SPECIAL NEEDS 3 HRS.

This course provides an overview of measurement and evaluation concepts, strategies, and techniques that are appropriate for infants and young children with special needs.

PY 722. THEORIES OF LEARNING 3 HRS.

The major theories of learning are analyzed, compared, and evaluated in light of current research.

PY 740. PERSONNEL SELECTION AND TESTING 3 HRS.

This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with personnel selection and testing issues. Topics include: job analysis, validity, reliability, interviews, personality measures, assessment centers, fairness, validity generalization, utility analysis, test theory, privacy issues, and cognitive ability measures.

PY 741. MOTIVATION AND TRAINING 3 HRS.

This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with work motivation and training. Topics include: needs assessment, learning theories, control systems, organizational culture, principles of reinforcement and transfer, multi-cultural training, re-training, needs hierarchies, value systems, and technological re-training.

PY 742. WORK ATTITUDES 3 HRS.

This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with work attitudes. Topics include: job satisfaction, organizational commitment, participatory styles, life satisfaction, facet vs. global measures, turnover,

absenteeism, career involvement, burnout, unions, positive and negative affectivity, nature vs. nurture issues, and moderators of satisfaction.

PY 743. LEADERSHIP IN ORGANIZATIONS 3 HRS.

This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with leadership. Topics include: executive performance, strategic decision-making, power and influence, organizational change and culture, women in leadership, total quality management, downsizing, and the primary leadership theories (behavioral, trait, situational, contingent, transformational, romantic, and attributional).

PY 744. PERFORMANCE APPRAISAL 3 HRS.

This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with performance appraisal. Topics include: rating scales and formats, halo, rater accuracy, rating errors, rater training, gender/race/relationship issues, sources of ratings, cognitive issues in performance appraisal, feedback, the PA interview, reactions and responses to feedback, paper people, and legal issues.

PY 745. ORGANIZATIONAL ISSUES AND LEGAL ISSUES 3 HRS.

This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with organizational and legal issues. Topics include: organizational change, behavior, development, interventions, theory, joint consultation, court cases, affirmative action, adverse impact, Civil Rights acts of 1964 and 1991, Americans with Disabilities Act, Title VII, business ethics, judicial interpretations of I/O psychology law, and organizational climate.

PY 800. THESIS, M.S. 1-5 HRS.

(Prerequisite, consent of thesis chair.) The student completes an important research study appropriate to his/her area of specialization.

PY 801. SCHOOL PSYCHOLOGICAL CONSULTATION 3 HRS.

The course is intended as an overview to a process that has received increasing attention from psychologists, counselors, social workers, and other human services workers. It will discuss the various models of consultation and the processes involved in consultation practice. It will provide a balance among theory, research, and practice with the ultimate concern being application. Students are provided with advanced organizers, in text learning exercises and review questions designed to focus their learning and sharpen their insight into the complex processes surrounding consultation.

PY 803. RESEARCH PROBLEM IN PSYCHOLOGY 1-3 HRS.

(Prerequisite, consent of instructor.) A problem of special interest is investigated by the student under the immediate supervision of the instructor.

PY 805. PSYCHOLOGY OF THE ADULT LEARNER 3 HRS.

The course is designed primarily for individuals interested in community college or adult education. Identification of the nature, needs, and objectives of late adolescents and adults is emphasized. Motivation, classroom management, and application of appropriate learning concepts are stressed. Practical activities and research related to adult education are developed.

PY 806. PERSONALITY ASSESSMENT & REPORT WRITING**3 HRS.**

This course is an introduction to personality assessment and report writing. The emphasis is on general procedures rather than specific techniques and tests. The course will establish critical thinking about when an assessment is appropriate, what to consider when doing an assessment, and the appropriate reporting of assessment results. Use of the diagnostic manual will be discussed as well as the meaning of normality as it applies to various cultural groups. This course is designed to meet Domain 5 of the National Association of School Psychologists: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths and needs.

PY 807. PROJECTIVE ASSESSMENT & MMPI**3 HRS.**

This course presents the history and use of projective assessment devices and also the development and foundations of the MMPI. Projective assessments covered in the course will include instruments such as the Thematic Apperception Test, Children's Apperception Test, Bender Gestalt, House-Tree Person, and Draw-A-Person. The emphasis is of the course will be on the administration and interpretation of the specific projective instruments and the MMPI.

PY 808. RESEARCH IN CLINICAL PSYCHOLOGY**3 HRS.**

This course is designed to provide the opportunity to learn about research design and methodological issues as they pertain to the clinical research. This will include basic research concepts such as independent and dependent variables, as well as more advanced topics such as effect size and statistical power, clinical significance vs. statistical significance, single-case experimental designs, etc. Other topics related to sound clinical research will be covered including research ethics and sampling/assessment procedures.

PY 811. SEMINAR IN HUMAN GROWTH AND DEVELOPMENT**3 HRS.**

Consideration is given to individual development, adjustment to social patterns, and the significance of development for learning. Special problem areas from conception through adolescence are covered.

PY 812. FOUNDATIONS OF ASSESSMENT IN SPECIAL EDUCATION AND STUDENT SUPPORT**3 HRS.**

The course provides familiarity with assessment principles in K-12 school settings, as undertaken to support students in general education as well as to determine needs and eligibility in special education and gifted. It covers various domains including intelligence/aptitude, achievement, language, social/behavioral, adaptive, motor, and general development. Understanding of test scores and their meaning, and selection of valid tools is reviewed. Multicultural and bias issues, and other factors which contribute to error in assessment are key components as well as ethics and legal obligations as relate to the assessment process. Tools such as norm-referenced tests, criterion-referenced tests, functional behavioral assessment, systematic observation, and informal/authentic assessment such as portfolios are included.

PY 820. RESPONSE TO INTERVENTION IN SCHOOL PSYCHOLOGY**3 HRS.**

(Prerequisites, majors only and SD700.) The course prepares candidates for the changing role of school psychologists in the problem

solving model of early intervention and disability identification, in accordance with contemporary best practices and federal and state requirements and regulations. Topics covered include system-wide program design through specific assessment and interventions for students through Tiers I, II, and III in the problem solving model. The course provides a balance of theory, research, and practice.

PY 827. SEMINAR IN PSYCHOPATHOLOGY**3 HRS.**

(Prerequisites, PY 427 and PY 626.) Characteristics of the various forms of mental disorder are studied. Etiological factors, theoretical positions, and current forms of treatment are covered.

PY 830. EARLY CHILDHOOD PRACTICUM: SCHOOL PSYCHOLOGY**3 HRS.**

(Prerequisite, consent of instructor.) The practicum provides supervised experience with early childhood special education children for the practicing school psychologist. This is required for KSBE School Psychology certification at the early childhood level.

PY 832. INDUSTRIAL PERSONNEL PSYCHOLOGY**3 HRS.**

This course covers such topics as personnel selection, human resource management, performance appraisal, training, ethics, recruitment, personnel law, criteria, validation, statistical techniques, classification, and other current topics appropriate to applied personnel psychology in business and industry.

PY 833. ORGANIZATIONAL PSYCHOLOGY**3 HRS.**

This course is a primary content course covering the relevant theory, research, concepts, and applications associated with Organizational Psychology: organizational culture, workforce diversity issues, motivation, group dynamics, leadership, power and politics, decision making, conflict and negotiation, organizational and individual change, cross-cultural differences in organizational psychology phenomena, and qualitative and quantitative research methods.

PY 835. SEMINAR IN SCHOOL PSYCHOLOGY**3 HRS.**

(Prerequisite, consent of instructor.) The course is designed to integrate all previous course work of the student in school psychology. Consultation, additional assessment and intervention strategies, and current professional issues are covered.

PY 836. SCHOOL-BASED PREVENTION AND INTERVENTION**3 HRS.**

The course investigates exemplary school-based prevention and intervention programs that promote the mental health and physical well-being of students, as well as school success. Criteria for determining empirically validated programs are discussed. This course also examines the history and development of crisis intervention in the schools. A focus will be developing skills and knowledge required to effectively intervene and assist children, teachers, administrators, and families during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations.

PY 837. PSYCHOLOGICAL CASE STUDIES**3 HRS.**

(Prerequisite, consent of instructor.) Typical cases appropriate to the student's area of specialization are analyzed and discussed. Emphasis is placed on the writing of case histories and the psychological dynamics involved in the pattern presented by diagnostic procedures.

PY 838. SUPERVISED PRACTICE IN SCHOOL PSYCHOLOGY**6 HRS.**

(Prerequisite, consent of instructor.) The student completes 600 clock

hours of supervised practice under the direct supervision of an approved, experienced, and certified school psychologist in a public school setting. A second enrollment may be in an institutional setting.

PY 839. INTERNSHIP IN PSYCHOLOGY 1-6 HRS.

(Prerequisite, consent of instructor.) Internship is designed as a culminating practical experience for a prescribed course of formal instruction in a professional area of psychology. In some instances, the course may be taken concurrently with professional employment.

PY 841. ASSESSMENT OF INTELLIGENCE 3 HRS.

(Prerequisite, one course in statistics or testing.) This is a basic course in clinical mental testing. The techniques of administering, scoring, and interpreting the Wechsler tests are covered.

PY 843. PSYCHOEDUCATIONAL ASSESSMENT 3 HRS.

(Prerequisite, one course in statistics or testing.) This advanced assessment course is designed for students desiring to become practitioners in school, clinical, and counseling settings. Administering, scoring, and interpreting standardized intelligence tests, achievement tests, adaptive behavior measures are covered. Other topics include intelligence theory, social-emotional development, psychometric theory, assessment battery development, ethical considerations, conceptualization, and reporting information. The course goal is to integrate knowledge and skills in conducting competent psychological services in the area of assessment.

PY 844. SCHOOL PSYCHOLOGY ED.S. PROJECT 3 HRS.

Consent of project advisor chair and academic advisor. The project must be completed prior to school psychology internship. School psychology candidates will complete a non-thesis research project in a topic area appropriate to school psychology.

PY 846. CULTURE, ASSESSMENT, AND TREATMENT IN PSYCHOLOGY 3 HRS.

This course is designed to meet the growing demand for culturally competent mental health services by providing graduate students in clinical psychology with a basic foundation in multicultural counseling. Starting with the self, students are expected to comprehensively understand their own cultural upbringing and belief systems in order to be able to provide services to people from various cultural backgrounds. The class will be both didactic and experiential.

PY 847. TECHNIQUES OF PSYCHOTHERAPY 3 HRS.

This course is an introduction to the basic theories and practice of psychotherapy. Its intention is to give the student a basic overview of therapy techniques which have been used and currently are being used in the treatment of psychological and emotional difficulties. The purpose of the course is to provide candidates with an academic foundation in techniques in psychotherapy treatment prior to their practicum experiences.

PY 848. FAMILY AND GROUP SYSTEMS PSYCHOTHERAPY 3 HRS.

This course is designed to provide the opportunity to learn about family and group dynamics and how to work therapeutically with these systems. This will include clinical applications, review of relevant research, and theoretical/historical perspectives. You are expected to be an active participant rather than a passive observer/listener. Being an 'active participant' means that you are not only prepared for each class (completing reading, assignments, etc. ahead of time) but that you are also thinking about how the ideas in class might be translated into practice, self-improvement and understanding, etc., and are ready to learn by doing!

PY 849. ETHICS AND PROFESSIONAL PRACTICE 3 HRS.

This course is designed to ensure all master's degree psychology graduates are thoroughly knowledgeable about the legal and ethical requirements of all aspects of the profession.

PY 851. SEMINAR IN BEHAVIOR MODIFICATION 3 HRS.

The course concentrates on the history, principles, procedures, and applications of behavior management techniques to settings such as schools, homes, day-care centers, hospitals, businesses, and industry. Additionally, functional behavioral assessment, behavioral intervention plans, outpatient applications, and self-management techniques are included.

PY 858. INTERDISCIPLINARY REFERRAL AND COLLABORATION IN CLINICAL PSYCHOLOGY 3 HRS.

The Clinical Psychology Internship is designed as an experience-based program, which presents students with opportunities to translate theoretical knowledge into functional skills. The first 3 credit hours of the internship (PY858) are designed to orient students who are beginning their internships, and preparing them to continue in and satisfactorily complete the remaining 6 credit hours (PY859) of their internship experience.

PY 859. INTERNSHIP IN CLINICAL PSYCHOLOGY 1-6 HRS.

The Clinical Psychology Internship is an experience-based program which presents students with opportunities to translate the theoretical knowledge into functional skills. The internship must be 750 hours in length and is usually carried out at public agencies in Kansas, such as mental health centers, mental hospitals and state correctional facilities.

PY 860. LEADING PROCESSES TO MEET DIVERSE STUDENT NEEDS 3 HRS.

Principles, practices, and problems related to administering and supervising all areas of special education will be discussed. As virtually all special education principles and practices are integrated into and derived from law and statute, primary consideration is given to federal and state regulations, individual education plan processes, and continuous improvement monitoring (and/or focused monitoring as details of that process become available in Kansas). Will cover practical aspects of IDEA 2004 and related processes established in policy and procedure via KSDE.

PY 900. THESIS, ED.S. 1-6 HRS.

(Prerequisite, consent of thesis chair.) The student completes an empirical research study appropriate to the area of school psychology.

PY 910. INTERNSHIP IN SCHOOL PSYCHOLOGY I 2 HRS.

(Prerequisite, permission of instructor.) The purpose of the supervised, full time internship for one academic year is to allow the intern to further develop his/her competencies as a practicing school psychologist and to demonstrate appropriate ethical and professional standards as a school psychologist. The internship experience should include all levels of education, early childhood through secondary. The setting should provide a full range of services and education of both exceptional and general education children. A school setting must provide at least 50% of the approved field experience.

PY 920. INTERNSHIP IN SCHOOL PSYCHOLOGY II 2 HRS.

(Prerequisites, permission of instructor, completion of PY 910.) The purpose of the supervised, full-time internship for one academic year is to allow the intern to further develop his/her competencies as a

practicing school psychologist and to demonstrate appropriate ethical and professional standards as a school psychologist. The internship experience should include all levels of education, early childhood through secondary. The setting should provide a full range of services and education of both exceptional and general education children. A school setting must provide at least 50% of the approved field experience.

DEPARTMENT OF SCHOOL LEADERSHIP/ MIDDLE & SECONDARY TEACHER EDUCATION

Associate Professor Dan Stiffler, Chair

Professors: Nancy Albrecht, Paul Bland, Ed Church, Jerry Will.
Associate Professors: Kirsten Limpert, John Morton, Michael Shimeall. **Assistant Professor:** Neal Luo

<http://www.emporia.edu/sleme>

The graduate programs in educational administration are designed to prepare personnel to assume leadership roles as lead teachers, building leadership team members, principals, superintendents, and other central office personnel.

*For descriptions of the programs for this department please study Emporia State University's School Leadership/Middle and Secondary Teacher Education department's graduate catalog.

BACHELOR OF SCIENCE IN EDUCATION SECONDARY EDUCATION MAJOR

The teacher education program available to students desiring licensure to teach at the secondary level is a joint responsibility of the Department of School Leadership, Middle and Secondary Education and other departments of the university offering teaching field programs.

Teacher Licensure Fields:

The secondary education program leads to teaching licensure in the following fields:

- Art
- Health
- Biology
- Journalism
- Business
- Mathematics
- Physical Education
- Chemistry
- Physics
- Earth and Space Science
- Psychology
- History and Government
- Speech/Theater
- English
- English for speakers of other Languages: (ESOL)
- Foreign Language: Spanish
- Music

Specialized Preparation in Teaching Fields:

In choosing teaching fields, students will select one of the following optional plans:

Option A --

Two teaching fields requiring no less than the minimum standards of the Kansas State Department of Education and no more

than 36 hours. Students may elect courses beyond the 36 hour maximum, but may not be required to take such courses. Under the two-field option, the total semester hours needed to meet degree requirements may exceed the minimum of 124 hours.

Option B --

One teaching field, or area of concentration, of (1) no fewer than 35 semester hours and no more than 50 hours, and (2) in addition, no more than 20 semester hours in a related field or fields may be required. The total of (1) and (2) shall not exceed 70 semester hours. General education courses may be included in the required programs if departments wish to do so. Students may elect courses beyond the 70 hour maximum but may not be required to take such courses.

Each department which prepares students for secondary teaching has developed a program of courses to be taken by students who choose to follow Option A or Option B. The student may obtain a copy of this program from the department.

General Education Requirements:

See general education requirements in the General Education section of this catalog.

Professional Education and Prerequisite Requirements:

Specific prerequisite courses for BSE programs include the following:

To be completed before admission to Phase I:

ED 220	Introduction to Teaching	2 hours
PY 211	Developmental Psychology	3 hours
MA 225	Math as a Decision Making Tool	3 hours
or MA 161 Calculus I (5 hrs)		

To be completed before admission to Phase II:

EL 416	Teaching Reading in Secondary Schools	2 hours
SD 550	Survey of Exceptionality	3 hours

PHASE I PROFESSIONAL SEMESTER

Phase I admission. Before being allowed to enroll in Phase I courses (ED 333, ED 334, and ED332), the student must complete the following admission requirements:

- Achieve a minimum cumulative GPA of 2.75 in the "core curriculum general education courses"
- Obtain junior-level classification
- Maintain a 2.5 overall GPA
- Obtain PPST (Pre-Professional Skills Tests) scores of writing 172, reading 173, and mathematics 172: or CAAP (Collegiate Assessment of Academic Proficiency) scores or writing (equivalent to PPST writing score), reading 57, and math 55.
- Earn a final grade of "C" or better in Introduction to Teaching, English Composition I and II, Public Speaking, College Algebra, Mathematics as a Decision Making Tool, and Developmental Psychology.
- Meet or exceed (and maintain) the minimum GPA requirement set by the faculty of his/her teaching specialty -- see academic advisor and be approved by their academic department.
- Provide documentation of the required 100 hours of supervised work experience with children or youth.
- Complete an application to Phase I. To complete the application process, the disclosure statement must be completed and signed.

Phase I courses—taken concurrently

ED 333	Principles of Secondary Education	4 hours
ED 334	Classroom Management	3 hours
ED 332	Educational Psychology	2 hours

PHASE II PROFESSIONAL SEMESTER:

For admission to Phase II, the student teaching phase of Emporia State's teacher education program, a student must be senior level or post-baccalaureate classification and meet the following requirements:

- Maintain an overall grade-point average of at least 2.5.
- Meet minimum departmental grade-point average requirements.
- Earn minimum of "C" grade in all professional education courses.
- Obtain department verification of technology competence.
- Complete health clearance to be in a school setting.
- Complete and sign Disclosure Statement.
- Complete all application processes.
- Obtain signed department approval for each licensure area
- Be approved by the Secondary Admissions Committee
- Participate in personal interview when requested by the academic area or the Secondary Admissions Committee.
- Be recommended by five designated instructors.

Phase II courses—taken concurrently

LE 487	Student Teaching Secondary	*12 hours
ED 431	Professional Relations of Teachers	2 hours

* Or equivalent student teaching credit. (See LE course listing.)

Licensure Testing

During the Student Teaching Semester (or before applying for licensure), the student must pass the Principles of Learning and Teaching Exam and content area exam(s).

GRADUATE PROGRAMS

Graduate programs in School Leadership/Middle and Secondary Teacher Education are designed to prepare personnel to assume leadership roles as lead teachers, building-leadership team members, coordinators, supervisors, principals, superintendents, and other central office personnel.

The Curriculum & Instruction masters program prepares teachers to become curriculum coordinators, curriculum specialists, effective practitioners and helps prepare teachers for National Board Certification.

The Educational Administration masters program qualifies students for Building-Level administrator licensure endorsement. The non degree Educational Administration Building level and District Leadership level license/licensure are also available.

The Instructional Leadership Master Program is specifically designed for individuals who have obtained a Bachelor's degree in teaching and wish to pursue graduate work in the area of teacher leadership. This masters leads to Teacher Leader licensure.

The Master of Education-Teaching degree provides a master's program that complements the Alternate Route/Restricted Licensure program allowing an opportunity for students to pursue a master's degree after completing the initial teacher license at the secondary level.

Courses offered by the Department of School Leadership/ Middle & Secondary Teacher Education:

EDUCATION**ED 220. INTRODUCTION TO TEACHING 2 HRS.**

(Prerequisite, sophomore standing.) A survey of education from colonial times to the present including the history and philosophy of education. This course includes an analysis of the role of the local, state, and federal government in educational policy; an examination of the social forces that influence schools; ethical and legal issues involving the educational process; and multicultural/diversity issues in American education. There is a required field experience in the public or private schools.

ED 332. EDUCATIONAL PSYCHOLOGY 2 HRS.

(Co-requisites ED333 and ED334.) The course is for candidates who have been admitted to teacher education and enrollment concurrent with ED334 and ED333 in the same section is required. This course is part of the first phase of professional education and is designed to teach the relationships between psychological principles and the educative process. Practical experiences are related to classroom organization, management and learning activities. Adolescent development is treated through application of learning theories, research design and behavioral objectives. This professional education course integrates with the other courses in Phase I to provide a theoretical and practical base for teaching.

ED 333. PRINCIPLES OF SECONDARY EDUCATION 4 HRS.

(Corequisites, ED334 and ED332.) The course is for candidates who have been admitted to teacher education and enrollment concurrent with ED334 and ED332 in the same section is required. Candidates completing ED333 will demonstrate the ability to conduct curriculum development, including decision-making, planning for all learners, instruction, and assessment skills and reflection required of effective middle level and secondary teachers. An extensive field experience is required; this field experience is called the internship and is designed to have the candidate gain first-hand experience in classroom operations and in working with students in a school setting. Candidates will demonstrate critical thinking skills in their internship in a school, as they work with individuals, small groups, and the whole class. Candidates will also describe basic elements associated with current reform movements. Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 334. CLASSROOM MANAGEMENT 3 HRS.

(Corequisites, ED333 and ED332.) The course is for candidates who have been admitted to teacher education and enrollment concurrent with ED333 and ED332 in the same section is required. The course is designed to develop the following skills: organizing the secondary classroom; conducting lessons geared toward students of differing backgrounds and abilities; conducting lessons involving problem solving, group work, active engagement and self motivation; developing a climate which fosters creative inquiry; developing skills for keeping students on task; and developing classroom management and discipline strategies. Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 335. OBSERVATION AND PARTICIPATION (SECONDARY) 1 HR.

Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 343. SPECIAL STUDIES IN EDUCATION 1-3 HRS.

(Prerequisite, consent of instructor.) This course offers an indepth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed.

ED 347. VOLUNTEER TUTORING PROGRAM 1 HR.

Provides the opportunity for students to gain supervised experience in the schools tutoring children in a variety of subjects, an assigned by classroom teachers. Students will work one-on-one with children, in small groups, or on various projects with the teachers. Placements are available for all levels of public school. This is a commitment for the entire semester and at least 50 hours of volunteer time is expected. The recommended amount of time is 2-24 hours per week. This can count toward the 100 hours contact time required to enter Phase I education classes.

ED 431. PROFESSIONAL RELATIONS OF TEACHERS 2 HRS.

Admission to Phase II is required. This course is designed around a competency guidebook which the student in the professional secondary education block completes during the student teaching semester. Employment procedures, emergency procedures, legal issues including corporal punishment and due process, assessment of learning, use of technology, multicultural diversity, and licensure are addressed. Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.

Students will carry out individual projects under the guidance of selected staff members. Consent of instructor or department chair is needed prior to enrollment. Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 535. CULTURAL AWARENESS FOR EDUCATORS 3 HRS.

(Prerequisite, junior standing.) This course is designed to prepare students to effectively educate culturally, ethnically, racially different and differently abled students. Major components are: to explore personal biases and methods of overcoming them; explore the basic principles underlying multicultural education and to develop appropriate teaching strategies, activities and materials; to adapt and evaluate curricula for use in culturally diverse, as well as homogenous, classrooms.

ED 700. CLINICAL TEACHING: TEACHER BEHAVIOR DECISIONS 1 HR.

An introductory course focusing on elements of the teaching model developed by Dr. Madeline Hunter of UCIA. Topics covered in this class include: expectations for student success, student motivation, increasing productive student behavior, helping students remember and transfer what they have learned, practice theory, and brain function.

ED 701. CLINICAL TEACHING: CONTENT AND LESSON DESIGN DECISIONS 1 HR.

An introductory course focusing on elements of the teaching model developed by Dr. Madeline Hunter of UCLA. Topics covered in the course include: diagnosis of student entry levels, task analysis, grouping for effective learning, and the seven step lesson plan.

ED 702. APPLYING CLINICAL TEACHING 1 HR.

A course designed to help students apply their knowledge of the Madeline Hunter model to actual teaching situations and to compare the model with selected research-based teaching models with similar content.

ED 711. INTRODUCTION TO AMERICAN EDUCATION FOR INTERNATIONAL STUDENTS 1 HR.

An orientation to Education at Emporia State University and in the

United States. Opportunity to discuss graduate procedures and requirements, comparative organization and practices of education in other nations and the United States, recent developments in some aspect of a student's field. Each student observes concurrently, makes a report to the class, and discusses experience gained in public school settings.

ED 725. TEACHING READING TO DIVERSE LEARNERS

1 HR.

This course is designed to help elementary, middle, or secondary school teachers critically explore diversity issues to better prepare them to address the literacy needs of all learners. This course is also designed to help promote equality, equity, and excellence among all learners. The overall goal is helping elementary, middle, and secondary school teachers develop a deeper understanding of and respect for the multiple literacies that affect teaching and learning of the different homogenous or heterogenous students inside classrooms in the Midwest and across America.

ED 730. COMPARATIVE EDUCATION SEMINAR

3-6 HRS.

Historical foundations, rise and development of national educational systems of western European nations and their impact upon developing and emerging nations. Comparison and contrast of philosophic and educational components used in individual and group activities.

ED 731. HISTORICAL FOUNDATIONS OF EDUCATION

3 HRS.

The historical and philosophical foundations of western education emphasizing those aspects of education that have been influential in the development of education in America. Includes the critical investigation of the contributors to educational thought such as Plato, Aristotle, Quintilian, Augustine, Comenius, Rousseau, Herbart, Froebel, Pestalozzi, Locke, Spencer, Mann and Dewey.

ED 743. SPECIAL STUDIES IN EDUCATION

1-3 HRS.

To provide in depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction and evaluation of curriculum. Topics will vary from semester to semester. Consent of instructor or department chair is needed prior to enrollment.

ED 744. SPECIAL WORKSHOPS IN EDUCATION

1-2 HRS.

To provide in depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester. This course is offered only by pass/no credit.

ED 750. CLASSROOM MANAGEMENT, STUDENT MOTIVATION AND DISCIPLINE

2 HRS.

This course is designed for both the practicing and pre-service teacher. It studies the problems related to classroom management, student motivation and discipline. Procedures and practices for managing school classrooms are reviewed with attention given to appropriate classroom teaching methodology and needs of the student. Some individualization of instruction will be offered to the students as they establish their personal plan for classroom and student management.

ED 805. RESTRUCTURING CLASSROOMS WITH TECHNOLOGY

2-3 HRS.

This course is designed to prepare teachers to integrate diverse educational technologies in K-12 classrooms in ways that reflect a theoretical, research based, and practical understanding of curriculum

development and the effective uses of technology. Course content will explore the role of educators as agents of reform and progress regarding uses of technology. The course emphasizes practical ways to integrate technology into everyday instruction including content-area knowledge acquisition, inquiry, communication, critical thinking, and problem solving.

ED 806. ADVANCED STUDIES IN CURRICULUM LEADERSHIP

3 HRS.

Students successfully completing this course will have conducted research or evaluative activities on some aspect of a field-based project associated with curriculum, instruction, or the assessment of student learning--or--will have created a field-based developmental program associated with the improvement of curriculum, instruction, or the assessment of student learning. Students will prepare a full report of findings (research/evaluation) or actions (developmental program), using accepted report formats (research) or a format agreed upon with the instructor (development) at the beginning of the course. Students may be required to share findings or actions with other graduate students in order to fulfill course requirements.

ED 813. SECONDARY SCHOOL CURRICULUM

3 HRS.

Foundations of secondary curriculum development, analysis of current operations and theories and projects related to personal and vocational needs of students.

ED 815. FOUNDATIONS OF CURRICULUM DEVELOPMENT, K-12

3 HRS.

Investigation of acceptable curriculum practices and patterns in the modern elementary and secondary schools. Designated to assist experienced school personnel in obtaining an understanding of historic perspectives and present influences, issues, and trends affecting curriculum in the schools of today with a view toward implementing programs of improvement in their own school situations.

ED 816. IMPROVEMENT OF INSTRUCTION IN THE JUNIOR HIGH OR MIDDLE SCHOOL

3 HRS.

Examination of learning theories appropriate to junior high school or middle school levels. Research conducted with respect to the latest trends in teaching the early adolescent according to his needs and interestsCphysical, mental and social. Intended for teachers and administrators.

ED 817. IMPROVEMENT OF INSTRUCTION IN SECONDARY SCHOOLS

3 HRS.

Current materials, programs, and teaching techniques. Self-evaluation and self-improvement. Speakers on instructional evaluation, and current trends within specific disciplines included.

ED 818. PROFESSIONAL DEVELOPMENT AND THE ADULT LEARNER

3 HRS.

This foundational course in professional development will provide Teacher Leaders an introduction of knowledge, skills, attitudes, behaviors, and aspirations that a Teacher Leader will use in designing, facilitating, implementing, and assessing high-quality professional development. Additionally, principles and practices to leading adult learners will be integrated throughout the course.

ED 819. MENTORING AND COACHING

3 HRS.

This course is designed to prepare graduate students who aspire to educational leadership responsibilities to advance the professional skills of colleagues by demonstrating and applying expertise in observational

skills and in providing feedback in order to support reflective practice focused on improving curriculum, instruction and assessment.

ED 820. CURRICULUM LEADERSHIP: MODELS AND STRATEGIES 3 HRS.

Students completing this course will, as current or future educational leaders (teachers and administrators), explain and work effectively with the design and management of academic programs, grades K-12. They will interpret past, current, and emerging reform initiatives, and describe their intended impact on school curricula, teachers, and students. Students will also explain and demonstrate in simulated settings processes for creating, implementing, and managing local academic programs in the context of those reform initiatives.

ED 833. BELIEFS, VALUES, & ISSUES IN EDUCATION PRACTICES 3 HRS.

Differing values and issues in education are addressed, as are the philosophical, historical, and social forces that create the issues. Students will be challenged to investigate the historical and cultural antecedents of modern education, and to examine their own belief systems with regard to the institution of education and to the role and function of the teacher and the school leader.

ED 836. TOPICS AND ISSUES IN EDUCATION 1-3 HRS.

The study of contemporary topics and issues of relevance to today's educators. The instructor, guest presenters, and students will address and investigate current best practice, examine issues, and review recommendations for the improvement of education.

ED 837. BRAIN-BASED LEARNING FOR EDUCATORS 2-3 HRS.

Brain-compatible classrooms are brain-friendly places. They are classrooms in which the teaching/learning process is dictated by how the brain functions and how the mind learns. In brain-compatible classrooms or brain-based classrooms, the distinguishing feature is that these classrooms link learning to what is known about the human brain. These classrooms are set up with safe, stimuli-rich environments, and a balance between direct instruction for skill development and authentic learning that immerses the learners in challenging experiences. The brain-compatible classroom is specifically designed to teach for, of, with, and about thinking based on the emergent findings about how the brain works and how the mind remembers and learns.

ED 840. MANAGING A CLASSROOM 2 HRS.

This course is designed to help new teachers and school specialists learn how to maintain appropriate student behavior through instructional strategies and communication skills. A classroom management plan will be created with procedures and student expectations.

ED 841. ESSENTIALS OF CURRICULUM DESIGN 3 HRS.

The purpose of this course is to learn the design down method for unit planning. Students will create a course purpose along with a unit that includes measurable unit outcomes, lesson outcomes, lesson plans and aligned assessments that fulfill State or Common Core Standards.

ED 842. NATIONAL BOARD CERTIFICATION PORTFOLIO DEVELOPMENT 3 HRS.

This course is designed to provide teachers with the basic requirements for portfolio development as designed by the National Board for Professional Teaching Standards (NBPTS). Students will have an opportunity to review and study the current portfolio manuals and standards document in their respective disciplines/developmental levels,

and examine other relevant publications from the NBPTS. Students will also receive guidance and consultation that will be helpful in gathering and organizing the supportive professional documentation required for the NBPTS assessment procedures.

ED 843. NATIONAL BOARD CERTIFICATION SCHOOL BASED PROJECT 6 HRS.

(Prerequisite, ED/EL 842.) This course is for teachers who are candidates for advanced certification as designed by the National Board for Professional Teaching Standards (NBPTS). Provides professional support and guidance for teachers during the academic year they are completing the two components of the NBPTS assessment process--the school-site portfolio, and the written assessment center exercises.

ED 845. MEETING DIVERSE LEARNING NEEDS 2-3 HRS.

This course is designed to help teachers better respond to the increasingly diverse needs of all learners to achieve maximum success in the mixed-ability classroom. This course will help teachers address students' individual needs in standards-based instruction.

ED 853. RESEARCH PROBLEMS IN EDUCATION 1-5 HRS.

(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

ED 855. THESIS, M.S. 1-6 HRS.

(Prerequisite, permission to enroll must be approved by the chair of the department.) The thesis is designed for graduate students working toward the degree, Master of Science, and specializing in professional education.

ED 862. ADVANCED OBSERVATION AND PARTICIPATION (SECONDARY) 2-4 HRS.

(Prerequisite, permission to enroll must be approved by the chair of the department.) Graduate students, under individual arrangements, will observe, teach, and do research work in a laboratory situation.

ED 865. ADVANCED THEORY AND PRACTICE IN TEACHING 3 HRS.

A course uniting the research on instruction with practical applications by students. It is designed to provide educational leaders with data, information on trends, innovations, and solid teaching practices while focusing on the learner and the learning process.

ED 866. SUPERVISION OF STUDENT TEACHING 1-3 HRS.

For cooperating teachers in public schools who supervise student teachers. Methods used in orientation, supervision and evaluation of student teachers at secondary school levels.

ED 872. HIGHER COGNITIVE QUESTIONING 2 HRS.

This course is a mastery learning course designed to help teachers improve the quality of student responses to questions on analysis, synthesis and evaluation taxonomical levels. Specific questioning strategies are also presented.

ED 874. ROLE PLAYING IN THE CLASSROOM 2 HRS.

This course is a mastery learning course designed to help teachers acquire the skill of facilitating role playing as a teaching strategy in the classroom.

ED 875. DISCUSSING CONTROVERSIAL ISSUES**2 HRS.**

This course is a mastery learning course designed to help teachers develop moderator skills and techniques for improving student participant skills in discussing controversial issues at the secondary level.

ED 876. ORGANIZING INDEPENDENT LEARNING: INTERMEDIATE LEVEL**2 HRS.**

This course is a mastery learning course designed to help teachers develop skills necessary to help a student learn independently. Focus is upon the learning contract.

ED 877. CLINICAL SUPERVISION OF STUDENT TEACHERS**1 HR.**

Clinical supervision is a methodology which improves the skills and attitudes of preservice and inservice teachers. This course will apply the principles of clinical supervision to the supervision of student teachers.

ED 878. DIVERGENT THINKING**2 HRS.**

This course is a mastery learning course designed to help teachers develop skills for facilitation of problem-solving through divergent-convergent techniques. Brainstorming, categorizing, setting of criteria and evaluation are covered.

ED 879. CLASSROOM MANAGEMENT THROUGH POSITIVE REINFORCEMENT**2 HRS.**

This course is a mastery learning course designed to help teachers develop skills required to use positive reinforcement in the learning environment.

ED 881. STUDENT ACTIVITIES IN THE SECONDARY SCHOOL**3 HRS.**

The organization, administration, growth and development of interschool activities in the secondary school. An overview of athletic, music, speech, and debate programs. The philosophy and purpose of the activities program and its governing standards. The role of sponsors, coaches, directors, and administrators working with student activities.

ED 884. DETERMINING EDUCATIONAL GOALS**3 HRS.**

This course is a mastery learning course designed to develop competencies in the process of deriving curriculum and instructional objectives from an educational philosophy.

ED 885. COOPERATING TEACHER ACADEMY**2 HRS.**

This is an elective course designed to prepare cooperating teachers to work effectively with student teachers. The course will improve teacher skills in assessing good teaching, recording data, conferencing with appropriate strategies, and remediation. After completing the course, cooperating teachers will be better prepared to supervise student teachers.

ED 886. DESIGNING INSTRUCTIONAL PROGRAMS**3 HRS.**

This course is a mastery learning course designed to develop competencies in materials construction that facilitates individualized, criterion referenced instruction.

ED 887. DEVELOPING AUTHENTIC ASSESSMENTS**2-3 HRS.**

This course focuses on authentic assessment as a means of equitable student evaluation. Students will differentiate assessment, evaluation,

grading, and reporting. Approaches to assessment products, performances, processes, tests, and student self-reflection and self-evaluation are explored in this course. Through triangulation students will create a balanced assessment plan for one course they teach. Participants will create rubrics for one summative assessment and observation instruments for use in evaluating processes. Students may choose to create instructions for portfolio assessment.

ED 888. PRACTICUM/ACTION RESEARCH (MEd)**3 HRS.**

(Master of Education in Teaching students only; taken during their last or second to last semester of coursework.) This course involves projects that are fulfilled in a school or business classroom setting focusing on aspects of teaching. Students will create a project, interview and shadow teachers, research instructional strategies and assessments, review and critique a curriculum, complete an action research project and reflect on their learning from the projects.

ED 889. SELF AND INTERPERSONAL COMMUNICATIONS**2 HRS.**

This course is a mastery learning course designed to aid teachers in developing knowledge and skills of communications. Behaviors such as face-to-face communications, style of communication and group factors which effect communication are covered.

ED 890. TEACHING INTERNSHIP**12 HRS.**

Only for those accepted in the Post Baccalaureate for Alternate Route Program and who are admitted into Phase II Student Teaching. ED890 Teaching Internship Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one semester or the equivalent. Specific assignment is made by the student teaching office.

ED 891. SUPERVISION OF INSTRUCTION**3 HRS.**

This course is a mastery learning course designed to help educators improve the process of supervision. Competencies are developed using clinical supervision models.

ED 892. TEACHING/LEARNING MODELS**3 HRS.**

This course is a mastery learning course designed to examine the classroom application of modern learning and teaching models. Primarily cognitive learning theories (i.e., information processing, social, etc.) and teaching models that utilize cognitive theories (i.e., Hunter, Gagne, etc.) will be examined.

ED 893. INTERNSHIP I**6 HRS.**

This course is for Alternate Route Program students during their first year of teaching. This course involves evaluation of students in their first semester of teaching by both their mentor and university supervisors. Students participate in discussions and submit reflective journals on Blackboard in addition to attending seminars at ESU.

ED 894. INTERNSHIP II**6 HRS.**

This course is for Alternate Route Program students during their first year of teaching. This course involves evaluation of students in their second semester of teaching by both their mentor and university supervisors. Students participate in discussions and submit reflective journals on Blackboard in addition to attending seminars at ESU.

ED 895. PRACTICUM IN CURRICULUM LEADERSHIP**1-3 HRS.**

The purpose of this course is to provide the opportunity to the candidate

to develop and demonstrate his/her abilities as a teacher-leader in one or more areas to be selected in collaboration with the university advisor and the practicum field supervisor from among the following topics: leadership in curriculum development and assessment or QPA development, leadership in faculty development, site-based council management, leadership on school building leadership teams, etc. Student must complete majority of C&I program and secure advisor or department chair approval prior to practicum start date.

ED 898. PRACTICUM IN INSTRUCTIONAL LEADERSHIP 3 HRS.

The Instructional Leadership practicum helps students who have completed core coursework for the Master of Education Degree to practice and demonstrate proficiency in skills learned in previously taken classes. While this degree program is designed to expand knowledge areas and skills with regard to academic and instructional processes, its purpose is especially focused on leadership.

**STUDENT TEACHING /
LABORATORY EXPERIENCES**

All student teaching course descriptions are located in THE TEACHERS COLLEGE section under Office of Field Placement and Licensure (OFPL), page 218.

EDUCATIONAL ADMINISTRATION

EA 743. SPECIAL STUDIES IN EDUCATIONAL ADMINISTRATION 1-3 HRS.

(Prerequisite, course scheduled by arrangement and intended for use in advanced stages of a program. Consent of instructor required.) Course permits individualized approach to study of current educational administrative problems of local concern. Process includes written identification of problem, approach and findings of the study concluded by final oral examination.

EA 750. TECHNOLOGICAL APPLICATIONS IN SCHOOL LEADERSHIP 1 HR.

This course will focus on use and applications of technology in school leadership. Included in this course are several topics such as knowledge of computers and how they function, knowledge of software packages as a tool for data storage and analysis, knowledge of software packages as tools for management and organizational improvement, use of technology for time and use of technology in resource management.

EA 773. ADVANCED EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND ADMINISTRATORS 3 HRS.

An advanced course in educational psychology focusing upon those issues of particular importance to school administrators and curriculum leaders. Topics to be covered include human development, cognitive and personality development, learning theory, behaviorism, cognitivism, intelligence, diversity, teaching models and motivation.

EA 811. SUPERVISION AND EVALUATION 3 HRS.

Supervision and Evaluation is a required graduate level course focusing on criteria for effective instruction, techniques for effective supervision which promotes teacher professional growth, and teacher evaluation.

EA 830. SCHOOL LEADERSHIP THEORY 3 HRS.

This course contains an overview of the research, theory and practice that relate to a school leader's responsibility to develop and maintain healthy organizations and to create an organizational culture that promotes creativity and performance. Topics include major contemporary theorists, leadership and empowerment, leadership and diversity

issues, leadership for change, schools as unique social systems and complex organizations, and issues related to the changing values and attitudes of professionals and the community about schools.

EA 849. EDUCATIONAL LAW AND REGULATIONS 3 HRS.

A detailed study of Kansas school law and regulations will be made as they apply to education. Consideration is given to statutes, court decisions, and case law that effect changing administrative procedures and patterns.

EA 853. RESEARCH PROBLEMS IN EDUCATIONAL ADMINISTRATION 1-6 HRS.

(Prerequisite, course scheduled by arrangement and intended for use in advanced stages of program. Approval of project and consent of advisor/committee is required.) With individual direction student selects and pursues the investigation of special problems in educational administration not ordinarily studied in regular courses.

EA 875. BUILDING LEADERSHIP INTERNSHIP I IN EDUCATIONAL ADMINISTRATION 1-2 HRS.

This course will present an opportunity for those in first-year, building-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA875 is the first (Fall) of a two semester practicum. Student must complete EA Building Leadership Non-Degree program and secure employment as a building level administrator prior to enrollment in EA 875.

EA 876. BUILDING LEADERSHIP INTERNSHIP II IN EDUCATIONAL ADMINISTRATION 1-2 HRS.

(Prerequisites, EA 875.) This course will present an opportunity for those in first-year, building level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 876 is the second (Spring) of a two semester practicum. Student must complete EA Building Masters or Non-Degree Leadership program and EA 875 Building Level Internship I in Educational Administration prior to enrolling in this course.

EA 877. PROGRAM LEADERSHIP INTERNSHIP I IN EDUCATIONAL ADMINISTRATION 1-2 HRS.

This course will present an opportunity for those in first-year, program-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 877 is the first (Fall) of a two semester practicum. Student must complete EA Program Leadership Non-Degree program and secure employment in the license area prior to enrollment in EA 877.

EA 878. PROGRAM LEADERSHIP INTERNSHIP II IN EDUCATIONAL ADMINISTRATION 1-2 HRS.

(Prerequisite, EA877.) This course will present an opportunity for those in first-year, program-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. This

class is the second (Spring) of a two semester practicum. Student must complete EA877 Program Leadership Internship I in Educational Administration prior to enrolling in this course.

EA 885. HUMAN RELATIONS AND GROUP PROCESSES IN EDUCATION 2 HRS.

This course is designed to provide educators with essential interpersonal skills for success in relating to others, encouraging productive participation in decision making, and managing conflict effectively.

EA 888. SCHOOL SYSTEMS MANAGEMENT 3 HRS.

This course will focus on methods and areas on managing today's schools. Particular attention will be given to each distinct subsystem within the school and district organization. Managerial skills that are inherent in day-to-day practices will also be studied.

EA 896. PRACTICUM I IN EDUCATIONAL ADMINISTRATION: BUILDING LEVEL—FALL 1-4 HRS.

Enrollment in this course is concurrent with specified core courses in the educational administration program. Students will be engaged in major field projects and experiences associated with the primary areas of content under the supervision of a mentor administrator and a university supervisor. An integral part of the field experiences will place emphasis on application, analysis, synthesis, and evaluate levels of learning through simulated activities. Student must complete EA Building Leadership program and secure advisor or department chair approval prior to August start date.

EA 897. PRACTICUM II IN EDUCATIONAL ADMINISTRATION: BUILDING LEVEL—SPRING 1-4 HRS.

(Prerequisite, EA896.) Enrollment in this course is concurrent with specified core courses in the educational administration program. Students will be engaged in major field projects and experiences associated with the primary areas of content under the supervision of a mentor administrator and a university supervisor. An integral part of the field experiences will place emphasis on application, analysis, synthesis, and evaluate levels of learning through simulated activities. Student must complete EA Building Level Leadership program and EA 896 Practicum I in Educational Administration: Building Level—Fall prior to enrolling in this course.

EA 941. BUSINESS ADMINISTRATION IN SCHOOL LEADERSHIP 3 HRS.

This course is concerned with basic principles accepted in the fiscal and business management of all aspects of the administration of education. Consideration is given to sources of fiscal support, methods of management, program accounting and cost accounting. Course required for students in District Level Leadership licensure program.

EA 942. LEADERSHIP OF SPECIAL PROGRAMS 3 HRS.

This course will provide those enrolled with the opportunities to study the principles, processes, practices, and issues related to administering and supervising special programs in education. Specific emphasis will be placed on special education. An overview of different at-risk, vocational, and early childhood education programs will be included for study.

EA 983. SEMINAR IN EDUCATIONAL ADMINISTRATION 1-3 HRS.

This course is designed primarily for inservice training of practicing administrators and students in advanced stages of degree work. Instruction will treat topics of current interest and concern through seminar and workshop method.

EA 984. EDUCATIONAL BUILDINGS AND FACILITIES 3 HRS.

A study of the basic principles of educational facility planning. Particular emphasis is given to the relationship between the educational facilities and the educational programs they must accommodate. An examination is made of the broad steps necessary to logically plan, construct, and occupy new educational facilities. Field trips are incorporated as an integral part of course. Course required for students in District Level Leadership licensure program.

EA 986. DISTRICT SCHOOL LEADERSHIP 3 HRS.

Course designed for aspiring chief school administrators. Includes theory and practice of district-level administrative leadership, school board-administrator relationships, stakeholder involvement, strategic planning, and fiscal accounting. Course required for students in District Leadership Level licensure program.

EA 995. DISTRICT LEADERSHIP INTERNSHIP I IN EDUCATIONAL ADMINISTRATION 1-2 HRS.

This course will present an opportunity for those in first-year, district-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 995 is the first (Fall) of a two semester internship. Student must complete EA District Level Leadership Non-Degree program and secure employment as a district administrator prior to enrollment in EA 995.

EA 996. DISTRICT LEADERSHIP INTERNSHIP II IN EDUCATIONAL ADMINISTRATION 1-2 HRS.

(Prerequisite, EA 995.) This course will present an opportunity for those in first-year, district-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 996 is the second (Spring) of a two semester internship. Student must complete EA District Level Leadership Non-Degree program and EA 995 District Leadership Internship I in Educational Administration prior to enrolling in this course.

EA 997. PRACTICUM I IN EDUCATIONAL ADMINISTRATION: DISTRICT LEVEL-FALL 3 HRS.

The primary areas of content will focus on communication, planning, organizing and facilitating, problem solving, decision making and conflict management. Secondary emphasis will be placed on content covered in leadership courses leading to the practicum experience. Students will engage in major field projects and experiences associated with the primary and secondary areas of content under the supervision of a mentor administrator and a university supervisor. Seminars are an integral part of the field experiences and will place emphasis on application, analysis, synthesis, and evaluative levels of learning. Student must complete EA District Level Leadership Non-Degree program and secure advisor or department chair approval prior to August start date.

EA 998. PRACTICUM II IN EDUCATIONAL ADMINISTRATION: DISTRICT LEVEL-FALL 3 HRS.

(Prerequisite, EA 997.) The primary areas of content will focus on communication, planning, organizing and facilitating, problem solving, decision making and conflict management. Secondary emphasis will be placed on content covered in leadership courses leading to the practicum experience. Students will engage in major field projects and experiences associated with the primary and secondary areas of content

under the supervision of a mentor administrator and a university supervisor. Seminars are an integral part of the field experiences and will place emphasis on application, analysis, synthesis, and evaluative levels of learning. Student must complete EA District Level Leadership Non-Degree program and EA 997 Practicum I in Educational Administration: District Level-Spring prior to enrolling in this course.

EDUCATIONAL RESEARCH

ER 752. ANALYSIS OF RESEARCH 3 HRS.

An introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable consumer of research in his/her field of endeavor.

ER 810. STATISTICS AND METHODOLOGY 1 HR.

The purpose of this course is to strengthen the relevant skills needed to be successful in a graduate statistics course. The course is offered online only within a self-paced format. Course content is devoted to basic descriptive statistics, inferential statistics at an introductory level, and a brief overview of experimental methodology.

ER 851. RESEARCH DESIGN AND WRITING 3 HRS.

Develop competencies in designing research proposals and writing of research work. Introduction to theoretical concepts and research. Investigate, evaluate and discuss various types of research studies and designs. A study of variables related to research problems and hypotheses. Development of first three chapters of thesis or research problem.

ER 857. STATISTICS METHODS FOR EDUCATION AND PSYCHOLOGY, II 3 HRS.

(Prerequisite, an introductory course in applied statistics.) An intermediate level course in applied statistics. The major statistical methods studied are Chi square, analysis of variance (ANOVA), and the analysis of covariance (ANCOVA), as well as introduction to formal research design.

DRIVER EDUCATION

DE 703. GENERAL SAFETY EDUCATION 3 HRS.

A study of the fundamentals of safe living including the philosophy of safe human behavior, accident prevention, fire prevention and protection with special emphasis for home and family, public safety, traffic safety and school safety.

DE 713. DRIVER EDUCATION I 3 HRS.

A basic course for the preparation of teachers of driver training for the public schools. A study of course content, material, special projects, teaching methods, psycho-physical traits, traffic rules, and principles of road testing. Selected films on driving practices and automobile construction shown at appropriate intervals. Student must possess a valid drivers license prior to start date.

DE 723. DRIVER EDUCATION II 3 HRS.

(Prerequisites, DE 703 and DE 713.) Practice of classroom instruction, simulator instruction, behind-the-wheel training, and road skill testing with beginning drivers. Problems of organization and administration of driver education on the secondary level; emphasis on scheduling, public relations, and techniques for development of the skills, understanding and attitudes required for safe driving. Student must possess a valid drivers license and have completed DE703 and DE713 prior to start date.

DE 740. RESEARCH PROBLEMS IN DRIVER EDUCATION

1-3 HRS.

Investigation of special problems not covered by regular courses.

SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT

Gwen Alexander, Dean

Andrew J. M. Smith, Interim Associate Dean
and Coordinator, School Library Media
Licensure Program

Candace Boardman, Director of
Program Administration

Kathie Buckman, Director
SLIM-Emporia MLS Program

Mirah Dow, Director, Ph.D. Program

Katie Hill, Director
SLIM-Kansas City MLS Program

Adriane Juarez, Director
SLIM-Utah MLS Program

Candace Kitselman, Business Manager
Sheila O'Hare, Coordinator

Archives Studies Certificate Program
Pierina "Perri" Parise, Director

SLIM-Oregon MLS Program

Angeleen "Angie" Wager, Assistant Director
SLIM-Utah MLS Program

David Willis, Director
SLIM-Colorado MLS Program

Professors: Ann O'Neill. **Associate Professors:** Gwen Alexander,
Mirah Dow, Andrew J. M. Smith. **Assistant Professors:** Janet
Capps, Sheila O'Hare, Rajesh Singh, Sarah Sutton, Cameron Tuai.
Instructor: David "Dale" Monobe.

<http://slim.emporia.edu>

Founded in 1902, SLIM is the oldest school of library and information studies in the western half of the United States and offers courses at six program sites in Colorado, Kansas, Oregon, and Utah. SLIM is the only library school in Kansas accredited by the American Library Association, offering a two-year, 36-credit-hour Master of Library Science that prepares qualified students to become information professionals in all types of libraries and information agencies. In addition, SLIM offers a Ph.D. program that prepares scholars to conduct significant research that contributes to the theory basis of library and information science and constructs linkages to contemporary professional problems, teach in academic environments, and develop leaders for libraries and information organizations.

SLIM students benefit from a range of learning opportunities that blend the strength of face-to-face classes with the convenience of innovative learning technologies. A unique approach to scheduling classes makes it possible for graduate students who are employed full-time to attend weekend-intensive sessions and complete the rest of their work using internet-based learning tools.

SLIM offers the following degrees, concentrations, and certificates:

- Master of Library Science, accredited by the American Library Association (ALA), with concentrations in

Librarianship for Children and Young Adults, Archives Studies, and Leadership and Administration.

- Doctor of Philosophy, with concentrations in Instructional Design Technology and Information Systems
- Archives Studies Certificate
- School Library Media Licensure, accredited by National Council for Accreditation of Teacher Education (NCATE)

Courses offered by the School of Library & Information Management:

LIBRARY INFORMATION

LI 228. THE ELEMENTARY TEACHER AND THE LIBRARY MEDIA SPECIALIST: PARTNERS IN TEACHING LITERATURE APPRECIATION AND INFORMATION LITERACY 1 HR.

This is an introductory level course that will explore strategies for enriching children's appreciation of literature in the classroom, for identifying resources for literature based instruction across the curriculum, and collaboration between the classroom teacher and school librarian in planning and teaching resource-based research.

LI 310. INTRODUCTION TO INFORMATION SOURCES 1-3 HRS.

Characteristics of basic types of information sources, including encyclopedias, dictionaries, handbooks, yearbooks, and indexes. Criteria for evaluation and selection of printed and electronic sources will be studied and search strategies for manual and electronic searches will be employed.

LI 311. INTRODUCTION TO INFORMATION SERVICES 1-3 HRS.

Information services are introduced, beginning with an effective diagnostic interview. Other topics include user instruction, referral to other services and agencies, people as resources, philosophy of service, and service ethics.

LI 312. SPECIALIZED INFORMATION SOURCES 1-3 HRS.

A study in specialized print and electronic information sources most used in libraries. Evaluation criteria and problems in retrieval and use are explored for such specialized areas as medical, legal, business, government, educational and career education resources.

LI 330. INTRODUCTION TO COLLECTION MANAGEMENT 1-3 HRS.

An overview of collection management beginning with a needs assessment and strategies for matching community needs with resources available. Includes trends in publishing in all formats, use of basic review tools, and a study of copyright and intellectual freedom issues.

LI 331. ORGANIZING LIBRARY COLLECTIONS 1-3 HRS.

Fundamentals of systems for organizing and cataloging collections of books and other media. Includes commonly used classification and cataloging schemes for books, videos, and other nonprint media.

LI 332. MAINTAINING LIBRARY COLLECTIONS 1-3 HRS.

Essential elements for maintaining a collection in a library. Storage and maintenance issues will be explored as well as collection evaluation and preservation issues.

LI 350. LIBRARY ADMINISTRATION: PLANNING 1-3 HRS.
Students will learn the essential elements of planning for library administration, including information needs assessment and the translation of identified information needs to a plan for service.

LI 351. LIBRARY ADMINISTRATION: MANAGING HUMAN RESOURCES 1-3 HRS.
Students will learn how to manage human resources, including recruitment and hiring, supervision, and evaluation of staff, public relations, and partnering with other agencies.

LI 352. LIBRARY ADMINISTRATION: MANAGING MONEY 1-3 HRS.
Students will learn how to manage financial resources, including planning, developing budgets, and fund-raising.

LI 361. CURRENT ISSUES IN INFORMATION SERVICES 1-3 HRS.
Exploration of current issues influencing information services in libraries and other information agencies.

LI 363. CURRENT ISSUES IN COLLECTION MANAGEMENT 1-3 HRS.
Exploration of current issues influencing collection management in libraries and other information agencies.

LI 365. CURRENT ISSUES IN LIBRARY ADMINISTRATION 1-3 HRS.
Exploration of current issues influencing library administration.

LI 513. TECHNOLOGY SKILLS FOR GRADUATE STUDENTS 1-2 HRS.
Technological literacy is essential to the information management professions and it is, therefore, also an essential part of the School of Library and Information Management's (SLIM's) curriculum. Students will develop the level of technical competence needed to progress through the program.

LI 530. INTRODUCTION TO YOUTH SERVICES: CHILD & ADOLESCENT DEVELOPMENT 3 HRS.
An overview of children's and youth development with an emphasis of applying this knowledge to design of library services and development of library policy for youth services. The course will focus on early childhood through early adolescence (age 16).

LI 531. LIBRARY RESOURCES AND SERVICES FOR CHILDREN 3 HRS.
The study of library resources and services for children, early childhood through age 10.

LI 532. LIBRARY RESOURCES AND SERVICES FOR YOUNG ADULTS 3 HRS.
The study of library resources and services for young adults, age 11-18.

LI 570. YOUTH SERVICES PRACTICUM 3 HRS.
A supervised work experience with youth in a library. The practicum may be divided into three segments and taken at various points while working toward a Youth Services Certificate. Each part of the practicum will require a minimum of 50 hours of work in a library. The practicum may be taken in 1 hour segments at various times in a student's program.

LI 717. SLIM GTA SEMINAR 1 HR.
Required for all Graduate Teaching Assistants employed by SLIM. Will provide an introductory level of instruction on topics that are relevant for the Graduate Teaching Assistant's work at SLIM and for future assignments in the information profession. This course is a requirement for all Graduate Teaching Assistants employed by SLIM.

LI 755. SPECIAL TOPICS 1-3 HRS.
Intensive study of a current topic relating to library and information professions. May be taken by seniors.

LI 800. INTRODUCTION TO INFORMATICS 3 HRS.
The course is an introduction to information and systems theories, information technologies, analysis and design of information systems, information problem identification and practical problem solving, and supporting decision making. The course covers both conceptual building blocks and practical dimensions of informatics. Students will also be introduced to statistical analysis and simple programming. Information processing applications to solve real world problems in broad domains will be emphasized.

LI 801. FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE 3 HRS.
Recommended for all new MLS students in their first semester. An introduction to information agencies and professions, this course examines the philosophical and ethical underpinnings, roles and societal contexts, and current issues of the global information society. Students explore the role of information in society, change as reflected in paradigm shifts, the theory and processes of information transfer, and the characteristics of information professionals and professional practices. (Required)

LI 802. INFORMATION-SEEKING BEHAVIOR AND USER-CENTERED SERVICES 3 HRS.
(Prerequisite, LI 801 or consent of instructor.) An introduction to the theories of information-seeking behavior and their application to user-centered services. Students are introduced to models of information seeking, retrieval and sharing; the selection, evaluation, and use of appropriate electronic and print resources; information literacy, learning styles, and best practices in providing user-centered services. (Required)

LI 804. ORGANIZATION OF INFORMATION 3 HRS.
(Prerequisites, LI 801 or concurrent enrollment.) Introduction to the individual, social, and institutional perspectives of organizing information. Students examine the assumptions, practices, issues and tools of commonly used subject analysis and classification systems in various types of information organizations. The impact of different approaches to accessing information is emphasized. (Required)

LI 805. MANAGEMENT AND INFORMATION ORGANIZATIONS 3 HRS.
(Prerequisite, LI 801 or concurrent enrollment.) Students learn the foundations and basic skills necessary for the management of information organizations. Students examine and apply management skills, including planning, organizing, leading, and influencing. (Required)

LI 806. GLOBAL INFORMATION INFRASTRUCTURE 3 HRS.
(Prerequisite, LI 801 or concurrent enrollment.) The course reviews the concepts, principles and models of information infrastructures. Students analyze the essential elements of an information infrastructure and the role of political, cultural, socio-economic, and technological factors in the development of national, regional and global information infrastructure models. Issues related to the roles of government and non-

governmental organizations as well as local, national and international organizations are explored in an information transfer context. (Required)

LI 809. INTRODUCTION TO ARCHIVES 3 HRS.

Introduction to the world of archives and manuscripts, regardless of form, and to the archival profession. The functions of selection, appraisal, acquisition, arrangement and description, reference services and access, preservation and protection, outreach, advocacy, promotion, management, and professional ethical and legal responsibilities are explored and applied.

LI 810. RESEARCH IN LIBRARY AND INFORMATION SCIENCE 3 HRS.

(Prerequisite: LI 801.) Introduction to qualitative and quantitative research methods and their applications in library and information science. Principles and procedures for analyzing and evaluating research are introduced. Students learn to be better consumers and critics of published research literature. (Required)

LI 811. COMMUNITY NEEDS ANALYSIS 2 HRS.

Survey and utilization of the tools, resources, and research methodologies for the purpose of analyzing, designing, implementing or modifying, and evaluating library and information systems and services. Students will learn about community analysis, needs assessment, and other tools of analysis. Students will also learn about the process of planning for implementation of an information service or program and the need for evaluation of outcomes from that implementation. LI 810 recommended.

LI 813. REFERENCE AND USER SERVICES 3 HRS.

(Prerequisites, LI 801 and LI 802.) Introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed. (Required)

LI 814. CATALOGING AND CLASSIFICATION 2 HRS.

Introduction to the theories, terms, concepts, and tools used to describe and organize information in libraries. Topics covered include: bibliographic description, choice of entry, subject analysis, and the Dewey Decimal classification system. In addition, this class includes basic training in creating MARC (MACHINE-Readable Cataloging) records. LI 804 recommended.

LI 815. INFORMATION TECHNOLOGY 3 HRS.

Required for Master of Library Science degree. An introduction to the information technology concepts and skills necessary for library and information professionals. Students learn to facilitate the use of information technology; to evaluate and select technology solutions; to understand and keep abreast of technological change, both personally and institutionally; and to deploy technology effectively. Policy issues surrounding technology use, including privacy, copyright and legal concerns are also considered.

LI 816. LEGAL INFORMATION RESEARCH AND RETRIEVAL 3 HRS.

Introduction to the sources of the law; study of legal research methods and their application to problem solving and writing problems by means of law finding and legal writing exercises.

LI 818. ARCHIVAL ARRANGEMENT AND DESCRIPTION 3 HRS.

Students are introduced to the theories, terms, concepts, principles, and

methods of arrangement and description of documents and materials in archives. The history and evaluation of arrangement and description, finding aids, Websites for archives, and the practical and administrative issues of arrangement and description are addressed. LI 809 recommended.

LI 819. INFORMATION RETRIEVAL 3 HRS.

(Prerequisite: LI804 or equivalent.) Introduction to theory, organization, implementation, and evaluation of information retrieval systems. The course covers document and query representation, retrieval models, matching, filtering, evaluation techniques, user interfaces, data mining, and non-text retrieval. The emphasis will be placed on evaluation techniques to assess information retrieval systems.

LI 827. PRESERVATION STRATEGIES 3 HRS.

Introduction to the strategies, techniques, processes, and applications involved in the preservation of library materials. Students learn about the history of the production of library materials, along with the causes of physical and chemical deterioration; the accepted approaches to conservation, and preventive measures such as environmental control, proper handling of materials, and approaches to disaster preparedness and response.

LI 829. RESOURCES AND SERVICES FOR EARLY LEARNERS 2 HRS.

Explores resources and services for early learners and their families. Students apply their knowledge of child development and language acquisition theory to the design of services and the acquisition of appropriate materials to encourage early literacy. Storytelling and the use of music and puppetry to foster language and literacy development are also examined.

LI 831. RESOURCES AND SERVICES FOR CHILDREN 3 HRS.

Explores the recreational, cultural, informational, and educational needs of 21st century children. Students apply knowledge of child development theories to the design of reader's advisory services, literature-based library programs, and literacy activities for youngsters from pre-school through age 11. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all children.

LI 832. RESOURCES AND SERVICES FOR YOUNG ADULTS 3 HRS.

Surveys information resources and programs for young adults aged 11-18. Students apply their knowledge of developmental theory and the informational, recreational, social, educational, and research needs of upper elementary, middle school, and high school students in selecting resources and designing services in public and school library settings.

LI 833. RESOURCES AND SERVICES FOR DIVERSE POPULATIONS 3 HRS.

Overview of information transfer and the design and implementation of library/information services for all segments of society. Special emphasis is placed on ethics and equity of access to information. Recommend: LI 810 & LI 811.

LI 834. INFORMATION TRANSFER IN INFORMATION CENTERS 3 HRS.

A review of information sources in all formats that are widely used by information centers. The transfer of the knowledge of organizational information into viable and successful information services is emphasized.

LI 835. INFORMATION SERVICES FOR ACADEMIC LIBRARIES**2 HRS.**

Introduction to the design and implementation of library and information services for the academic disciplines of the humanities, sciences, and social sciences within educational and research institutions. Special emphasis is placed on understanding the components of the academic libraries that serve the information needs of higher education communities.

LI 837. TEACHING IN THE INFORMATION PROFESSION**2 HRS.**

Overview of the theories and models of instructional design, learning pedagogy, and assessment associated with teaching in the information professions. Case studies of a variety of instructional situations for face-to-face and online distance learning are covered. LI 802 recommended.

LI 838. GOVERNMENT RESOURCES**2 HRS.**

Study of government patterns at the international, national, and state levels for creating, producing, disseminating, organizing, diffusing, and utilizing information. Examples of government information resources are examined.

LI 839. HISTORY OF LIBRARIES**2 HRS.**

Historical approach to the study of libraries, librarianship, and the information professions from antiquity to the 21st century. This course emphasizes the history of Western library and information professions in the context of international developments and examines the evolution of libraries, archives, and information and documentation centers as antecedents of today's information agencies.

LI 840. STRUCTURE AND ORGANIZATION OF INFORMATION TECHNOLOGY**2 HRS.**

Overview of technology applications, software and Web-based applications that aim to facilitate collaboration and sharing between users. Applications such as podcasting, aggregators, blogs, wikis and other social networking resources are covered. TCP/IP networking protocols and Website evaluations are also covered.

LI 842. INDEXING AND ABSTRACTING**2 HRS.**

Exploration of the means by which information can be represented by indexes and abstracts. Students construct indexes and abstracts that meet client information retrieval needs. This course introduces the principles, concepts, and basic processes of indexing and abstracting.

LI 843. WEB DESIGN AND DEVELOPMENT**3 HRS.**

Introduction to the basic principles, processes, and technologies of Website design and construction. Covers HTML programming, cascading style sheets, JavaScript, and other Web design tools. Examines the issues of Web usability, accessibility, and Web standard compliance. Students create Websites for real-world clients.

LI 844. DATABASE DESIGN**3 HRS.**

Introduction to the fundamentals of database design. The course includes analyzing information requirements, developing an entity-relationship model, organizing data into a relational database, and querying the database. The focus is on database applications and assessing designs to determine efficient database access for various clients.

LI 846. COMPUTER NETWORKING FOR LIBRARIES AND INFORMATION ORGANIZATIONS**2 HRS.**

Overview of computer networking, specifically focusing on the TCP/IP protocol that forms the foundation of the public Internet. Students learn basic networking terms and a theoretical model of networking. The course prepares students to plan, implement, and evaluate computer

networks for strategic organizational purposes in library and information agencies.

LI 848. ISSUES IN PRESERVATION, ACCESS AND DIGITIZATION**2 HRS.**

Examination of issues related to access, digitization, and preservation of information, focusing on the impact of technology on these processes. Issues examined include future accessibility, authorship, authority, ethics, legitimacy, authenticity, management, preservation, and control. Students examine strategies for managing these issues in a dynamic and competitive information environment.

LI 849. RECORDS AND INFORMATION MANAGEMENT**3 HRS.**

Records management is the process of creating and maintaining the records - i.e., the corporate and cultural memory - of an organization. In this class, students learn about the field and the concepts and principles of records and information management.

LI 850. LEADERSHIP AND INFORMATION ORGANIZATIONS**3 HRS.**

(Prerequisite, LI 805.) Students learn the effect of organizational design on the work, management, and leadership of information organizations. Traditional and contemporary leadership theories and practices will be examined in depth.

LI 851. MANAGING THE SCHOOL LIBRARY MEDIA CENTER**3HRS.**

(Prerequisites, LI 801, LI 802, and LI 804.) Explores management techniques related to organizing and circulating library materials as well as staffing, budgeting, and day-to-day operations of the school library, and addresses issues relevant to strategic planning, goal setting, and program design. Special emphasis is given the school librarian's role as instructional leader, collaborative planner, and team teacher.

LI 853. TECHNOLOGY INSTITUTIONS, POLICIES AND OPERATIONS**2 HRS.**

The course provides an overview regarding technical standards, user services, and user education for technological learning organizations and their consequences for institutional policy making.

LI 855. COLLECTION DEVELOPMENT AND MANAGEMENT**3 HRS.**

Examination of the principles, policies, and procedures associated with evaluating, selecting, and acquiring materials and resources. Students learn about developing, managing, and organizing collections in libraries and information organizations, paying attention to ethical, philosophical, social, and political contexts in which these collections exist. (Required)

LI 857. DESIGNING AND IMPLEMENTING PROGRAMS FOR CHILDREN AND YOUNG ADULTS**1 HR.**

Examination of the principles, policies, and procedures associated with creating, planning and implementing library programs for early and middle childhood and young adults. Students also learn about staffing, managing, evaluating and advocating for these programs, and study best practice in recruiting and collaborating with external partners to provide sustainable programs that foster reading and information literacy within the community.

LI 858. INFORMATION LITERACY AND INSTRUCTIONAL COLLABORATION**2 HRS.**

Explores teaching information literacy and instructional collaboration with classroom teachers in K-12 school settings. The course also discusses the role of the school library media specialist in addressing

state and national standards, in authentic assessment, and in establishing professional collaborative relationships across the entire learning community.

LI 859. PROJECT MANAGEMENT IN INFORMATION ORGANIZATIONS 3 HRS.

This course examines the theory and practice of project management within information organizations.. Students study the roles and responsibilities of project managers and learn a practical approach to managing projects in information organizations. The course covers all aspects of the project life-cycle (initiating, planning, executing, monitoring/controlling, and closure), and addresses staffing, workflow, communication and team-building, tools and techniques, and software.

LI 860. CURRENT ISSUES IN GLOBAL INFORMATION INFRASTRUCTURE 1-3 HRS.

A special topics seminar designed to allow students to explore timely issues arising from the dynamics of global interactions of information technology, government policies, structure of knowledge, and the international marketplace.

LI 861. CURRENT ISSUES IN INFORMATION TRANSFER 1-3 HRS.

The course focuses on selected topics of current significance in the information transfer model. Elements in the model include creation, dissemination, organization, diffusion, utilization, preservation, and destruction of information.

LI 862. CURRENT ISSUES IN TECHNOLOGY 1-3 HRS.

The course focuses on selected topics of current significance within the context of information technology. Issues in hardware, software and thoughtware in the context of information studies will be analyzed. The dynamic relationship among computers, video, telecommunication, mass storage devices, and audio will be explored.

LI 863. CURRENT ISSUES IN MANAGEMENT OF INFORMATION ORGANIZATIONS 1-3 HRS.

A series of special topic seminars to be taken as electives by students desiring to enhance their basic knowledge of management of people, information resources, services and systems in library and information agencies. Each of the seminars draws on the students' synthesis and application of knowledge in the areas of information transfer; psychology of information use, behavioral and communication theory, global information infrastructure, information technology; sociology of information, organization of information, and organization theory and management application.

LI 865. INDEPENDENT STUDY 1-2 HRS.

(Prerequisite, permission of instructor.) Individual study of an issue in library and information management or information systems design, under the direction of a faculty member.

LI 866. INTRODUCTION TO COPYRIGHT AND LICENSING 3 HRS.

An exploration of the historical, legal, ethical, and practical aspects of copyright and licensing law and practices from a library perspective. Students have the opportunity to practice applying these principles to library issues.

LI 867. NURSING AND HEALTHCARE INFORMATICS 3 HRS.

This course is an introduction to information management systems within healthcare settings. Topics will include the healthcare environment, overview of healthcare information systems and applications, and national healthcare information management initiatives. Enrollment by permission of instructor.

LI 868. ADVOCACY AND INFORMATION ORGANIZATIONS 3 HRS.

Students learn to apply advocacy tools and practices to build and create stakeholder support for the information organization's goals and resource needs. Students learn marketing, public relations, and development techniques for use in information organizations.

LI 869. EVIDENCE-BASED PRACTICE IN NURSING AND HEALTHCARE 3 HRS.

(Prerequisite: LI867) The course presents concepts related to complex data analysis within the healthcare environment to improve healthcare practice outcomes. Principles of data collection, organization, statistical analysis, and interpretation will be covered. The emphasis will be on using data analysis as a tool for data mining in providing solutions to problems identified.

LI 870. PRACTICUM 1-3 HRS.

(Prerequisite, consent of instructor.) Supervised, advanced professional experience in a library or information center. Students engage in professional activities; apply theories, principles, and skills learned in professional courses; and discuss problems and relevant topics associated with professional practice.

LI 873. ARCHIVES STUDIES CERTIFICATE PRACTICUM 3-6 HRS.

(Prerequisite, consent of instructor.) Students gain practical and professional work experience in a supervised setting. Students must follow the guidelines set forth in the Archives Studies Certificate (ASC) Practicum Handbook.

LI 874. INFORMATICS PRACTICUM 6 HRS.

(Prerequisites: Successful completion of 30 credit hours in informatics core and concentration courses.) The practicum course provides opportunities for students, under the supervision of informatics faculty, to apply synthesized content from informatics core and concentration courses in designing solutions for information and communication needs in real-world environments. Student-prepared proposals to address identified domain needs will reflect knowledge of information structures, information processes, and information technology; will demonstrate knowledge of appropriate professional standards and scope of practice; and will contribute to improved client outcomes.

LI 876. SCHOOL LIBRARY MEDIA ELEMENTARY PRACTICUM 1 HR.

Consent of instructor required. School library media specialist practicum is a supervised field experience. It is designed to apply theories and techniques learned in the School of Library and Information Management (SLIM), Master of Library Science (MLS) degree program to the school setting. Reading, study, and learning activities in addition to the in-school hours are expected of practicum students. The school library media elementary practicum (preK-6) requires a minimum of 40 hours in an approved elementary school library. Grading for the practicum is awarded on a "Pass/No Credit" basis, and is awarded by the SLIM faculty supervisor.

LI 877. SCHOOL LIBRARY MEDIA SECONDARY PRACTICUM 2 HRS.

Consent of instructor required. School library media specialist practicum is a supervised field experience. It is designed to apply theories and techniques learned in the School of Library and Information Management (SLIM), Master of Library Science (MLS) degree program to the school setting. Reading, study, and learning activities in addition to the in-school hours are expected of practicum students. The school library media secondary practicum (7-12) requires a minimum of 40 hours in an approved secondary school library and a

completed electronic practicum notebook, which includes both elementary and secondary policy, management, and instructional materials. Grading for the practicum is awarded on a "Pass/No Credit" basis, and is awarded by the SLIM faculty supervisor.

LI 880. CAPSTONE COURSE: ASSESSING THE MLS EXPERIENCE

1 HR.

This course will give students the opportunity to reflect on their growth and development over the course of their MLS experience. This should be the last course that students take. In the course, students will analyze the artifacts collected in their assessment portfolio, discuss them with their colleagues, and write a reflective essay addressing the extent to which they demonstrate they met the goals of the MLS curriculum.

LI 883. INTRODUCTION TO METADATA

1 HR.

(Prerequisite, LI804 or permission of instructor.) An introduction to the concepts, principles, and terminology required for work with metadata in information agencies such as libraries, museums, and archives. Students explore existing metadata schemas, application profiles, and standards in context. This course builds on concepts from LI804 and includes analysis, comparison, and evaluation of existing metadata and encoding schemas as well as the creation of metadata records.

LI 884. ADVANCED METADATA APPLICATIONS

2 HRS.

(Prerequisite, LI883 or concurrent enrollment.) An examination of the theory, practice, and current issues in the application of metadata in information agencies. Course topics include approaches to creating metadata schemas and application profiles, designing and documenting metadata and encoding schemas, and learning associated metadata tools and technologies. Students will explore current issues in metadata application.

LI 885. BIBLIOGRAPHIC AND RESEARCH METHODS IN ARCHIVES

3 HRS.

The course will examine the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. In addition to an examination of the literature related to memory and recorded information, students will gain familiarity with the use and interpretation of varied sources of documentation, including public records, genealogical records, museum displays, oral histories, maps, and artifacts.

LI 887. SYSTEM ANALYSIS AND DESIGN

3 HRS.

This course provides a detailed analysis of the System Development Life Cycle (SDLC). Emphasis is placed on the tools and techniques that a project leader and systems analyst would use to analyze, design and document an information systems with the object-oriented approach as well as traditional approach. The course will also emphasize the importance of various skills, which the systems analyst should possess, including: communication, problem solving and project management. Team-oriented projects are utilized to aid in understanding how systems concepts are developed in the business world.

LI 888. INFORMATION TECHNOLOGY PROJECT MANAGEMENT

3 HRS.

This course will present project management techniques, potential problems, and overall decision making associated with software development projects. Specific topics will address planning, organizing, scheduling, and controlling information technology projects, current tools and techniques, and the roles and responsibilities of project managers.

LI 889. KNOWLEDGE MANAGEMENT

3 HRS.

Knowledge Management encompasses a broad range of activities in an organization and is firmly dependent upon the human factor for the

enhancement and success of knowledge use. Knowledge is used to improve the decision making of individuals in an organization. KNOWLEDGE, AT THE RIGHT TIME, IN THE RIGHT PLACE is required for more effective decision-making. This course will review the breadth of activities associated with knowledge from the organizational level to the individual knowledge worker level. These activities include knowledge transfer from an inter- and intra-organizational perspective, IT enhanced knowledge transfer, knowledge capability enhancement and knowledge sharing cultural perspectives.

LI 890. ADVANCED RESEARCH STRATEGIES

3 HRS.

Building on LI 810, this course focuses on comparing and contrasting the philosophical foundation and research strategies of studies that use qualitative, quantitative, and mixed-method approaches to investigate problems in LIS. It focuses on evaluating methodological tools and approaches to investigating research questions and evaluating LIS research studies. LI 810 recommended.

LI 891. SEMINAR IN INFORMATION TRANSFER

3 HRS.

An examination of the theoretical constructs, concepts, research and practices of the transmission and processing of symbolic, verbal, and/or recorded messages for the creation, diffusion, and utilization of knowledge in society. LI 801 and LI 810 are recommended.

LI 892. SEMINAR IN INFORMATION PSYCHOLOGY

3 HRS.

An exploration of theories, models, and insights into information seeking and information use offered by cognitive psychology, behavioral psychology, social psychology and psychoanalytic theory. The course is organized around a series of seminal readings in LIS; weekend activities involve lecture and discussion of central themes and articles. LI 802 and LI 810 are recommended.

LI 893. SEMINAR IN ADMINISTRATIVE THEORY

3 HRS.

Examines a series of theories, models, and concepts that provide insight into the management of organizations, the people and tasks of an organization, and work, activities, and processes in an organization. Students analyze the literature critically, gain competence in the topics, and engage in in-depth seminar discussions. LI 805 recommended.

LI 894. SEMINAR IN ORGANIZATION

3 HRS.

A further examination of theories, models, and aspects of organization of information, including those that provide an understanding of knowledge organization systems, the representation and organization of information in digital forms, and effective methods of information access and retrieval. The course is organized around advanced readings. LI 804 and LI 810 are recommended.

LI 897. NURSING AND HEALTHCARE SYSTEMS TECHNOLOGY INTEGRATION

3 HRS.

Information technology and information efficiency are studied across multiple aspects of patient care delivery within a healthcare organization. Particular attention will be focused on how participants of the healthcare system interact with the use of technology to improve healthcare efficiency and health outcomes. The themes of privacy, confidentiality, and information security are woven throughout the course content.

LI 898. NURSING AND HEALTHCARE INFORMATICS

3 HRS.

This applications course integrates informatics concepts with tools used in nursing and healthcare informatics practice. The focus will be on the development and construction of software applications and website user interface design in nursing & healthcare settings. The development and construction will be in the context of critiquing existing tools and using

development tools for conceptual modeling and data presentation. Topics include web applications, website design, data presentation, concept mapping, workflow analysis, and solution modeling.

LI 899. THESIS 1-4 HRS.

Under the direction of a faculty committee, a library/information professional problem or issue is identified and researched. Pertinent writings from the professional literature are critiqued and applied to the problem in a scholarly thesis. A total of 4 credit hours is earned.

LI 900. INTRODUCTION TO DOCTORAL STUDIES 1 HR.

An introduction to the SLIM doctoral program, to doctoral work, and to the culture of the researcher.

LI 903. RESEARCH PHILOSOPHY 3 HRS.

Examines various constructs of science in society. Emphasis is placed on identifying assumptions about human nature, defining a researcher's view of the social world, and identifying basic paradigms that serve as a foundation for inquiry.

LI 904. RESEARCH STRATEGIES: QUANTITATIVE METHODS AND THEORY 3 HRS.

This advanced course is designed for doctoral students to undertake the advanced exploration of quantitative research methodologies and statistics that the researcher might choose for various research experiences, including work on the dissertation. Rules, procedures, statistics and general research protocols are stressed as a part of the researcher's tasks. The goal is for the students to master that statistical and methodological tools necessary to conduct independent scholarly research.

LI 905. RESEARCH STRATEGIES: QUALITATIVE METHODS AND THEORY 3 HRS.

This course is intended to advance PhD students' competence in qualitative research. The course will work through issues related to interpreting, utilizing, and (especially) the conduct of qualitative research. As such, the course will have for LIS students pragmatic (improve critical skill) and analytic (advance the notion of problem) yield.

LI 940. TEACHING AND LEARNING IN ORGANIZATIONS 3 HRS.

This course will focus on graduate learning/teaching, curriculum development, methods, the roles of the faculty member in the university and in the profession, as well as the structure of educational institutions for adults.

LI 946. DIRECTED READINGS 1-3 HRS.

Directed readings in preparation for the qualifying exam. Students may enroll three times in this course.

LI 947. DISSERTATION PROPOSAL 3 HRS.

(Prerequisite, LI 890.) This seminar will cover all aspects of dissertation proposal development, including problem statement and research questions, literature review and conceptual framework, design logic and procedures, ethical issues and IRB approval, and pilot study and write up, among others. Students will develop the skills of developing, presenting and evaluating research proposals through scholarly writing and critique.

LI 949. CONTINUOUS ENROLLMENT 1 HR.

The student will work with a faculty member who will supervise his or her progress through a particular part of the doctoral program, which

will take faculty time and use university resources. Faculty will direct and assist students with appropriate areas of research and reading.

LI 950. DISSERTATION 3-15 HRS.

(Prerequisite, LI 947.) Students must complete at least 15 hours of dissertation credit and enroll in at least three credits each semester until the dissertation is completed or until eight years after admission to the doctoral program has expired. Dissertations are expected to contribute new knowledge to the field through quality research. Dissertations will be supervised by a committee of at least three qualified members of the graduate faculty, one of whom must be from outside the School of Library and Information Management and may be from a different university. Upon completion of the dissertation, all students will defend their research during an oral examination conducted and evaluated by the dissertation committee and open to the public.

SPECIAL PROGRAMS AND COURSES

INTERDEPARTMENTAL COURSES

COLLEGE WIDE

CW 001. WRITING COMPETENCY EXAMINATION

0 HRS.

The examination is part of the University-Wide Basic Skills Assessment Program. All students of junior classification (60-89 hours) are required to pass the Writing Competency Examination. Counseling, tutoring, and course offerings are available for students who wish to improve their writing skills.

CW 002. READING COMPETENCY EXAMINATION

0 HRS.

The examination is part of the University-Wide Basic Skills Assessment Program. All students of junior classification (60-89 hours) are required to pass the Reading Competency Examination. Counseling, tutoring, and course offerings are available for students who wish to improve their reading skills.

CW 003. MATHEMATICS COMPETENCY EXAMINATION

0 HRS.

The examination is part of the University-Wide Basic Skills Assessment Program. All students of junior classification (60-89 hours) are required to pass the Mathematics Competency Examination. Counseling, tutoring, and course offerings are available for students who wish to improve their mathematics skills.

CW 050. CULTURAL CURRENTS OF THE UNIVERSITY

1 HR.

A course designed to induct students, through attendance at cultural events of the university, into the variety of intellectual experiences integral to the university; and to encourage students, through the keeping of a journal, to reflect and write on those experiences.

CW 099. PRINCIPLES OF LEARNING AND TEACHING EXAMINATION

0 HRS.

Passing this examination is a graduation requirement for teacher education students.

CW 101. FRESHMAN SEMINAR

1 HR.

This course will help orient Freshmen to an academic environment, including such aspects as the value of the general education program, learning resources, and support services. It will also include such topics as time and money management, study skills, self-exploration, wellness, decision making, and career planning.

CW 102. FRESHMAN SEMINAR II

1 HR.

This is second semester course to CW101 Freshman Seminar; it is designed to continue to orient First Year Freshmen to the academic environment. The course offers students the opportunity to extend their learning of essential skills for creating success in college. It will include such topics as increasing self-motivation, maximizing learning, exploring campus resources, and improving creative and critical thinking skills.

CW 109. KANSAS REGENTS HONORS ACADEMY (I)

3 HRS.

Enrollment limited to students selected for and participating in the Kansas Regents Honors Academy. Broad, innovative, interdisciplinary course work in the liberal arts and sciences that is approachable without extensive prerequisite background. Accepted as general education and honors program credit.

CW 110. KANSAS REGENTS HONORS ACADEMY (II)

3 HRS.

Enrollment limited to students selected for and participating in the Kansas Regents Honors Academy. Broad, innovative, interdisciplinary course work in the liberal arts and sciences that is approachable without extensive prerequisite background. Accepted as general education and honors program credit.

CW 111. HONORS PROGRAM SEMINAR

3 HRS.

The Honors Program Seminar is required of all incoming freshmen accepted into the Honors Program. The course (offered in the fall semester only) is interdisciplinary in structure and the topic will be changed each year. Professors from various disciplines will discuss how the selected topic applies to his/her particular field.

CW 130. SPECIAL TOPICS

1-5 HRS.

A course for the study of special topics and experimental course offerings designed for a general audience.

CW 186. COOPERATIVE EDUCATION PREPARATION

1 HR.

(Prerequisite, completion of a minimum of 15 semester hours, GPA of 2.5, and consent of instructor.) This course is designed to prepare students with the transition from classroom environment to the Cooperative Education work environment. An overview of the career development process including self-assessment, career investigation, job search skills and professional behavior.

CW 210. INTRODUCTION TO LATIN AMERICA

3 HRS.

The course examines various topics that are important to students gaining an understanding of Latin America. Students will learn about the physical characteristics of the region and the diversity of landscapes within Latin America, explore the extraordinary variety of cultural expressions, and examine how the region's history shapes the possibilities for its future. The course focuses mainly on Mexico, Central America and South America.

CW 261. THE GREAT PLAINS IN FILMS

3 HRS.

A survey of cinematic images of the Great Plains. The course will focus on the variety of ways in which the Great Plains has been portrayed in films. From early westerns to such contemporary works as *The Last Picture Show*, the course will attempt to distinguish between stereotypical and accurate presentations of the region.

CW 280. PARAPROFESSIONAL IN STUDENT RECRUITMENT

1-3 HRS.

(Required for students selected to be ESU Ambassadors.) This course is designed to train and educate students about the history, traditions, and current procedures of ESU departments and offices so that they can better inform alumni, prospective students and their parents. Students will be required to research assigned office(s) on campus, present the information to the class and be tested on their reports. Instructors will facilitate discussion and will teach time management, teamwork, and leadership skills.

CW 286. INTERNSHIP 1-6 HRS.
(Prerequisite, completion of 24 hours earned at Emporia State University at a 2.5 GPA or better or at the discretion of the course instructor.) This course provides students the opportunity to: 1. gain practical work experience under professional supervision, 2. apply theories and principles to specific situations in a business setting, 3. observe and analyze professional behavior and 4. identify and develop marketable skills for long-term employment.

CW 300. SPECIAL STUDIES IN: () 1-3 HRS.
This interdisciplinary course is designed for the study of various special topics and for experimental course offerings at the undergraduate level.

CW 311. HONORS JUNIOR SEMINAR 1 HR.
A seminar centered on themes dealing with the nature of liberal education, interdisciplinary connections, and the relevance of participation in the Honors Program and in Honors courses to each student's major field, or fields, of study.

CW 444. HONORS INTERDISCIPLINARY SEMINAR 2 HRS.
(Prerequisites, strictly designed and targeted for junior and senior Honors.) An interdisciplinary seminar on various topics providing an opportunity for advanced students to participate in an exchange with students and faculty from other disciplines on a topic of common interest. A minimum of two faculty members, from different disciplines will instruct. May be taken for credit a maximum of three times if each of the topics is different.

CW 486. INTERNSHIP 1-6 HRS.
(Prerequisite, completion of 60 hours or demonstrated work experience at the discretion of the course instructor with a GPA of 2.5 or better.) This course provides students the opportunity to: 1. gain practical work experience under professional supervision, 2. apply theories and principles to specific situations in a business setting, 3. observe and analyze professional behavior and 4. identify and develop marketable skills for long-term employment.

CW 490. BIS CAPSTONE PROJECT 1-6 HRS.
(Prerequisite, Must be student of Integrated Studies program whose portfolio has been evaluated.) Students will demonstrate a synthesis of knowledge and skills in a portfolio project based on their educational and professional experiences. The portfolio will provide the basis for evaluation by the advisor and others. No more than 6 credit hours per semester up to a maximum of 12 hours on the Program of Study.

CW 495. HONORS CAPSTONE 1 HR.
A senior seminar in which the student will reflect on the nature of liberal education, select examples of work in previously taken courses to include in a portfolio, and compose a reflective essay that evaluates the relevance to his or her major field, or fields, of study in light of participation in the Honors Program and in Honors courses. The course concludes with a symposium in which each student participates, giving an oral presentation of his or her reflective essay and conclusions.

CW 499. SENIOR HONORS THESIS 3-6 HRS.
This course is the capstone intellectual experience for the honors student. The thesis is a one year, independent project guided by two faculty mentors. A proposal is prepared, and once approved by the Honors Council, the work/research is conducted.

CW 500. GREAT PLAINS WORKSHOP 1 HR.
An intense capsule view of a topic which has contributed to the culture and heritage of the Great Plains. Topics from literature, biology,

geography, geology, politics, economics, etc. will be presented with the needs of the target audience dictating what the topic will be. Each workshop consists of a minimum of five five-hour days. Evaluation based on active participation and written assignments.

CW 501. SPECIAL STUDIES: () 1-3 HRS.
This interdisciplinary course is designed for the study of various special topics and for experimental course offerings at the 500 level. Not for graduate credit.

CW 740. COLLEGE TEACHING FOR GTA'S 2 HRS.
This course is designed for graduate teaching assistants who teach independent courses, discussion or lab sections of larger course units, or facilitate sections in the freshman seminar. The course will focus on a small number of topics that are relevant to the student's current work at ESU and for possible teaching assignments in the future. This is a basic introduction to college teaching skills that relies on the student's own initiative for perfecting those skills.

CW 786. GRADUATE INTERNSHIP 1-6 HRS.
(Prerequisite, graduate standing with a 3.0 or better.) This course provides students the opportunity to: 1. gain practical work experience under professional supervision, 2. apply theories and principles to specific situations in a business setting, 3. observe and analyze professional behavior and 4. identify and develop marketable skills for long-term employment.

GREAT PLAINS

Additional Great Plains-related courses are included with the listings of various departments.

GP 200. CULTURES OF THE GREAT PLAINS 2 HRS.
This course entails the study of the diversity of Great Plains society with selected units on minorities that have contributed to the cultural texture of the region. The antecedents, migration, and influence of minorities on regional life are presented in the course. Great Plains minorities are examined in both a historical and contemporary context through the perspectives of history, sociology, anthropology, and literature.

GP 701. SEMINAR IN REGIONAL GEOGRAPHY 1-3 HRS.
A seminar on the physical and cultural patterns and interrelationships existing in selected political regions with emphasis upon the distribution of human activities and effects of various environments upon man and national economic development.

GP 722. PRO-SEMINAR IN AMERICAN HISTORY 1-3 HRS.
(Prerequisite, consent of instructor.) Selected main events, trends, and interpretations in American history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

CW 261. THE GREAT PLAINS IN FILMS 3 HRS.
A survey of cinematic images of the Great Plains. The course will focus on the variety of ways in which the Great Plains has been portrayed in films. From early westerns to such contemporary works as *The Last Picture Show*, the course will attempt to distinguish between stereotypical and accurate presentations of the region.

CW 500. GREAT PLAINS WORKSHOP 1 HR.
An intense capsule view of a topic which has contributed to the culture and heritage of the Great Plains. Topics from literature, biology, geography, geology, politics, economics, etc. will be presented with the

needs of the target audience dictating what the topic will be. Each workshop consists of a minimum of five five-hour days. Evaluation based on active participation and written assignments.

UNIVERSITY LIBRARIES & ARCHIVES

UL 100. INFORMATION LITERACY AND TECHNOLOGY

2 HRS.

This course is an introduction to essential skills and concepts for locating, evaluating, and using information from a variety of print and electronic sources. Issues covered include classification and organization of information, information searching tools and strategies, electronic database searching techniques, evaluation and analysis of information, and ethical issues in the information society.

UL 242. RESEARCH SKILLS IN THE INFORMATION AGE

2 HRS.

This course will introduce information literacy concepts and provide foundational skills for library-based research across the disciplines. Students will learn the concepts of access, retrieval, utilization, and evaluation of information in a variety of electronic, print and other formats.

UL 742. DISCIPLINE-BASED INFORMATION LITERACY

2 HRS.

Students will receive an overview of the way in which information is disseminated, retrieved, utilized, and evaluated in the different disciplines. Subject-specific resources in print and electronic forms will be examined in terms of their relative value, use, and future roles in their respective disciplines. Basic and advanced search strategies will be covered, as well as the ethical use of information and influence of the Internet.

UL 745. BUSINESS INFORMATION: ITS LOCATION, USE AND EVALUATION

2 HRS.

This course is designed to assist graduate business students in accessing, using and evaluating business information. Students will become familiar with the "tricks of research". Skills learned in this course will enable students to achieve better results in future courses and business projects.

GRADUATE SCHOOL

Mission



Graduate School Administration

The Dean of the Graduate School and Distance Education is responsible for carrying out the university policies concerning graduate education. Emporia State University offers programs of study leading to the degrees Master of Accountancy, Master of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Library Science, Master of Music, Specialist in Education and Ph.D. in Library and Information Management.

The Graduate Council

The Graduate Council assists the Dean with review and coordination of all graduate programs, formulation of academic policies governing graduate programs, and with administration of the Graduate School. It meets monthly, additional times if necessary, and is chaired by an elected chairperson. Membership in the Graduate Council consists of the chair of each department offering graduate course work, or a full member of the graduate faculty either designated by the chair or elected by department faculty, and two student representatives who are selected annually by the Graduate Dean.

Departmental Committees

Each department offering graduate programs has a graduate committee. The departmental graduate committee determines departmental graduate policies and procedures as long as they are not in conflict with university/graduate school policy.

GRADUATE ADMISSIONS POLICIES

Applications must be submitted online.

Graduate School - Box 4003

1 Kellogg Circle

Emporia, KS 66801-5087

FAX number: 620-341-5909

telephone: 620-341-5403 or 1-800-950-GRAD

e-mail: gradinfo@emporia.edu

Application for admission to graduate study should be

submitted to the Graduate School no later than two weeks before the first day of an enrollment period. Some programs require earlier application or additional application forms prior to admission. Students should check with individual departments for additional application requirements.

Students who have not enrolled for three-years and have been inactivated will be required to obtain a new departmental approval/eligibility before they can continue in their degree program.

Undocumented persons (must provide documentation of citizenship application) or resident aliens (must provide a copy of permanent residency card) who do not hold an F1 or J1 visa may apply for graduate study, through Graduate School.

The Graduate School will accept 3-year undergraduate degrees under the following conditions:

- 3-year degrees from accredited universities in India. Departments will still have the option of requiring prerequisites as part of the graduate eligibility process. (Approved by the Graduate Council 2/20/03)
- 3-year degrees from universities that are part of the Bologna agreement. (Approved by the Graduate Council 9/19/13)

Application fees are not refundable and application materials are non-returnable.

We strongly encourage students to familiarize themselves with all graduate student policies and procedures. All correspondence from the graduate school (e.g., admissions information, eligibility, degree analysis, instructions for graduation) will be directed to your **ESU email account**. Please contact Instructional Technologies (IT) at 341-5555 or toll free at 877-341-5555 if you have any questions regarding your email account.

GRADUATE ADMISSIONS CATEGORIES

Non-degree/Licensure Seeking Student

Students with at least a baccalaureate degree from a regionally accredited institution who desire to enroll in graduate course work but are not seeking a degree or certificate are classified as non-degree or licensure students. Students are required to pay a \$25 application fee and submit proof of baccalaureate degree (copy of unofficial transcript, official letter from a university registrar, or copy of diploma) from a regionally accredited institution by the end of the first semester. Faculty reserve the right to decide on the applicability of course work taken prior to formal admission into a degree program. A non-degree or licensure student, who wishes to enter a degree program at a later date, must submit a new application and go through the admission review process. A maximum of 12 approved hours earned under this status may be applied to a degree program.

Students should check the graduate degree listing or contact the Teacher Licensure Coordinator in the Teachers College (620-341-5412) for specific licensure programs offered at ESU. Some departments do require official transcripts from licensure applicants.

Certificate Seeking

Students with at least a baccalaureate degree from a regionally accredited institution who desire to enroll in graduate course work for the purpose of obtaining a certificate are classified as certificate seeking students. Students should check the graduate degree listing for specific certificate programs offered at ESU. Students are

required to pay a \$40 application fee.

Master's Degree (MA, MACC, MBA, MED, MLS, MM, MS)

The following are admission requirements for degree seeking students.

Please note, students in distance programs must submit a copy of the valid government-issued photo identification (ID) that is acknowledged by the student's signature. Government-issued IDs include such things as driver's license, passport, military ID, permanent resident card. The form can be found at <http://www.emporia.edu/dotAsset/f7c328df-dbed-4131-a56c-39d6955646d5.pdf>.

- 1) A bachelor's degree from a regionally accredited institution. Verification of undergraduate degree completion must be sent to the Graduate School before student may enroll in classes. (Documents of degree completion include an unofficial transcript, copy of diploma or letter from undergraduate institution registrar. The documents can be faxed to 620-341-5909, emailed to gradinfo@emporia.edu or mailed to: Emporia State University, Campus Box 4003, 1 Kellogg Circle, Emporia KS 66801).
- 2) Adequate preparation in the proposed area of specialization (to be determined by the department of specialization).
- 3) A grade point average of not less than 2.5 in the last 60 semester hours of study or an overall grade point average of no less than 3.0 for a completed master's degree. This admission does not constitute admission to a specific program.
- 4) Probationary* admission to the Graduate School is permitted if the student has a grade point average between 2.2 and 2.49 on the last 60 hours of study. The student must achieve a 3.00 grade point average in his or her first nine semester hours of graduate study. If the student does not meet this condition, she or he will not be permitted to continue in graduate study.
- 5) Satisfactory completion of the entrance examinations required by the major department. Specific information about these examinations may be obtained from the department in which one wishes to study or from the Graduate School.
- 6) Submission of **official** transcripts from **each** institution attended. Transcripts are considered official only if they are received from the institution in a sealed envelope or are received through a secure transcript service. Official transcripts from a regionally accredited institution must be received by the end of the first semester or students will not be allowed to enroll in a second semester.
- 7) Students who have obtained a degree from a foreign university/college must have a transcript evaluation from a recommended external source that is a member of NACES (National Association of Credential Evaluation Services). Students will not be allowed to enroll until the evaluation has been received in the Graduate School.
- (8) Payment of a non-refundable \$40 application fee.

* Probationary refers to permitting graduate students into a graduate program if they do not meet regular admission criteria. Conditional refers to permitting undergraduate seniors to take graduate classes for graduate credit.

Specialist in Education Degree (Ed.S.)

Please contact the Department of Psychology and Special Education for information. Students are required to pay a non-refundable \$40 application fee. Official transcripts from a regionally accredited institution must be received by the end of the first semester or students will not be allowed to enroll in a second semester.

Please note, students in distance programs must submit a copy of the valid government-issued photo identification (ID) that is acknowledged by the student's signature. Government-issued IDs include such things as driver's license, passport, military ID, permanent resident card. The form can be found at <http://www.emporia.edu/dotAsset/f7c328df-dbed-4131-a56c-39d6955646d5.pdf>.

Doctor of Philosophy (Ph.D.)

Please contact the School of Library and Information Management for information. Students are required to pay a non-refundable \$50 application fee. Official transcripts from a regionally accredited institution must be received by the end of the first semester or students will not be allowed to enroll in a second semester.

Please note, students in distance programs must submit a copy of the valid government-issued photo identification (ID) that is acknowledged by the student's signature. Government-issued IDs include such things as driver's license, passport, military ID, permanent resident card. The form can be found at <http://www.emporia.edu/dotAsset/f7c328df-dbed-4131-a56c-39d6955646d5.pdf>.

GRADUATE ASSISTANTSHIP AWARDS

Emporia State University provides assistance for graduate students through three primary sources in addition to the regular student financial aid programs.

Graduate Assistantships

Graduate assistantships are available in most departments offering graduate degree programs. Types of assistantships available are teaching, research, and administrative. To qualify for an assistantship, an applicant must have a minimum undergraduate (four-year) grade point average of 2.5 or 2.75 for the last two years of undergraduate study, based on a 4.0 system, or 3.0 for at least 6 credit hours of graduate level course work (**gpa requirement cannot be waived**). The minimum course load for graduate assistants is six (6) hours during regular terms and three (3) hours for a summer term.

Courses that count toward the 6 credit hour enrollment requirement for graduate assistants must consist of graduate level courses. Once the 6 credit hour requirement has been fulfilled, the student may take additional courses (either graduate or undergraduate). A waiver of the minimum enrollment requirement may be granted by graduate school with the approval of the department and graduate dean.

Graduate assistant positions are contingent upon a successful criminal background check.

Graduate assistantships for the purpose of a tuition waiver must be awarded on the basis of 20 hours worked per week for a full semester. To be eligible for a tuition waiver during the summer, graduate assistants must hold an assistantship for at least one month during the summer term. If a graduate assistant's award is terminated prior to the end of the contract, the student will be required to repay the tuition waiver on a prorated basis. Courses

taken for audit credit do not count in computing minimum course load requirements. Non-resident assistants are eligible for resident fees during each full semester in which they hold an assistantship appointment for at least 20 hours duty per week. Graduate assistants will be responsible for paying the campus and technology fees each semester.

All graduate assistants are expected to work half-time (20 hours per week). Work given them is expected to fit within a 20-hour work week. In emergency or otherwise exceptional circumstances (e.g., the illness of a colleague), a graduate assistant, with the approval of the department chair, dean, and graduate dean, may be paid additional compensation for additional and temporary work. Such compensation will be provided only in rare and unusual circumstances. Graduate assistants will not be compelled to work when the university is closed nor will they be docked in pay.

A graduate student may hold an assistantship funded via university allocations for a maximum of six semesters (excluding summers) while working on a single graduate degree. Ph.D. students may hold an assistantship for a maximum of eight academic semesters (excluding summers). Departments may grant extended funding beyond these limits up to 8 semesters respectively for research assistantships if such funds are provided via external (non-university-allocated) sources. Graduate students in a 60 hour program can hold a graduate assistantship for up to three years. (Revised by the Graduate Council January 20, 2011).

Students are required to show normal academic progress (3.00 grade point average) each semester (fall and spring semesters only). When a student's semester grade point average (GPA) falls below 3.00, the student will be placed on academic probation and may be dismissed from her/his graduate assistantship position at the discretion of the department. Two consecutive semesters of a GPA below 3.0 will result in termination of the graduate assistantship. When a student's semester GPA falls below 2.5, the graduate assistantship will be terminated; the department may reappoint the student to a graduate assistantship when the student's cumulative GPA is 3.00 or better and the most recent semester GPA is 3.0 or better.

Graduate Assistant Categories and Job Descriptions

All first-year graduate assistants are required to attend the New Graduate Student Orientation, which is scheduled at the beginning of the fall term.

Graduate Teaching Assistant

A Graduate Teaching Assistant (GTA) serves an instructional role in a class or laboratory offered by an academic unit for credit. The GTA need not be the instructor of record. Duties may include actual instruction in a classroom setting; leading discussion sessions; conducting help and/or tutoring sessions; assisting with laboratory setup; helping faculty prepare lectures and course materials; grading papers, exams, laboratory reports, projects, and class homework; coaching; and performing other duties pertaining to the instructional mission of ESU.

All teaching assistants are required to complete course work, or equivalent, in instruction provided by their respective department to assure knowledge of the teaching processes and effective instruction. This factor is a condition of employment. Exemptions may only be granted by the Dean of the Graduate School (contact the Graduate School to clarify exemption guidelines).

Master's level GTA's may teach courses at the 100-200 level. With department chair approval, GTA's may also teach courses at the 300 level. GTA's may not teach courses at the 400-500 level

without approval from the Department Chair, College/School Dean, and Graduate Dean.

GTAs are eligible for full tuition waivers. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GTAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Graduate Research Assistant

The primary function of a Graduate Research Assistant (GRA) is to assist a faculty member in an academic department with her/his scholarly and/or creative activities. Duties may include maintaining and operating scientific instruments and/or computer equipment; locating, reading, and summarizing pertinent research articles; performing laboratory experiments and assisting with fieldwork; calculating and analyzing results of research; and assisting musicians and artists in their creative endeavors.

GRAs are eligible for full tuition waivers. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GRAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Graduate Administrative Assistant

The primary function of a Graduate Administrative Assistant (GAA) is to assist in non-teaching and non-research activities. A GAA should perform more than the usual receptionist/secretary duties. Duties should augment a student's academic program and provide opportunities to apply knowledge gained through the program. Duties may include entering computer data, maintaining records, preparing reports and surveys, and interpreting and correlating administrative data. GAA responsibilities may also include interacting with students, faculty, administrators, alumni, and visitors to the University. Departments will be expected to explain briefly on the actual award form how the GAA duties augment the student's academic program.

GAAs are eligible for full tuition waivers. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GAAs must work twenty hours per week for a complete semester to be eligible to receive the tuition waiver.

Student Health Insurance

Graduate students holding a full-time (20 hours per week) graduate teaching, research, or administrative assistantship for a complete semester are eligible for student health insurance with the university contributing toward the monthly premium. Eligible graduate assistants can enroll for the health insurance through the Office of Human Resources, Plumb Hall 211. Insurance applications and brochures can be downloaded at <https://www.uhcsr.com/>.

Graduate Assistant Technology Policy

Each graduate assistant must have access to a dedicated computer and work station with appropriate software and network connection to support his/her graduate assistant work within his/her department (approved November, 2004).

Graduate Assistant Awards for International Graduate Students

International graduate students cannot be offered a graduate assistantship until they have completed all the admission requirements of the Office of International Education and have been accepted to Emporia State University and have been found eligible for a graduate program of study.

Once these requirements are met, an offer can be made contingent upon successful clearance of a background check. The department will be required to provide the student with a letter stating they have been offered a position. This proof of employment is a requirement in order to obtain a Social Security number. The student cannot begin work until Human Resources has received all the required employment documents and the background check has cleared.

Required Tests for International Graduate Teaching Assistants

In addition to English Proficiency requirements for admission to graduate study, graduate teaching assistants being considered for any employment having classroom or laboratory instructional responsibility and/or direct tutorial responsibilities and whose first language is not English must meet the following requirements **PRIOR** to being awarded a graduate teaching assistantship.

1. Present a TOEFL score of at least 550.
 2. To be eligible for an appointment without spoken English language remediation conditions, all prospective graduate teaching assistants, whose first language is not English, shall be required to achieve a minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK), or equivalent, or a minimum score, set by Board staff in consultation with the Council of Chief Academic Officers and with the approval of the Board Academic Affairs Standing Committee, on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT) by the third Monday in July for the fall semester or by December 1 for the spring semester or take the SPEAK exam at ESU before the appropriate deadline.
 3. Must be interviewed and have their competency in spoken English assessed by no fewer than three institutional personnel, one of whom shall be a student. The interview can be conducted either face-to-face or by mediated means.
 4. Prospective graduate teaching assistants who do not meet the above requirements shall not be assigned teaching responsibilities nor other tasks requiring direct instructional contact with students.
- International Graduate Teaching Assistant requirements taken from the *Kansas Board of Regents Policy and Procedures Manual*.

International students requiring testing for teaching assistantships must be on campus and available for testing two weeks prior to the date classes begin.

DEGREE REQUIREMENTS

Master's/Ed.S./Ph.D.

Master's Degree

1. All requirements for the degree must be completed within a period of seven (7) years from the first enrollment date. In the case of compelling circumstances, the department offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with departmental approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees.
2. For **graduate** programs requiring 30-45 **credit** hours,

degree-seeking graduate students **must** submit an approved degree plan signed by their advisor, department chair, and approved by the Dean of the Graduate School and Distance Education to the Graduate School **after completion of 15 credit hours**. Graduate programs requiring more than 45 credit hours must submit an approved degree plan signed by their advisor, department chair, and approved by the Dean of the Graduate School and Distance Education to the Graduate Schools **after 30 credit hours**. After these credit hour limits, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.

3. The student must be admitted to degree candidacy by the major department. Usually a student is admitted to degree candidacy at the same time the degree plan is filed.
4. The student must complete the required number of semester hours of graduate level course work set by their department.
5. A minimum of 60 percent of credit hours must be earned in courses numbered 700 and above.
6. Satisfactory grades must be maintained as defined in the section titled "Grades."
7. Graduates may participate in the commencement preceding completion of all degree requirements or in the first commencement following completion of all degree requirements.

The Specialist in Education Degree

The Specialist in Education (EdS) is an advanced degree involving a year of study beyond the master's degree. This degree program is designed to be independent of any further graduate study. It is wholly within the province of an institution offering the doctorate to determine whether or not any part of the specialist program may partially fulfill requirements for the doctorate.

1. A master's degree from a regionally accredited institution with a GPA of 3.5 in the most recent master's degree.
2. If the master's degree was awarded by Emporia State University and the student completed the Graduate Essay Examination (GEE) of The Teachers College during his/her master's degree, the student will not be required to retake the GEE.
3. All requirements for the degree must be completed within a period of seven (7) years from the first enrollment date. In the case of compelling circumstances, the department offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with departmental approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees.
4. A specialist approved degree plan **must** be submitted to the Graduate School after a student completes 15 credit hours. After this credit hour limit, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.
5. The student must complete the required number of semester hours of graduate level course work set by their department. If equivalent courses were completed at the undergraduate level, graduate courses must be taken to

fulfill the graduate hour requirements.

6. One academic year of supervised experience (internship) is required before the student may be recommended for full approval as a school psychologist **certified by the Kansas Department of Education**.
7. Students must pass a thesis defense or oral examination over their thesis area and research.
8. Satisfactory grades must be maintained as defined in the section titled "Grades."
9. Graduates may participate in the commencement preceding completion of all degree requirements or in the first commencement following completion of all degree requirements.

The Ph.D. Program

The curriculum of the Ph.D. program is designed to produce effective teachers and skilled researchers in fields related to library and information management.

1. All requirements for the degree must be completed within a period of eight (8) years from the first enrollment date.
2. An approved doctorate degree plan **must** be submitted to the Graduate School after the student completes 30 credit hours. After this credit hour limit, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.
3. Students will advance to degree candidacy after passing qualifying exams. These exams must be taken within a six-month period.
4. Students must complete the required number of semester hours of graduate level course work set by their department.
5. Students must be enrolled in a class each semester in order to be active in the program (continuous enrollment). Ph.D. students who are forced to interrupt their studies for a period of one or more years should request a leave of absence from the program. In consultation with their graduate advisor, students should define the program modifications that the leave of absence requires and submit a formal letter to the doctoral program director that includes appropriate reasons for the request. This form needs to be signed and approved by the graduate advisor, School Dean, and Graduate Dean. Requests shall indicate the reason for leaving and the expected date of return to the university. The leave of absence is designed to suspend the requirement for continuous enrollment. It does not affect the maximum time limitation set for a degree program as documented in the time limitation section. (See Slim doctoral Program Handbook at <http://www.emporia.edu/slim/documents/handbooks/Doctoral%20Program%20Handbook%20Cohort%20fall%202012%20MASTER%20MJD.pdf>.)
6. Students must complete at least 15 hours of dissertation credit. If dissertation has not been completed in 15 hours they must enroll in at least three credits each semester until the dissertation is completed.
7. Students must complete a minimum of 90 graduate hours beyond the baccalaureate degree.
8. Students must maintain a satisfactory level of work as determined by the doctoral faculty.
9. Graduates may not participate in the commencement ceremonies before acceptance of the dissertation by the committee, SLIM dean, and Graduate School dean.

APPLICATION PROCEDURES/REQUIREMENTS FOR GRADUATE CERTIFICATE PROGRAMS

Certificate programs offered are: Archives, Coaching, Autistic Spectrum Disorders, Digital Audio Recording, eLearning and Online Teaching, Geospatial Analysis, Health Education, International Student Music Performance, Music Performance, Music Technology, Pedagogy, and Piano Pedagogy.

Application Procedures and Program Requirements

1. A graduate application for admission and payment of the application fee of \$40 must be submitted to the Graduate School.
2. Official transcripts from all universities attended must be on file in the Graduate School or submitted directly to the Graduate School.
3. The Department/School will determine the eligibility of the student for the Certificate Program and notify the Graduate School of the determination.
4. A Certificate Plan listing all courses used to fulfill the Certificate Program requirements must be submitted to the Graduate School and approved by the Graduate Dean.
5. Students completing the Geospatial Analysis Certificate Program must complete all courses for the certificate with a 3.0 GPA.
6. A Certificate Completion Notification should be submitted to the Graduate School by the student mid-semester prior to the semester in which the student anticipates completing the Certificate Program requirements. The Certificate Completion Notification form can be found online or in pdf format at <http://www.emporia.edu/grad/graduate-forms/>.
7. Completion of a graduate certificate program does not guarantee acceptance into a master's degree program.
8. The information on the transcript will read as follows:

Graduate Certificate: Archives, Coaching, Autistic Spectrum Disorders, Digital Audio Recording, eLearning and Online Teaching, Geospatial Analysis, Health Education, International Student Music Performance, Music Performance, Music Technology, Pedagogy, or Piano Pedagogy (whichever applicable)
Date: (Same as degree conferral dates for degree-seeking graduate students)

Check with the School of Library and Information Management, Music Department, Department of Physical Sciences, Department of Health, Physical Education, and Recreation or Elementary Education for additional information/requirements.

GRADUATE POLICIES

Eligibility to study in a graduate program is determined by a graduate committee in each department and by the Dean of the Graduate School and Distance Education. Classifications for eligibility are either unconditional, conditional (seniors earning graduate credit), or probationary. Students will receive notification from the Graduate School of their eligibility status. Admission to graduate study does not imply admission to candidacy for an advanced degree.

Degree Candidacy

After having been admitted to graduate study with the objective of earning an advanced degree, the student must apply for and be admitted to candidacy for the degree sought. Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. Procedures and requirements for admission to candidacy are

determined by the department in which the student is specializing, including the following general requirements:

1. The student must have met the entrance or candidacy requirements of the major department, and the results must be on file in the Graduate School.
2. If a student was admitted on probation, a release from probation must be processed before or concurrently with degree candidacy.
3. Student must have a degree plan on file in the Graduate School (see degree plan policy below).
4. The student must have completed at least six hours of course work on the graduate program of study before being admitted to degree candidacy.

Admission to degree candidacy is based not only on the minimal standards stated above, but also includes an appraisal of the student's record and potential. The Graduate School has a responsibility to maintain a standard of excellence determined by the graduate faculty.

Once those requirements have been completed, the graduate advisor must notify the Graduate School via email of the student's degree candidacy. The graduate advisor must send a notification to the Graduate School indicating a student has been admitted to degree candidacy. The Graduate School will send a letter notifying the student of his/her admittance to degree candidacy. If a student is denied degree candidacy, the graduate advisor must send a letter to the Graduate School indicating the reasons why the student has been denied degree candidacy. The Graduate School will notify the student of this decision and attach a copy of the departmental letter to the notification.

A student may be removed from degree candidacy (termination) based on academic progress. Notification of termination must come from the department that is terminating the student. The student must receive an official letter of termination with the reasons for the termination from the department chair/dean. If the student disagrees with the decision of termination, the student may appeal this decision in writing within thirty days from receipt of the letter. The written appeal should be sent to the Dean of the Graduate School and Distance Education. The Dean will review the appeal and may consult with other colleagues in this review. The decision of the appeal is final. Notification to the student and his/her department will occur in writing within ten business days of receipt of the appeal request.

Graduate Examinations

Departments offering a graduate program may require one or more examinations for admission to degree candidacy or for graduation. The nature of these examinations varies among departments. Students should confer with their graduate advisor concerning this requirement.

*In a program that requires a final exam, the results (pass or fail) must be submitted by the department to the Graduate School for inclusion in the student's record. The department must convey the results to the student. The student must pass the final exam before a degree can be conferred.

*Students must be enrolled in a minimum of 1 credit hour during the semester they take their final exam.

Advisory Committee

Each candidate who is writing a thesis must have the work supervised by an advisory committee. A department may require an advisory committee for the supervision of research papers or projects, which are part of a degree program. The candidate will select a chair of the thesis committee in consultation with the candidate's advisor. One member of the committee must be from outside the candidate's area of specialization. Students are required to complete and submit the Thesis and Dissertation Committee Declaration Form the semester prior to completing the thesis or dissertation.

Degree Plan

For graduate programs requiring 30-45 credit hours, degree-seeking graduate students **must** submit an approved degree plan signed by their advisor, department chair, and approved by the Dean of the Graduate School and Distance Education to the Graduate School **after completion of 15 credit hours**. Graduate programs requiring more than 45 credit hours must submit an approved degree plan signed by their advisor, department chair, and approved by the Dean of the Graduate School and Distance Education to the Graduate Schools **after 30 credit hours**. After these credit hour limits, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.

Intent to Graduate

Notice of intent to graduate must be received by the Graduate School the semester preceding graduation. The Intent to Graduate form is due March 1 for summer graduates, July 1 for fall graduates, and November 1 for spring graduates. Failure to give notice of intent to graduate may cause a delay in graduation. The intent to graduate form must be submitted online at <http://www.emporia.edu/grad/graduate-forms/>.

Grades

Candidates for the Specialist in Education degree may use no grade lower than B or P in meeting degree requirements. Candidates for the Master of Accountancy, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Master of Music, and Master of Library Science degrees must earn a grade point average of B (3.0) in all courses used for the degree. A grade of A, B, or P (no C, D or F grades) may be used in 500 and 600 level courses, and no grade lower than C may be used in other graduate classes. P grades will not be calculated in the GPA. Courses in which grades of C, D or F are earned may be retaken. Only those courses in which a grade of B or higher has been earned may be transferred from another institution. Courses in which P grades have been earned may be transferred from another accredited college or university, but the total of transfer P grades and P grades earned at ESU used to meet degree requirements cannot exceed two-fifths of the total credit hours for the degree. Although transfer credit may be accepted and used on the degree plan, no grades earned on transfer credit may be used in determining grade point averages. (Revised by the Graduate Council January 20, 2011).

In-Progress Grades

In Progress (IP) grade extensions are used in graduate classes identified by the College/School as requiring graduate work that extends beyond one semester "IP" grades may be extended each semester at the discretion of the faculty member in charge. A final course grade must be submitted for the course(s) by the end of the

semester the student graduates. Upon the graduate student's completion of a non-thesis degree program, any thesis credit hours for which a grade has not been received will be transformed from "IP" to "W" grades. (FSB 03007)

Incomplete Grades

The grade "I" (incomplete) is given only for personal emergencies which are verifiable and when the student has done passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the "incomplete" as soon as possible during the following semester.

Except for graduate research, thesis, or the equivalent, all incomplete work must be finished by the end of the following full semester (summer sessions are not considered a full semester for purposes of this deadline.) During the initial extension period, a student may submit a written petition for an extension of one additional semester during which an incomplete grade may be removed. In the most exceptional cases, the faculty member with the written approval of the department chair, may grant the request for an extension. An extension beyond two semesters will require the approval of the dean of the school or college in which the course was offered. (The granting of an extension will not be routine.) Individual instructors may establish earlier deadlines for completion of the work. Students who do not complete the unfinished work by the established deadline will have the grade of "F" entered on the transcript and will be required to re-enroll to earn credit in the course.

Definition of Semester Hours

All credits on official transcripts are certified in terms of the semester hour. A semester hour consists of a minimum of 750-800 minutes of classroom contact on lecture courses or its equivalent in independent study during the semester.

Transfer Credit

Graduate credit earned in regionally accredited institutions may be transferred for credit toward the Master's, Specialist in Education, or Ph.D. degrees subject to the following conditions:

- 1) No more than nine (9) semester hours of credit may be transferred into an ESU program requiring fewer than 40 hours of graduate coursework, or fifteen (15) into an ESU program requiring 40 or more hours of graduate coursework. Individual programs may reduce this limit at their discretion.
- 2) A grade of B or higher must have been earned in all such transfer credit.
- 3) Official transcripts of all transfer work must be on file in the Graduate School prior to submitting degree plans.
- 4) Transfer courses must be approved by the chair of the major department and the Dean of the Graduate School and Distance Education.
- 5) The transfer credit must be applicable toward a graduate degree at the university at which the course work was taken.

Students who have completed graduate level course work at accredited international universities must submit their transcripts to an approved foreign credential evaluation service, which is a member of the National Association of Credential Evaluation Services. Students with questions should consult with the Office of International Education, Registration Office, or the Graduate School. All of the usual criteria for transfer credits apply (approved

by Graduate Council March, 2005).

Seniors Earning Graduate Credit

College seniors at Emporia State University, or other four-year institutions, may earn graduate credit during the term in which the undergraduate degree is received and the term immediately preceding the final term by accomplishing the following:

- 1) Completing a formal application for graduate study and submitting an official transcript.
- 2) Having a minimum overall undergraduate gpa of 2.5.
- 3) Completing a Request for Graduate Credit card for each course for enrollment. The approval of the advisor, course instructor, and Dean of the Graduate School and Distance Education, and Registrar is required. The Senior Request for Graduate Credit card must be presented to Registration at the time of enrollment.
- 4) Not needing or using the courses to meet undergraduate degree requirements. Graduate courses taken **may not** be used to meet undergraduate requirements. Undergraduate students who take graduate credit may only enroll for a total of 17 semester hours during the fall/spring or a total of 10 hours for the summer term (undergraduate/graduate). No more than 12 semester hours of graduate credit can be accumulated in this way. Only those courses numbered 500-799 will be considered for graduate credit before the undergraduate degree has been awarded. Undergraduate students may not enroll in 800 or 900 level graduate classes.

Dissertation

A dissertation is required for the Doctor of Philosophy in Library and Information Management. Please check with SLIM for the deadline for receiving the finalized dissertation in their school. One copy of the dissertation in final form and approved by the department with committee signatures is due in the Graduate School one week before graduation. The dissertation guide is available online on the graduate web site. Dates by which dissertations must be received in the Graduate School are listed in the dissertation guide booklet. Exceptions to the rules governing the typing of dissertations may be permitted, but only with the written consent of the Dean of the Graduate School and Distance Education and the chair of the candidate's committee.

An original copy with departmental signatures is due in the Graduate School no later than 3 weeks prior to the close of the semester for review by the Graduate School. All dissertations must have the approval of the student's dissertation committee, the chair of the dissertation committee, and the Dean of the School of Library and Information Management or the dissertation will not be accepted by the Graduate School. An electronic copy of the finalized, corrected dissertation must also be provided at the time the final, corrected hard-copy manuscript is submitted to the Graduate School. Finalized corrected hard copy with payment is due in the Graduate School one week prior to the close of the semester. The cost for the required bound copy is \$15 and personal copies can be bound for \$25 each plus applicable tax.

Thesis

A thesis is required for certain degrees and is an option in others. Students are required to complete and submit the Thesis and Dissertation Committee Declaration Form the semester prior to completing the thesis or dissertation. A copy of the thesis must be submitted to the major department no later than three weeks prior to

the day on which the degree is to be conferred. Some departments may have earlier deadlines. One copy of the thesis in final form is due in the Graduate School one week before graduation. A candidate may obtain a thesis guide online at <http://www.emporia.edu/grad/graduate-policies/>. Dates by which theses must be received in the Graduate School are listed in the thesis guide. Exceptions to the rules governing the typing of theses may be permitted, but only with the written consent of the Dean of the Graduate School and Distance Education and the chair of the candidate's committee.

A candidate may not apply more than six hours of thesis credit toward a master's degree.

An original copy with departmental signatures is due in the Graduate School no later than 3 weeks prior to the close of the semester for review by the Graduate School. All theses must have the approval of the student's thesis advisory committee, the chair of the thesis advisory committee, and the department chair or the theses will not be accepted by the Graduate School. An electronic copy of the finalized, corrected thesis must also be provided at the time the hard-copy manuscript is submitted to the Graduate School.

The electronic copy (in pdf format) should be sent as an attachment to kermier@emporia.edu and need not contain departmental signatures. It should be the same as the hard-copy manuscript that is submitted, without the signature page. A finalized, corrected copy of the thesis with payment is due in the Graduate School one week prior to the close of the semester. The cost for the required bound copy is \$10 and personal copies can be bound for \$25 each plus applicable tax.

Thesis and Research Credit

There are no limitations on the number of thesis and investigative credit hours for which a student may enroll. However, only six hours and five hours of thesis credit may apply toward master's and specialist degrees respectively, and no more than 12 hours of thesis and investigation (independent study, project) credit may apply toward a single graduate degree.

Graduate Degree and Enrollment

Graduate students using the resources of the university (e.g., instructors, libraries, laboratories, computers) are expected to be enrolled in courses for credit and must be enrolled in at least one semester credit hour during the term in which the degree is granted or the requirements are met. Any exceptions to this policy must be requested by the department chair and approved by the Dean of Graduate School and Distance Education.

Loads

A graduate student enrolled in six or more semester hours in a given semester during the academic year or in four or more semester hours during a five-week summer term is classified as a full-time student. (Graduate assistants are required to enroll in a minimum of 6 credit hours to maintain their assistantship.)

The maximum load for a graduate student during the fall and spring semesters is 16 hours per semester. The minimum load required for students with a fall or spring graduate assistantship is 6 hours. Overloads may be approved under exceptional circumstances during the fall and spring semesters. A department under the supervision of its respective school may establish additional restrictions upon credit hours earned during an enrollment period. The normal load for summer session is 1 hour of graduate credit per week enrolled. The maximum load for summer is 1.5 hours of graduate credit for each week of attendance. The minimum load

required for students with a summer assistantship is 3 hours. Students may earn no more than 12 hours of credit during the period between the end of spring semester and the beginning of fall semester. The student may also earn no more than 9 hours in any six week period. Overloads beyond these maximum limits must be approved by the advisor and the head of the department. The Graduate Dean's signature is not required on overload forms for the summer.

Courses enrolled for audit credit do not count in computing minimum course load requirements for graduate assistants. Any exception to these regulations must be requested by the chair of the major department and approved prior to enrollment by the Dean of the Graduate School and Distance Education.

Time Limit

Requirements for the master's and specialist in education graduate degrees must be completed within seven (7) years from the date of the first enrollment. Requirements for the Ph.D. program must be completed within eight (8) years from the date of the first enrollment. In the case of compelling circumstances, the Department offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees.

Post-Baccalaureate Certification

Holders of baccalaureate degrees who wish to obtain certification for teaching at the elementary or secondary level should contact the teacher licensure specialist in the Office of Professional Education Services in The Teachers College for initial advisement, phone 620-341-5447.

Requirements for a Second Master's Degree

Should a student wish to secure a second master's degree at ESU, a department or school may approve a degree plan, which includes a maximum of ten semester hours of credit from the first degree. Any exception to this ten-hour limit must be requested by the chair of the major department and approved by the Dean of the Graduate School and Distance Education. The second degree program must fulfill all of the requirements for that particular master's degree.

Laurence C. Boylan Scholar Award

The Laurence C. Boylan Scholar Award was created by a special fund drive to honor Dr. Boylan, Dean of Graduate Studies from 1958-66. The Laurence C. Boylan Fund provides awards for distinguished scholarship in graduate study at ESU by honoring outstanding scholars. Degree-seeking graduate students must submit an application and demonstrate a financial need.

Harold Durst Graduate Research Award

The Harold Durst Graduate Research Award is presented annually to provide financial support for creative activities and research by a graduate student completing a thesis. Students are required to submit a proposal including introduction, background, significance of proposed research/creative activity, methodology, expected outcomes, literature cited, budget, and include a vita. Proposals are reviewed by a sub-committee of the Graduate Council.

Graduate Teaching Assistant University Award for Excellent Teaching

The Graduate Council established two awards to recognize excellence in teaching, defined as instruction in both traditional classroom and technology-assisted formats. Two awards of \$500 each are awarded annually. Nominations must be submitted by faculty members, department chairs, or graduate teaching assistants. Nominations are reviewed by a sub-committee of the Graduate Council.

Exceptions to these Policies

All questions concerning possible exceptions or the interpretations of these policies, procedures, and requirements should be directed to the Dean of the Graduate School and Distance Education.

ACADEMIC DISHONESTY POLICY

3D.0701 ACADEMIC DISHONESTY POLICY (FSB 95002 approved by President 1/31/96; FSB 03002 passed by Faculty Senate 1/20/04; approved by President 2/9/04; FSB 05002 passed by Faculty Senate 1/17/06; approved by President 2/7/06; title update approved by President of the Faculty 8/22/2010; FSB 10007 passed by Faculty Senate 3/15/2011; approved by President 3/21/2011).

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, or for any components or requirements for that course. Departments, schools, and colleges may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student's major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program.

In addition to the penalties above, the faculty member shall notify in writing his/her department chair and the registrar of the infraction. The department chair shall forward a report of the infraction to the Provost and Vice President for Academic Affairs and Student Life. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs and Student Life shall act as the record keeper for student academic infractions. The Provost and Vice President for Academic Affairs and Student Life will notify the student in writing that an infraction has been reported and inform the student of the right to appeal and of the appropriate appeal procedures. The Provost and Vice President for Academic Affairs and Student Life shall notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken beyond those already imposed by the faculty member. Should a single infraction be so egregious, or should a student have a record of multiple infractions, the Provost and Vice President for Academic Affairs and Student Life may impose additional penalties, including expulsion of the student from the University.

The student has the right to appeal the charge of academic dishonesty (see Student Conduct section in the University Policy Manual). If after an appeal it is found that the student did not commit an act of academic dishonesty, no penalties will be imposed

on the student.

A chair of a department or director of a program may request from the Provost and Vice President for Academic Affairs and Student Life a list of all currently enrolled ESU students within that major or program who have committed acts of academic dishonesty. This request may be a standing request to be filling automatically during each semester until the request is rescinded by the chair or director. In addition, a chair of a department or director of a program may submit to the office of the Provost and Vice President for Academic Affairs and Student Life a list of applicants to a program or major and the chair or director may be informed if any of the applicants has committed any acts of academic dishonesty.

Prior to the beginning of the next academic year, the office of the Provost and Vice President for Academic Affairs and Student Life shall send to the Chair of the Academic Affairs Committee of the Faculty Senate a list containing nonspecific student identifiers, such as Student 1, Student 2, etc., their specific academic infraction(s) reported to the Provost's office, the total number of infractions that have been reported for each student, and any actions taken by the Provost and Vice President for Academic Affairs and Student Life.

BIOLOGICAL SCIENCES

Eric Yang, Interim Chair

Web: <http://www.emporia.edu/biosci/biology.htm>

Phone: 620-341-5311

Graduate Faculty

Professors: Scott S. Crupper, David R. Edds, Lynnette C. Sievert, J. Richard Schrock, Marshall Sundberg, R. Brent Thomas.

Associate Professors: Melissa Bailey, Tim Burnett, William Jensen, Brenda Koerner, Yixin Yang.

The graduate program of the Department of Biological Sciences is designed to qualify persons for teaching biology in community college, and liberal arts colleges; for continued graduate work at the doctoral level; and for employment in various fields of biology, including certain fields of applied biology.

Lecture rooms, teaching laboratories, a greenhouse, and research facilities of the department are located in Breukelman Hall. Constant-temperature chambers for plant and animal studies, centrifuges of various kinds, and electrophoretic, spectrographic, chromatographic, electrophysiological, and immunochemical instruments, as well as field-operated physioecological monitoring equipment are extensively used by graduate students. There is also equipment for modern molecular biology (e.g. DNA sequencer), animal facilities, a herbarium, and research microscopes. A natural history museum, with specimens mounted by internationally recognized taxidermist Richard H. Schmidt, contains hundreds of species of birds, mammals, fish mounts, and hand-painted molds of Kansas snakes. The museum also has more than a thousand other vertebrate study specimens. A field station, The Ross Natural History Reservation, consisting of laboratory buildings, ponds, and 200 acres of native grassland and located ten miles northwest of the main campus is extensively used in conjunction with class work, research, and science education. In addition, the students in our graduate programs have access to two Ozarkian wooded areas, two wetlands, a 40 acre tall grass prairie area in the Flint Hills with a spring, stream and pond, and several Federal and State reservoirs within a short drive. The Kansas Department of Wildlife and Parks has a research office on campus, and often interacts with the department.

Admission Requirements

Students who plan to do graduate work in biology should have an adequate background of undergraduate courses suitable to the area of biology in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program.

In addition to the Application For Admission To Graduate Study, the Department of Biological Sciences uses a special application that is online and available upon request from the Graduate Coordinator of the department. We encourage a visit to the department and require the applicant to submit references and a personal background statement detailing goals and experiences in biology. International students must apply for graduate studies through the International Student Office. The department's admission committee will make a decision based upon the applicant's undergraduate grade point average, the application materials, and a willing advisor. The applicant can be accepted unconditionally, with condition, on a probationary basis, or the

applicant can be denied. To be considered for spring admission, completed Master of Science applications need to be received by November 15 and by April 15 for summer/fall admission. There are no application deadlines for Master of Arts applications and their review will be performed as they are received.

Degree Candidacy Requirements

If the academic record, English proficiency examination, proposed plan of research and degree plan are satisfactory, the Degree Candidacy Card will be signed by the Graduate Coordinator of the department and forwarded to the Graduate School. If the record is unsatisfactory, the student will not be admitted to degree candidacy and can be asked to terminate graduate study.

In the event that the application is denied, the student can appeal the case by letter to the Department of Biological Sciences Graduate Committee for review. The committee, after consulting with the advisor, can require that the student discontinue graduate study or suggest that the student complete additional course work.

Master's Degree, Biology

Students must pass an English proficiency examination given by the department during the first semester of enrollment and prior to enrolling GB 752. The student must present a public seminar and take an oral examination over the research at the completion of the thesis or research problem.

Master of Science (M.S.)

For those students considering graduate work beyond the master's degree, or employment as professional biologists, the M.S. program of study is strongly recommended. This program is designed to provide students with a more sophisticated research experience. The major in biology with a thesis requires not less than 30 hours of graduate credit. Up to nine hours of approved graduate course work outside the department may be accepted towards the graduate course work requirements.

Required Courses	Hours
GB 750 Research Design and Analysis	3
GB 752 Scientific Writing	2
GB 770 Biology Seminar (2 hrs. credit, 2 hrs. non-credit)	2
GB 890 Thesis, MS	5
Electives above 500 level (may include no more than 7 hrs of Research)	18
Total	30

Master of Arts Degree, Biology

The M.A. in Biological Sciences will emphasize broad graduate training, designed to educate and train students with specific professional goals. As such, a restrictive curriculum will not be specified. Instead, individualized programs will be designed according to the needs and career objectives of the individual student, in consultation with the student and Department faculty members with expertise in the chosen area of study. The program of study must be approved by both the student's major advisor and by the Graduate Coordinator. The M.A. program will require 35 hours of course work and an oral examination. Up to nine hours of approved graduate course work outside the department may be accepted towards the graduate course work requirements.

All students enrolled in the M.A. program must select an exam committee of at least three faculty members that will administer the oral examination. If the student fails the exam on the first attempt, a second attempt must be made the following semester (including

summer semesters). Failing the comprehensive oral exam a second time will require a formal petition for a third attempt. Denial of the petition will result in dismissal from the program.

Master of Science in Forensic Science Science (PROGRAM DOES NOT BEGIN UNTIL FALL 2015)

Required Courses (31 hours):

FO 702 Biological and Physical Evidence	3
FO 850 Molecular Techniques for Forensic Scientists	3
FO 770 Graduate Research Seminar	1-2
FO 771 Forensic Science Seminar	1-2
FO 710 Criminalistics	3
FO 711 Criminalistics Laboratory	2
CH 777 Instrumental Methods of Analysis	5
CH 778 Advanced Instrumental Methods of Analysis	5
FO 720 Toxicology	3

1 of the following:

FO 803 Current Research in Forensic Science	3
FO 809 Graduate Project in Forensic Science	3
FO 886 Internship: Forensic Science	3
FO 890 Thesis, MSFS	

Total Required Course Credit Hours 31

Elective Course Credit Hours as defined by individual requirements: 9

Total Hours for M.S. in Forensic Science 40

BUSINESS

Web: <http://www.emporia.edu/>

Phone: 620-341-5685

Kristie Ogilvie, Dean
Marian Riedy, Acting Associate Dean
Alisha Lyon, Graduate Coordinator

Graduate Faculty:

Professors: Kalyan Chakraborty, Mohammad Chowdhury, Kevin Coulson, George Durler, Dipak Ghosh, Kevin Johnson, Thomas Slocombe, James Waegelien.

Associate Professors: Ronald Freeze, Sharath Sasidharan, Tanja Steiner, Jun Yu.

Assistant Professors: Andy Pore, Marian Riedy, Joyce Zhou.

THE MASTER OF ACCOUNTANCY**Admission Requirements**

- Bachelor's degree in accounting or equivalent with a grade-point average of at least 2.75 (A = 4.0) which provides a background in the following areas:
 - o Intermediate Financial Accounting I and II (AC 304 and AC 313 respectively)
 - o Cost Accounting (AC 333)
 - o Income Taxation (AC 423)
 - o Auditing (AC 413) prerequisites for AC 413 are AC 304, BU 255, and AC 353/IS213)
- GMAT score of not less than 450 (depends on the grade-point average). The GMAT requirement for applicants graduating from an AACSB-accredited program with a 3.50 GPA will be waived.

Degree Candidacy Requirements

- a. Must have an overall 3.0 GPA to graduate.
- b. No more than two "C's" in courses taken at the 800-level. Note: students must earn a minimum of a "B" in all 500-level courses.
- c. No more than one "C" and one "D/F" in courses taken; the course with a "D/F" grade must be retaken and replaced with a minimum "B" grade to meet the previous standards. Students who earn a second "D" or "F" will be dismissed from the program. Students who earn a second "C" in the same course or a second "D" or "F" in any course will be considered for dismissal from the program.
- d. Students who fall below these standards will be dismissed from the program. Students who have been dismissed from the program may submit a written petition for reinstatement to the School of Business Graduate Committee. As part of the reinstatement petitioning process, the Committee reserves the right to examine the student's academic record and reserves the right to speak to any previous instructor who has taught the student. This information may be used in the reinstatement decision. Information provided by previous instructors will not be shared with the student. Reinstatement is a privilege and few students who are dismissed will be reinstated. Students who have been reinstated will serve a probationary period of the Committee's discretion and must meet reinstatement conditions as determined by the Committee. Students not

achieving the probationary or reinstatement conditions will be automatically dismissed from the program without recourse. The decision of the School of Business Graduate Committee is final.

Graduation Requirements**Required Courses**

AC 821	Federal Tax Research	3
AC 833	Advanced Auditing	3
AC 840	Advanced Management Accounting	3
AC 853	Accounting Theory	3
AC 860	Advanced Accounting Information Systems	3
Electives (15 hours or 5 courses) At least nine of these hours must be at the 800 level.		
AC 523	Federal Income Tax Accounting II	3
AC 533	Governmental & Not-for Profit Accounting	3
AC 563	Advanced Financial Accounting	3
AC 805	Special Topics in Accounting	3
AC 820	Federal Income Taxation of Corporations and Shareholders	3
AC 830	Fraud Examination	3
IS 813	Information Technology Project Management	3
IS 823	Systems Analysis and Design	3
IS 853	Business Analytics	3
IS 863	Enterprise Resource Planning Foundations	3
IS 873	Information Systems for Managerial Decision Making	3
IS 883	Enterprise Resource Planning Configuration	3
*BC 807	Managerial Economics	3
*BC 820	International Economics	3
**BU 573	Law of Commerce	3
**BU 820	Quantitative Analysis for Business Decisions	3

Total Hours **30**

*Necessary for CPA exam in Kansas if student did not take an upper-level economics course as an undergraduate.

**Necessary for CPA exam in Kansas if student did not take Law of Commerce and/or a Quantitative methods course as an undergraduate.

Other courses may be necessary to meet requirements for professional exams.

Students may concentrate elective courses in an area, if they desire, and the necessary courses are available.

Equivalent to a B.S. degree in Accounting means completion of Intermediate Accounting I and II, Cost Accounting, Accounting Information Systems, Auditing, Federal Taxation, Business Statistics, Financial Management, Principles of Marketing, Principles of Management, Operations Management, Legal Environment of Business, Microeconomics, Macroeconomics, and Business Policy.

THE MASTER OF SCIENCE IN BUSINESS EDUCATION DEGREE

The graduate program for the Master of Science degree in Business Education is designed for teachers seeking advanced preparation in the area of business, computers, and education. These

individuals are currently or wish to be business teachers in a junior high school, high school, technical college, or community college, or they may wish to become training program specialists in business and industry.

Admission Requirements

Individuals wishing to pursue the master's degree in Business Education must meet all admission standards of the Graduate School. Additional requirements are a minimum undergraduate GPA of 2.70 in the last 60 hours and at least 15 undergraduate hours from the following areas: information systems, accounting, finance, management, and marketing.

A student may be admitted on probationary status with an undergraduate GPA of 2.50 - 2.69. The student must achieve a 3.00 GPA in the first eight hours of study and meet all other admission requirements including completion of deficiencies in the 15 undergraduate credit hour requirement to receive regular admission status.

Degree Candidacy Requirements

The candidate must achieve a 3.00 GPA in the first eight hours of study.

Graduation Requirements

A minimum of 35 hours of graduate work is required for the degree. All 35 hours are offered via the Internet over a three-year period.

Required Courses (23 hours required)	Hours
BE 540 Electronic Communications	3
BE 701 PC Troubleshooting	1
BE 702 Methods of Teaching Computer Studies	2
BE 710 Designing Computer Presentations	2
BE 840 Instructional Technology Selection & Facility Design	3
BE 850 Emerging Issues in Computer & Business Education	3
BE 882 Business & Computer Curriculum Development	3
BE 884 Business Education Teaching Methods & Materials	3
BE 890 Research in Business/Computer Education	3

Graduate Electives (12 hours required)

Total Hours 35

MASTER OF BUSINESS ADMINISTRATION (MBA)

Admission Requirements

- Bachelor's degree from an accredited college or university.
- Minimum GPA of 2.75 GPA or higher (4.0 system) in all courses taken.
- A minimum GMAT of 450 or GRE equivalent score. Applicants who have an overall GPA of 3.50 or better from an AACSB-accredited undergraduate program are exempt from taking the GMAT or GRE. GMAT must be successfully completed before starting any graduate course.
- Meet the formula of $200 \times \text{undergraduate GPA} + \text{GMAT score} = 1050$.

Requirements for Provisional Admission

The MBA Committee will evaluate all applicants who do not

meet the conditions for Unconditional Admission and who present either a minimum GPA of 2.65 or a 420 GMAT for Provisional Admission status. The formula of $200 \times \text{undergraduate GPA} + \text{GMAT or GRE score} = 1100$ will be used for Provisional Admission. There is no guarantee of Provisional Admission simply because the indicated scores have been achieved. If granted Provisional Admission, the student must earn grades of "B" or above in the first nine hours of MBA classes. Students not meeting this standard are subject to dismissal from the program.

Requirements for Degree Candidacy

- Must have an overall 3.0 GPA to graduate.
- Allow no more than two "Cs" in courses taken at the 800-level. Note: students must earn a minimum of a "B" in all 500-level courses.
- Allow no more than one "C" and one "D/F" in courses taken; the course with a "D/F" grade must be retaken and replaced with a minimum "B" grade to meet the previous standards. Students who earn a second "D" or "F" will be dismissed from the program.
- Students who earn a second "C" in the same course or a second "D" or "F" in any course will be dismissed from the program.
- Students who fall below these standards will be automatically dismissed from the program. Students who have been dismissed from the program may submit a written petition for reinstatement to the MBA Committee. As part of the reinstatement petitioning process, the MBA Committee reserves the right to examine the student's academic record and reserves the right to speak to any previous instructor who has taught the student. This information may be used in the reinstatement decision. Information provided by previous instructors will not be shared with the student. Reinstatement is a privilege and few students who are dismissed will be reinstated. Students who have been reinstated will serve a probationary period of the MBA Committee's discretion and must meet reinstatement conditions as determined by the MBA Committee. Students not achieving the probationary or reinstatement conditions will be automatically dismissed from the program without recourse. The decision of the MBA Committee is final.

Background Competency Requirements

Background - All MBA students must have a background in the following areas prior to enrolling in courses for which the background is necessary.

- Accounting (including Financial and Managerial)
- Business Law (United States)*
- College Algebra (or equivalent)
- Computing
- Economics (including Micro and Macro)
- Finance
- Statistics

*This requirement may be met by taking an undergraduate- or graduate-level law course approved by the MBA Director.

Some or all of the background requirements may be met through academic credit or professional experience. Students otherwise admitted may take any courses for which they have met the background requirement.

GRADUATION REQUIREMENTS

	Hours
1. Required MBA Core	
MG 853 Behavioral Aspect of Management	3
FI 850 Advanced Financial Management	3
MK 864 Marketing Management	3
BU 820 Quantitative Analysis of Business Decisions	3
MG 899* Business Policy & Strategic Management	3
IS 873 Information Systems for Managerial Decision Making	3
BC 807 Managerial Economics	3
Total	21
*The capstone course is taken in the last semester.	
2. Required Accounting Course	
AC 843 Accounting Information for Management	3
3. MBA Electives - At least 6 of the 12 required elective credit hours must be in 800-level courses	12
Total Required Graduate MBA Hours	36

MBA ACCOUNTING CONCENTRATION

The MBA Program provides an optional accounting concentration. This concentration is for those interested in fulfilling the 150-hour admission requirement for the Uniform CPA Examination and for those interested in developing a more in-depth background in accounting.

Admission Requirements

Applicants must meet the admission and degree candidacy requirements listed previously.

Background Competency Requirements

In addition to Background Requirements (A) - (G) listed above, MBA Accounting Concentration students must have a minimum of a "C" grade in the following areas prior to enrolling in the accounting courses for which the background is necessary.

H.	Intermediate Financial Accounting
I.	Cost Accounting
J.	Income Taxation
K.	Auditing
L.	Accounting Information Systems

Some or all of the background requirements may be met through academic credit or professional experience.

Graduation Requirements	Hours
1. Required MBA Core (listed previously)	21
2. Required Accounting Course	
AC 853 Accounting Theory	3
3. Accounting Electives	9
(A minimum of six credit hours must be 800-level.)	
AC 505 Special Topics in Accounting	
AC 513 Management Control Systems	
AC 523 Federal Income Tax Accounting II	
AC 533 Government and Not-For-Profit Accounting	
AC 563 Advanced Financial Accounting	
AC 805 Special Topics in Accounting	
AC 820 Federal Income Taxation of Corporations and Shareholders	
AC 821 Federal Tax Research	

AC 830 Fraud Examination	
AC 833 Advanced Auditing	
AC 840 Advanced Management Accounting	
AC 850 International Accounting	
AC 860 Advanced Accounting Information Systems	

4. Business Electives **3**
(May be at the 500-level)

Total Required Graduate MBA Hours **36**

*Students interested in sitting for the CPA Examination in Kansas must have two courses in business law, a course in accounting systems, and eleven hours in written and/or oral communications.

MBA ENTERPRISE RESOURCE PLANNING CONCENTRATION (ERP)

Enterprise Resource Planning (ERP) systems refer to integrated software that incorporates best practices to manage data from all organizational departments resulting in one true picture of a company's operational picture. It changes the nature of decisions made in a company to be more strategic in nature instead of routine. The ERP concentration prepares students to understand and configure the basic processes within an ERP system utilizing SAP software.

Admission Requirements

Applicants must meet the admission and degree candidacy requirements listed previously.

Background Competency Requirements

All ERP concentration students must have the Background Requirements (A) - (G) as stated above.

	Hours
Required MBA Core (listed previously)	21
Additional Required Courses	
AC 843 Accounting Information for Management	3
IS 863 Enterprise Resource Planning (ERP) Fundamentals	3
*Required ERP Electives	6
IS 853 Business Analytics	
IS 883 Enterprise Resource Planning (ERP) Configuration	

*3 hours must be 800-level

***Required Business Electives** **3**

*This class may be at the 500 level

Total Required Graduate MBA Hours **36**

MBA INFORMATION SYSTEMS CONCENTRATION

The MBA Program provides an optional Information Systems concentration. This concentration provides students with additional knowledge and expertise to effectively manage IT projects and assess an organization's IT capabilities.

Admission Requirements

Applicants must meet the admission and degree candidacy requirements listed previously.

Background Competency Requirements

Background Requirements A-G as listed above.

Graduation Requirements

	Hours
1. Required MBA Core (listed previously)	21
2. Additional Required Courses	6
AC 843 Accounting Information for Management	3
IS 823 Systems Analysis and Design	3
3. Information Systems Electives	6
(A minimum of three of these hours must be 800-level.)	
IS 503 Telecommunications & Networking	
IS 853 Business Analytics	
IS 805 Special Topics in Information Systems	
IS 813 Information Technology Project Management	
IS 833 Knowledge Management	
IS 843 Electronic Commerce	
IS 863 Enterprise Resource Planning (ERP) Fundamentals	
4. Business Electives	3
(This course may be at the 500-level)	
Total Required Graduate MBA Hours	36

COUNSELOR EDUCATION

Web: <http://www.emporia.edu/ce/>

Phone: 620-341-5220

James Costello, Chair

Graduate Faculty:

Professors: Katrina Miller.

Associate Professors: James Costello, Colleen Etzbach, Ann M. Miller, Michael Richard, Jessica Woolhiser Stallings, Gaelynn P. Wolf Bordonaro.

Assistant Professors: Russell Fulmer.

Instructors: Libby Schmanke.

The Department of Counselor Education offers graduate work leading to the Master of Science degree in Art Therapy Counseling, Clinical Counseling, Rehabilitation Counseling, and School Counseling. There is also a dual degree in Art Therapy Counseling and Clinical Counseling.

The department, which is housed in The Earl Center, 1601 State St., has a state-of-the-art-counseling clinic which includes digital audio-visual equipment, individual and group counseling session rooms, and other facilities essential to the preparation of counselors.

All Counselor Education applicants are reviewed by the program relevant faculty committee as soon as their applications are complete and will be notified within two weeks of the committee's decision.

Degree Candidacy Requirements

Candidacy is the formal approval for pursuit of the master's degree after it is determined that all specified criteria have been met. Upon completion of six to twelve hours, students should make application for Degree Candidacy through their advisor. Requirements for degree candidacy are as follows:

Degree plan filed through student's advisor.

Maintain a B average with no grade lower than B in core courses.

Graduation Requirements

In order to receive a master's degree from this department the student must accomplish the following:

1. Complete an approved program of study as developed and approved by your faculty advisor.
2. Apply for Degree Candidacy.
3. Pass a written comprehensive examination (taken during the final semester of enrollment). Art Therapy Counseling students complete either a Masters Project or Thesis, Comprehensive examinations are coordinated by the department's administrative assistant. Therefore, students need to sign-up for this examination during their final semester of internship. An alternative to the comprehensive examination is completion of a master's level thesis. Students pursuing the dual degree in Art Therapy Counseling and Clinical Counseling have to complete the comprehensive examination for Clinical Counseling and either the Masters Project or Thesis for the Art Therapy.
4. Complete an Intent to Graduate Form (submit to the Graduate Office).

ART THERAPY COUNSELING ADMISSION REQUIREMENTS

Applicants must have:

- 1) Letter of application.
- 2) A B.S., B.A., B.F.A., or B.S.E. degree.
- 3) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
- 4) Graduate Record Examination (181 verbal and math) or Miller Analogies Test (400).
- 5) Three letters of recommendation.
- 6) A one-page statement describing interest in the field of Art Therapy Counseling, and interest in being trained in this profession.
- 7) A portfolio with 12 to 20 examples of artwork showing competence in a range of media (electronic portfolios are preferred).
- 8) Eighteen (18) semester hours of psychology to include abnormal psychology, developmental psychology, and other psychology courses.
- 9) Eighteen (18) semester hours of studio art courses (may include art therapy based coursework).

It is recommended that applicants have previous experience with various special populations in volunteer work, summer jobs, etc. Please mention such experience in the letter of application. Art Therapy Counseling students have an option of either a Thesis or Master's Project track.

MS DEGREE, ART THERAPY COUNSELING

First Fall Semester Hours

AT 708 Art Media & Materials Use in Art Therapy	3
AT 800 Art Therapy Foundations	3
AT 801 Art Therapy Group Dynamics and Special Populations	2
AT 802 Developmental Treatment Models in Art Therapy	3
AT 804 Art Therapy Advanced Assessment and Techniques in Relationships and Families	3
AT 810 Introduction to Art Therapy Research	1
AT 812 Applied Art Therapy Research	2
AT 835 Art Therapy Internship	6
AT 849 Master's Project Seminar	3
OR	
AT 850 Master's Thesis Seminar	3
CE 708 Multicultural Issues in Counseling & Related Fields	3
CE 893 Ethical, Legal, and Professional Issues in Counseling and Related Fields	3
ER 851 Research Design and Writing	3
CE 830 Group Processes in Mental Health Counseling	3
CE 835 Theory and Practice of Appraisal in Counseling	3
MH 770 Relationship and Family Counseling	3
PY 520 Statistics 1 (Thesis Option)	3
CE 833 Diagnosis and Treatment of Mental Disorders	3
CE 825 Counseling Theories	3
Electives	4
Total for Thesis	57
Total for Non-Thesis	54

Students must complete the art therapy and counselor education courses with a "B" grade or better.

Direct art therapy experience under A.T.R. supervision is required in Art Therapy Internship. The combined experience must total at least 750 supervised hours of internship which may be divided over two or more semesters at approved sites. Internship often begins Spring or Summer semester of the first year. Students are required to work with at least two different populations for a minimum of 100 hours. A student must be a degree candidate before enrolling in internship.

Length of Program

The M.S. in Art Therapy Counseling is designed to be completed in two academic years including summer internship but part-time study is possible which will increase the length of the program. Students with background deficiencies and those beginning the program in the spring semester should plan for extra time to complete degree requirements.

OPTIONS

- 1) Because the curriculum parallels that of a Master of Science in Clinical Psychology and Master of Science in Mental Health Counseling, students may choose to complete the additional hours and internship for a second master's degree.
- 2) Additional education hours and student teaching may also qualify students for postgraduate teacher licensure in Art Education or Special Education with the state of Kansas.

DUAL DEGREE PROGRAM, M.S. IN ART THERAPY COUNSELING AND CLINICAL COUNSELING

AT 800 Art Therapy Foundations	3
CE 802 Foundations of Professional Counseling	3
CE 810 Pre-Practicum Counseling Skills Development	2
CE 830 Group Process in Counseling	3
AT 801 Art Therapy Group Dynamics and Special Populations	2
CE 825 Counseling Theories	3
AT 810 Introduction to Art Therapy Research	2
CE 833 Diagnosis and Treatment of Mental Disorders	3
AT 802 Development and Treatment Models in Art Therapy	3
CE 893 Ethical, Legal, and Professional Issues in Counseling & Related Fields	3
CE 898 Supervised Practicum in Counseling	3
CE 708 Multicultural Issues in Counseling and Related Fields	3
AT 812 Applied Art Therapy Research	2
CE 835 Theory and Practice of Appraisal in Counseling	3
MH 770 Relationship and Family Counseling	3
AT 804 Art Therapy Advanced Assessment and Techniques in Relationships and Families	3
RE 670 Alcohol and Drug Abuse in Counseling	3
PY 520 Statistics I (Thesis Option Only)	3
AT 835 Art Therapy Internship	6
CE 899 Counseling Internship	3
CE 899 Counseling Internship	3
RE 732 Psychosocial Development and Disability	3
CE 820 Career Counseling and Development	3
ER 851 Research Design and Writing	3

AT 708	Art Media and Material Use in Art Therapy	3
AT 850	Art Therapy Thesis (if thesis, add Fall Semester to Complete) OR	3
AT 849	Art Therapy Master's Project	3
Advisor Approved Electives		8
TOTAL		85

Length of Program

The dual degree program, in Art Therapy Counseling and Clinical Counseling is designed to be completed in approximately three academic years, depending upon individual credit load per semester. However, part-time study is possible but will increase the length of the program. Students with background deficiencies and those beginning the program in the spring semester should plan for extra time to complete degree requirements.

CLINICAL COUNSELING ADMISSION REQUIREMENTS

The following requirements must be met for admission into the Clinical Counseling program:

- 1) an overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
- 2) three letters of recommendation. If you are employed, a reference from your current or recent employer/supervisor is desired.
- 3) Graduate Record Examination (181 verbal and math) or Miller Analogies Test (400).
- 4) A B.S., B.A., B.F.A., or B.S.E. degree.
- 5) A letter of application that responds to the following areas: the factors in your personal and professional background and experience that have led you to seek an advanced degree in clinical counseling, your professional goals, the type of work setting and the client population with whom you desire to work after graduation, and the kind of person you believe yourself to be presently (personal qualities or characteristics).
- 6) Abnormal psychology is the only undergraduate prerequisite.

M. S. DEGREE, CLINICAL COUNSELING

The purpose of the Clinical Counseling program is to prepare counselors to work in various mental health settings, pastoral counseling, private practice, and other settings. While a common core of counseling courses is required in this program, students have an opportunity to receive special preparation in marriage counseling and community counseling as well as group counseling. **The program is one of four Clinical Counseling programs in Kansas accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).**

Core Courses	Hours
CE 708 Multicultural Issues in Counseling and Related Fields	3
RE 732 Psychosocial Development & Disability	3
CE 893 Ethical, Legal & Professional Issues in Counseling and Related Fields	3
CE 810 Pre-Practicum: Counseling Skills Development	2
CE 820 Career Counseling and Development	3
CE 825 Counseling Theories	3
CE 830 Group Processes in Counseling	3
CE 833 Diagnosis and Treatment of Mental Disorders	3

CE 835	Theory and Practice of Appraisal in Counseling	3
CE 802	Foundations of Professional Counseling	3
CE 801	Crisis Counseling	3
ER 752	Analysis of Research OR	3
ER 851	Research Design & Writing	3
CE 898	Supervised Practicum in Counseling	3
CE 899	Counseling Internship	6
RE 746	Psychopharmacology II	3

CE 880	Thesis in Clinical Counseling	3
Electives (thesis)		10
Electives (non-thesis)		13

Total non-thesis option	60
Total thesis option	60

The Counseling Internship

Interns will complete a 600 clock hour experience at a site or sites that offer opportunities for working with individuals served by institutions and agencies offering mental health counseling services.

The intern will engage in both individual and group counseling as well as a variety of other activities that a regularly employed staff member in the setting would be expected to perform.

REHABILITATION COUNSELING

The purpose of the program is to prepare masters level counselors to work in a variety of human service settings, including public and private rehabilitation agencies, community based rehabilitation programs, correctional programs, alcohol and drug programs, independent living centers, employee assistance programs, educational settings, school to work transition programs, life-care planning programs, halfway houses, and group homes. Rehabilitation counselors provide or coordinate assessment; individual, group, and family counseling, vocational/career counseling, job development and placement; medical services; educational training; and follow-along services. Graduates are eligible for national rehabilitation counselor certification. **The program is the only one of its type in Kansas, and it is nationally accredited by the Council on Rehabilitation Education (CORE).**

Each student follows the same core curriculum. The unique academic background and work experience of each student is taken into account in planning a program of study. All programs require 100 hrs. of practicum experience and 600 hrs. of supervised internship experience. Students interested in completing a THESIS may enroll in 3 hours of thesis credit essentially eliminating the elective requirement. Students will be required to pass an oral defense of the thesis in lieu of writing and passing the comprehensive examination. All other course requirements for the degree are the same. (refer to the graduate policies for more information on thesis requirements.)

Admission Requirements for the M.S. degree in Rehabilitation Counseling

- 1) Complete Graduate School Application.
- 2) Complete Department of Counselor Education Graduate Student Application. Available on the Counselor Education web-site, or by contacting the Department at 620/341-5220.
- 3) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
- 4) Three letters of recommendation. If you are employed, a reference from your current or recent employer/supervisor is

desired.

- 5) Graduate Record Examination (181 verbal and math) or Miller Analogies Test (400).
- 6) A B.S., B.A., B.F.A., or B.S.E. degree.
- 7) A letter of application that responds to the following areas: the factors in your personal and professional background and experience that have led you to seek an advanced degree in rehabilitation counseling, your professional goals, the type of work setting and the client population with whom you desire to work after graduation, and the kind of person you believe yourself to be presently (personal qualities or characteristics).
- 8) Personal interview with rehabilitation counseling program faculty.

MS DEGREE IN REHABILITATION COUNSELING

Required Courses		Hours
ER 752	Analysis of Research	3
CE 820	Career Counseling and Development	3
CE 825	Counseling Theories	3
CE 830	Group Processes in Counseling	3
RE 692	Vocational Information and Assessment	3
RE 695	Employment Issues in Rehabilitation	3
RE 701	Foundations of Rehabilitation Counseling	3
RE 730	Medical Aspects of Disability	3
RE 732	Psychosocial Development and Disability	3
RE 751	Advanced Case Management	3
RE 855	Supervised Practicum in Rehabilitation Counseling	3
RE 899	Internship in Rehabilitation Counseling	9

Electives (non-thesis option) 6

Total required hours for degree 48

M.S. DEGREE, SCHOOL COUNSELING

The purpose of the school counseling program is to prepare counselors to function at the elementary, middle, or secondary school level. There are three ways to enter the school counseling program.

1. Students hold a teaching certificate and have two years of teaching experience in order to meet school counselor licensure requirements in Kansas.
2. Students have a degree in a counseling related field and enroll in the Alternative Route to Restricted Licensure program.
3. Parallel Pathways is a new initiative developed by the Kansas State Department of Education to license additional School Counselors to serve in high need areas of Kansas. The requirements of teaching license and two years teaching experience are waived under the new Parallel Pathways legislation allowing people with a Bachelors degree in other fields to enter a Masters program in School Counseling. The additional requirements needed to complete a Parallel Pathways degree will include six (6) hours of field experience to gain first hand knowledge of the school environment and the responsibilities necessary to provide School Counseling services.

Persons wishing to pursue a master's degree in the department are required to make application through the Graduate School as well as be admitted by the department. Applicants should complete all of the necessary admission requirements prior to, or during, their

initial enrollment in courses in the department.

A departmental admissions committee composed of three faculty members will consider the following criteria in deciding whether or not to recommend an applicant for admission to the department:

1. Complete Graduate School Application.
2. Complete Department of Counselor Education Graduate Student Application. The application is available on the Counselor Education web-site (<http://www.emporia.edu/ce/>), or by contacting the Department at 620/341-5220.
3. Undergraduate (3.0) and/or graduate (3.0) grade-point averages.
4. Graduate Record Examination (181 verbal and math) or Miller Analogies Test (400).
5. Writing style and content of application letter.
6. Experiences (education and employment history).
7. Three Personal References (forms provided by department, at least one must be completed by a current or former supervisor).
8. Personal interview with program faculty.

The department reserves the right to waive some admission requirements for students with special needs.

Procedure for Teacher Licensure

Upon completion of the requirements, the student is responsible for applying for licensure by contacting the Certification Office of Emporia State University. The Certification Officer then recommends to the Kansas State Department of Education that the student be endorsed in the appropriate area as a teacher of learners with behavior disorders, learning disabilities, mental retardation, or gifts and talents.

The department will recommend a student for full licensure when all the requirements for the program have been completed. A grade of B or better must be earned in both practicum courses to receive a recommendation.

The program is one of only two CACREP (Council for the Accreditation of Counseling and Related Educational Programs) accredited School Counseling programs in Kansas.

		Hours
SC 700	Introduction to Secondary School Counseling	3
SC 805	Professional and Ethical Issues	1
SC 705	Introduction to Elementary/Middle School Counseling	3
SC 710	Multi-Cultural Counseling	3
SC 715	Consultation and Collaboration	3
CE 810	Pre-Practicum, Counseling Skills Development	2
SD 815	Assessment in Schools	3
CE 820	Career Counseling and Development	3
CE 825	Counseling Theories	3
CE 830	Group Process in Counseling	3
SC 860	Leadership and Advocacy	3
SC 871	Supervised Practicum in School Counseling	3
SC 881	School Counseling Internship	6
RE 732	Psychosocial Development and Disability	3

Non-thesis option:

ER 752	Analysis of Research	3

Thesis Option:

SC 895	Thesis	3

Electives (Non-Thesis)	3
Elective (Thesis)	0
Total	48

Parallel Pathways Candidates must take the additional 6 credit hours of field experience listed below:

SC 701	Field Experience (concurrent with Professional and Ethical Issues In Counseling)	1
SC 706	Field Experience (concurrent with Multicultural Counseling)	1
SC 711	Field Experience (concurrent with Pre-Practicum, Counseling Skills Development)	1
SC 716	Field Experience (concurrent with Counseling Theories)	1
SC 821	Field Experience (concurrent with Career Counseling & Development)	1
SC 851	Field Experience (concurrent with Theories of Group Counseling)	1

ELEMENTARY EDUCATION/EARLY CHILDHOOD/SPECIAL EDUCATION

Web: <http://www.emporia.edu/elecse/>
Phone: 620-341-5445

C. Matt Seimears, Chair

Graduate Faculty

Professor: Marjorie Bock, Geraldine Coffman, Lawrence Lyman, Carol Russell, Nancy L. Smith, Scott D. Waters, Elizabeth S. Dobler
Associate Professors: Kelly O'Neal-Hixson, Deborah Larson, Jerald M. Liss, Lori Mann, Connie Phelps, Melissa Reed, Gary Rice, Matt Seimears.

Assistant Professors: Karen Bates, Catherine Aynatoye, Tiffany Hill, Sonja Ezell.

Instructors: Lendi Bland, Joyce Clark, Marla Darby, Earl Martin, Teddy Roop, Amy Welch.

Graduate Programs

The Department of Elementary Education/Early Childhood/Special Education offers graduate work leading to an Instructional Specialist degree with concentrations in Reading Specialist PK-12/Elementary Content/Elementary STEM, a master's degree in Early Childhood Unified Education (Birth to Age 8 or Birth to K), and a master's degree in special education (adaptive or gifted, talented, and creative).

The Instructional Specialist degree is intended for the teaching practitioner in settings from early childhood through adolescence and young adulthood (EC-YA). The candidate will learn to deal more effectively with diverse candidate learners and move from theory to best practice in the field. The candidate may choose from areas of concentration that include Reading Specialist PK-12, Elementary Content, and Elementary STEM. Licensure is also available in Reading Specialist.

The graduate program in Early Childhood Unified is designed to prepare teachers to work effectively with young children in early childhood settings that are inclusive or noninclusive, as well as teachers working with young children in early childhood special education settings; and to meet the challenges of the present and the future. Current federal mandates and trends in public schools recognize the growing importance of early childhood special education services for children from birth through age 8 and their families. Teachers with advanced training in their field will be in a favored position to usher in best practices for young children. There is an emphasis on early intervention and serving families with infants with special needs. The Master of Science degree in Early Childhood Education may result in the Kansas License ECU Birth through age 8 or the Kansas License ECU Birth to Kindergarten. The candidate must have a degree in elementary education as an admission requirement for the ECU program for Birth through age 8 License in Kansas. The ECU program for Kansas License Birth to Kindergarten does not require a degree in elementary education as an admission requirement but does require a degree in a related field.

The graduate program in Special Education is dedicated to improving the lives of children and youth with special needs – children and youth with mild/moderate disabilities and/or children and youth who are gifted, talented, and creative. Both programs have a 24 credit hour endorsement program and a 36 credit hour master's degree. The curriculum of each program meets the endorsement standards for Early Childhood through Late Childhood

(Grades K to 6) and Early Adolescence through Late Adolescence (Grades 6 to 12).

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST Degree Procedures and Requirements

Candidates must follow the graduate degree procedures of the Department of Elementary Education/Early Childhood/Special Education and the Graduate School. The departmental for admission include the following:

- GPA (a minimum of 3.0 on last 60 undergraduate hours).
- Statement of Introduction
- Two references and two Advanced Candidate Assessment of Dispositions completed by supervising administrators
- Signed disclosure form
- Faculty Evaluation and/or Personal Interview (prerogative of admissions committee).

Admission points are assigned on each of the above elements. The stronger the performance, the greater the number of points assigned. Admission points are totaled and admission is determined by a department graduate committee.

Additional information regarding any of the stated criteria is available upon request. Candidates are urged to begin immediately upon notice of probationary acceptance to make arrangements or complete details to gain degree candidacy. **APPLICANTS FOR ADMISSION TO DEGREE CANDIDACY MUST HAVE ALL REQUIREMENTS COMPLETED BEFORE THE COMPLETION OF 12 HOURS.**

Admission and Retention Policies

Knowledge and compliance with the requirements for any graduate degree are primarily the responsibility of the candidate. Consequently, careful reading and study of the *Graduate Policy Handbook* should be a self-imposed prerequisite for all candidates applying for admission to graduate study. The *Graduate Policy Handbook* is available upon request from the Graduate School.

Application for admission must be made on a form provided by the Graduate School. Official transcripts of all college credit must be supplied. (Transcripts must include the baccalaureate degree and all transfer credit that is to be applied to the master's degree.)

Upon satisfactory completion of the graduate school and departmental admission requirements, the candidate will be admitted to the program of the degree being sought and will be assigned an advisor. Candidates shall continuously demonstrate personal characteristics appropriate to the profession and maintain a 3.0 GPA or better throughout their program.

Time Requirements

All work must be completed within a seven-year period. The seven-year period begins with the semester in which the first course applied to the degree was taken.

Degree Requirements

Master Instructional Specialist degrees requires the completion of 36 graduate hours.

If courses listed below were taken as an undergraduate, they must be replaced by additional advisor-approved advanced electives.

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST – ELEMENTARY CONTENT CONCENTRATION

The master teacher program is intended for the teaching practitioner in settings from early childhood through adolescence and young adulthood. A candidate for this program is typically an educator that intends to remain in a general education classroom. The candidate will learn to deal more effectively with diverse student learners and move from theory to best practice in the field. The Elementary Content is designed for educators who wish to improve their teaching, management, and assessment skills.

Each candidate must complete the six starred (*) introductory and research courses within the first 15-21 hours before taking the other required courses in the program. A Core Knowledge Examination over those courses will be given. A Core Knowledge Examination over these courses should be taken during the semester following the completion of the 15 core credits. When the introductory core courses are completed, the Core Knowledge Examination is passed, and admission requirements are fulfilled, the candidate will be removed from probation and allowed to enroll in the remaining coursework.

Students who begin the program, effective Fall 2013, are not required to complete the Core Knowledge Examination, but will be required to complete a Capstone course. Students who are halfway through the program will need to contact their advisor for assistance.

Introductory Core Courses (17 hours)

EL 751	Applications of Developmental Theories	3
EL 810	Information Literacy	3
EL 725	Differentiating Instruction	2
EL 828	Instructional Leadership and Coaching	2
ED/EL 892	Teaching/Learning Models	3
ER 752	Analysis of Research	3
EL 829	Leadership and Coaching Practicum	1

Concentration

Student choice (from other strands)	6
EL 802 Best Practices in Elementary Science	3
EL 803 Best Practices in Elementary Math	3

Electives

6

Possible electives: EL 821, EL 854, EL 801, EL 804, ED 837, EL 815, EL 759, ED 837, EL 750 (or other advisor approved course)

Total Hours For Degree 35

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST – READING SPECIALIST PK-12 CONCENTRATION

The master instructional specialist program, International Reading Association standards, is intended for the teaching practitioner in settings from early childhood through adolescence and young adulthood. The candidate will learn to deal more effectively with diverse candidate learners and move from theory to best practice in the field. The Reading Specialist PK-12 serves practicing teachers, elementary or secondary, who wish to acquire initial reading specialist licensure with a master's degree in Kansas. The Master's Degree does not require Kansas state licensure completion and is open to out-of-state applicants.

Introductory Core Courses (17 credit hours)

EL 751	Applications of Developmental Theories	3

EL 810	Information Literacy	3
EL 725	Differentiating Instruction	2
EL 828	Instructional Leadership and coaching	2
ED/EL 892	Teaching/Learning Models	3
ER 752	Analysis of Research	3
EL 829	Leadership and coaching Practicum	1

Reading Specialist Concentration (12 credit hours)

EL 721	Reading Theory and Literacy Practices: Elementary	3
EL 723	Reading Theory and Literacy Practices: Secondary	3
EL 823	Analysis of Reading Assessment and Instruction I	3
EL 825	Analysis of Reading Assessment and Instruction II	3

***Electives (6 hours)**

The candidate, with assistance and approval from the advisor, will select 6 additional credits of electives. To apply for the Kansas Professional Reading specialist License, candidates must include the following hours in their elective choices:

EL 821	Literacy Curriculum and Standards	1
EL 827	Assessing and Instructing Learners	3
EL 854	Master Teacher Practicum: Action Research in the Classroom	2

Total Hours 35

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST – ELEMENTARY STEM CONCENTRATION**Introductory Core Courses (17 hours)**

EL 751	Applications of Developmental Theories	3
EL 810	Information Literacy	3
EL 725	Differentiating Instruction	2
EL 828	Instructional Leadership and Coaching	2
ED/EL 892	Teaching/Learning Models	3
ER 752	Analysis of Research	3
EL 829	Leadership and Coaching Practicum	1

Concentration

EL 803	Best Practices in Elementary Science	3
IT 727	Integrating Educational Technology in Teaching	3
EL 726	Elementary Engineering and Robotics	3
EL 802	Best Practices in Elementary Mathematics	3

Electives 6

May take electives from current Elementary Education, Math, Science, Technology, and Literacy classes with advisor approval.

Total Hours For Degree 35

Reading Specialist Licensure Only

Application for admission as a non-degree seeking candidate must be made on a form provided by the Graduate School. Licensure only is for candidates who have already completed a master's degree.

Courses are listed in preferred sequence.

EL 721	Reading Theory and Literacy Practices: Elementary	3
EL 723	Reading Theory and Literacy Practices: Secondary	3
EL 725	Teaching Reading to Diverse Learners	2
EL 821	Literacy Curriculum and Standards	1
EL 823	Analysis of Reading Assessment and Instruction I	3
EL 825	Analysis of Reading Assessment and Instruction II	3
EL 827	Assessing and Instructing Learners	3
EL 828	Instructional Leadership and Coaching	2
EL 829	Leadership and coaching Practicum	1
EL 854	Master Teacher Practicum: Action Research in the Classroom	2

Total Hours 23

MASTER OF SCIENCE -- EARLY CHILDHOOD UNIFIED Admission/Eligibility Requirements

In addition to the requirements of the [Graduate School](#), a formal letter, with admission requirement material, will be mailed to you. All candidates are admitted on a probationary status, pending successful completion of these admission requirements:

(Admission points are earned based on each item.)

- GPA (a minimum of 3.00 on last 60 undergraduate hours)
- Two references and two Advanced Candidate Assessment of Dispositions completed by supervising administrators
- Signed disclosure form
- Admissions essay:
 - Describe your critical thinking and beliefs about the following issues in early childhood education.
 - The need for high expectations in the learning setting while respecting the individual differences of all learners.
 - The importance of forming alliances with families in the education process.
 - Discussion of professionalism and ethical standards for the teacher of young children.
 - Signed acceptance of required professional dispositions

All materials are due February 15 for summer enrollment, June 1 for fall enrollment or September 1 for spring enrollment.

Degree Candidacy

Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. Requirements for degree candidacy are as follows:

- 1) The candidate must have met the admission requirements.
- 2) The advisor must have filed the candidate's degree plan with the Graduate School.
- 3) The candidate must have completed at least six hours of course work on the graduate program.
- 4) When all steps above are completed (1-3), the advisor will inform the Graduate School, and the candidate will be removed from probation.

Clinical Experiences

There are two Clinical Experiences in the Early Childhood

Unified Graduate Program:

CD 841: Center-Based Clinical Experience

CD 861: Home Based Clinical Experience

Each Clinical Experience requires completion of 150 clock hours in an approved center-based program (CD 841) or home-based program (CD 861) over a period of at least five weeks.

Permission to Participate in the Clinical Experiences

Even though students are admitted to degree candidacy, enrollment in the two clinical experiences required in this program is not automatic. Permission from the instructor is required for enrollment in the two clinical experiences. Candidates will be evaluated on knowledge, skills and dispositions required for success in the two clinical experiences, CD 841 and CD 861. Students will be given a copy of the dispositions rating form after acceptance into the program. If a student does not meet expectations, he/she will not be allowed to enroll in the Clinical Experiences.

Graduation Requirements

In order to receive a master's degree in early childhood education, candidates must accomplish the following:

- 1) Complete the program of study outlined below.
- 2) A grade of B or better must be earned in all Early Childhood courses. This includes prerequisite courses, in order to move forward in the program.
- 3) Maintain at least 3.00 overall grade point average.
- 4) Demonstrate dispositions of professional/ethical standards throughout the program.
- 5) Submit and formally present a final master's project during the last term of enrollment. Final project must meet expectations for graduate work (to be scored by early childhood faculty and a passing score must be obtained). Directions for the final project assignment and dates for presentation may be obtained from the department or advisor.
- 6) Submit a final exam during the last term of enrollment, The final exam must meet expectations for graduate work (to be scored by early childhood faculty and a passing score must be obtained). Directions for the final exam, rubrics, and due date will be distributed by the instructor in CD 861.

Degree Requirements

Core Courses (30 hours)	Hours
EL 751 Application of Developmental Theories	3
CD 830 Characteristics of Inclusive Early Childhood Education	3
CD 832 Observation, Assessment and Screening in Inclusive Early Childhood Programs	3
CD 837 Collaboration in Inclusive Early Childhood Programs	3
CD 838 Methods of Inclusive Early Childhood Education	3
CD 842 Family Involvement in Inclusive EC Programs	3
CD 843 Working With Infants & Toddlers With Special Needs & Their Families	3
CD 839 Validation of Inclusive Elementary Teaching Portfolio (K-3rd only)	3
CD 841 Clinical Experience: Inclusive Early Childhood Practicum: Center Based	3
CD 861 Clinical Experience: Inclusive Early Childhood Practicum: Home Based	3

Electives

3 hours of advisor-approved course work 3

Research (3 hours)

ER 752 Analysis of Research 3

Total Hours For Degree 36

LICENSURE PROGRAMS (B-K or B-8)

Admission Procedures

Application for admission as a non-degree-seeking candidate must be made on a form provided by the Graduate School. A plan of study will be developed with the assistance of an advisor. It is the candidate's responsibility to follow the plan to be certain all requirements for licensure are met.

PROCEDURE FOR TEACHER CERTIFICATION (B-K or B-8)

Upon completion of the requirements, the candidate is responsible for applying for licensure by contacting the Teacher Licensing Officer of Emporia State University. The candidate must also pass the Educational Testing Service content exam for Early Childhood Unified. The Teacher Licensing Officer then recommends to the Kansas State Department of Education that the candidate be licensed in the appropriate area.

The department will recommend a candidate for full licensure when all of the requirements for the program have been completed. A grade of B or better must be earned in practicum courses to receive a recommendation.

MASTER OF SCIENCE -- SPECIAL EDUCATION

Admissions Requirements

To gain admission to the Adaptive concentration, candidates must possess a cumulative or last 60 semester hour grade-point average of 2.75 based on a four-point scale. Admission to the Gifted, Talented and Creative concentration requires a 3.00 overall or 3.25 on the last 60 hours. In addition,

Adaptive and Gifted applicants must submit three letters of recommendation, three disposition assessments, and a personal letter that addresses goals and interests.

If a candidate has previously received a grade of B or better in a required course, the advisor may approve the substitution of graduate level, degree appropriate electives.

All candidates must be accepted into the degree program before starting the first practicum.

Degree Candidacy Requirements

Candidacy is the formal approval for pursuit of the master's degree after it is determined that all specified criteria have been met. Upon completion of six to twelve hours, candidates should make application through their advisor. Requirements for degree candidacy are as follows:

1. Degree plan filed through candidate's advisor.
2. Maintain a B average with no grade lower than B in core courses is required in all courses for the Adaptive Program.

In addition to the requirements of the Graduate School, the Graduate Essay Examination administered by the department must

be passed. The Graduate Essay Examination should be completed during the first term of enrollment. The Adaptive Program does not require this.

The candidate must apply for degree candidacy after completing between 6 and 15 hours of course work. A candidate must be a degree candidate before enrolling in thesis or the second practicum.

Other Requirements for Special Education

A degree program must be completed and approved before the second term of enrollment.

Adaptive candidates complete a final presentation of their Master's Project. Gifted candidates can complete the comprehensive examination or thesis. For candidates selecting the thesis option, a thesis committee consisting of two faculty members from the field and one member outside the field will need to be selected. Candidates selecting the thesis option are required to take an oral examination over their thesis area and research.

Candidates selecting the non-thesis degree option will be required to take a written comprehensive examination at the end of graduate study covering their course work.

For applicants who have been denied admission: Before reapplying for a graduate program, an applicant must (1) complete all background deficiencies and (2) repeat undergraduate courses to raise the GPA on the last 60 hours to 2.75 for Adaptive and 3.25 for Gifted.

Graduation Requirements

In order to receive a master's degree from this department the candidate must accomplish the following:

1. Complete an approved program of study as developed and approved by your faculty advisor.
2. Be admitted to Degree Candidacy.
3. Complete a Masters Capstone Project (SD 899) OR complete a master's level thesis.
4. Complete an Intent to Graduate Form (submit to the Graduate School).

MASTER OF SCIENCE – SPECIAL EDUCATION – ADAPTIVE CONCENTRATION

Required Hours (36 cr. hrs.)	Hours
SD 700 Characteristics of Candidates with Mild/Moderate Disabilities	3
SD 702 Strategies for Candidates with Mild/Moderate Disabilities	3
SD 800 Consultation and Collaboration	3
SD 802 Seminar in Behavior Management	3
SD 820 Assessment in Schools	3
SD 708 Supervised Practice, Elementary Adaptive OR	3
SD 709 Supervised Practice, Secondary Adaptive	3
SD 808 Supervised Practice Adaptive Elementary II OR	3
SD 809 Supervised Practice Adaptive Secondary II	3
SD 899 Master's Capstone Course in Special Education	3
EL 812 Reading Instruction For Diverse Learners	3
ER 752 Analysis of Research	3
Electives (6 cr. hrs.)	6
Total	36

SPECIAL EDUCATION – ADAPTIVE ENDORSEMENT

SD 700 Characteristics of Candidates with Mild/Moderate Disabilities	3
SD 702 Strategies for Candidates with Mild/Moderate Disabilities	3
SD 708 Supervised Practice, Elementary Adaptive OR	3
SD 709 Supervised Practice, Secondary Adaptive	3
SD 800 Consultation and Collaboration	3
EL 812 Reading Instruction For Diverse Learners	3
SD 802 Seminar in Behavior Management	3
SD 808 Supervised Practice Adaptive Elementary II OR	3
SD 809 Supervised Practice Adaptive Secondary II	3
SD 820 Assessment in Schools	3

Endorsement PRAXIS II is required.

MASTER OF SCIENCE – SPECIAL EDUCATION – GIFTED, TALENTED, AND CREATIVE CONCENTRATION

Required Courses:

SD 800 Consultation and Collaboration	3
SD 802 Seminar in Behavior Management	3
SD 820 Assessment in Schools	3
SD 850 Characteristics of the Gifted	3
SD 851 Education of the Gifted	3
SD 852 Affective Needs of the Gifted	3
SD 864 Creative Teaching and Learning	3
ER 752 Analysis of Research	3
SD 855 Supervised Practice, Gifted Elementary I OR	3
SD 857 Supervised Practice, Secondary Gifted I	3
SD 856 Supervised Practice, Gifted Elementary II OR	3
SD 858 Supervised Practice, Secondary Gifted II	3

Electives (6 cr. hrs.) 6

Total 36

CERTIFICATE IN AUTISTIC SPECTRUM DISORDERS (ASD)

Prerequisites:

Undergraduate degree in a related field of study and admission to the Emporia State Graduate School.

Required courses:

SD 760 Strategies for Candidates with Autism Spectrum Disorders	3
RE 730 Medical Aspects of Disability	3

Elective courses: (6 hours required from the following options or equivalent as approved by faculty advisor)

SD 805 Advanced Behavioral Interventions	3
SD 720 Assistive Technology	3
RE 732 Psychosocial Aspects of Development & Disability	3
*CE 702 Behavior Analysis, Art, and Play with the Child with Autism	3
PY 851 Seminar in Behavior Management	3
PY 722 Theories of Learning	3
SD 703 Independent Study: KISN Workshop	1-3

CD 838 Methods in Inclusive Early Childhood Education	3
EL 751 Application of Developmental Theories	3
CD 842 Family Involvement in Inclusive Early Childhood Programs	3
Total Required	12

*This course will be offered through the Art Therapy program.

ENGLISH, MODERN LANGUAGES, AND JOURNALISM

English, Modern Languages, and Journalism Web:
<http://www.emporia.edu/emlj>
Phone: 620-341-5216

Mel Storm, Chair and Graduate Advisor

Graduate Faculty

Professors: William H. Clamurro, James Hoy, Kevin Kienholz, Luisa Perez, Rachel Smith, Mel Storm, and Amy Sage Webb.

Associate Professors: Max McCoy, Cynthia Patton, and Kevin Rabas.

Assistant Professors: Chris Blankenship, Daniel Colson, and Gregory Robinson.

MA English

Like other English graduate programs throughout North America, the MA program in English at ESU is in a state of constant change and continuous improvement. New critical theories and new approaches to the study of texts and languages are being brought to bear on both canonical and non-canonical works, and on the practices of teaching, research, and writing. We in the Department of English, Modern Languages, and Journalism are proud to offer a graduate program in English in which students are encouraged not just to learn about these developments, but to engage with the faculty in the ongoing dialogue that creates and renews our fields of study.

For some of our recent graduates, the MA in English has led to such nationally-ranked PhD programs as those at the University of Illinois at Urbana-Champaign, the University of Michigan, the University of Minnesota, the University of Southern California, and the University of California at Riverside. Other MA graduates have chosen to pursue corporate and government employment, secondary teaching, and teaching in community colleges. ESU's graduate program in English prepares students for this wide range of career paths by combining a flexible, individually-tailored academic program with opportunities for supervised training and experience in the teaching of composition, and for participation alongside faculty in professional conferences and publications.

Through our small classes, careful advising, and strong mentoring relationships, as a graduate student at ESU you will become part of a close-knit and active community of teacher-scholars. On behalf of the entire English faculty, I welcome you to our community and urge you to explore all the avenues for intellectual and professional development that graduate study opens to you.

Admissions Requirements

In addition to the general admissions requirements of the Graduate School, candidates for the Master of Arts degree in English should have earned at least a 2.75 overall grade-point average or a 3.0 in the major. Applicants with baccalaureate degrees in fields other than English are given full consideration, although they may be required to take additional course work.

All applicants should submit the following: 1) a letter of application stating the applicant's reasons for requesting admission and his or her future plans; 2) three letters of recommendation written by persons with knowledge of the candidate's potential for success in graduate school; and 3) a writing sample--a critical research paper from all applicants and, in addition, a creative work or works from applicants pursuing the creative writing emphasis.

Applicants should send GRE scores if they are available, but the GRE is not required.

Applicants who have earned degrees at institutions in countries in which English is not the native language must score at least 575 on the TOEFL (Test of English as a Foreign Language) Examination before being admitted to the MA program in English.

Assistantships, Scholarships, and Fellowships

Most of our full-time graduate students finance their studies by holding graduate teaching assistantships, teaching freshman composition while pursuing their own course work. The department regularly supplements the university's teaching assistant stipends with endowed funds.

Courses of Study

Students in the MA program in English may elect to follow one of three courses of study--in literature, creative writing, or community college/high-school teaching. Candidates complete 30-33 hours of course work and, in the literature option, may elect either a thesis or a non-thesis option. While some specific courses may be required, depending on the emphasis elected, students must take at least 60% of their course work at the 700- and 800-levels.

Core Requirements

Regardless of the emphasis selected (see below), all graduate students in English take Introduction to Graduate Study (EG 810). Designed to provide the tools and background necessary to undertake scholarly research in English, this course is offered every fall semester.

Beyond EG 810, there are no specific course requirements. However, to ensure a balance of course work, each MA student is required to fulfill an 18-hour area requirement:

Area A: two courses in literature written before 1830,

Area B: two courses in literature written after 1830,

Area C: two courses in language/rhetoric/criticism.

These requirements may be met with a broad variety of courses; specific detailed course descriptions are available each semester before the registration period begins. To complete the remaining course work, students select one of two options:

Option A: 9 hours of elective courses plus a scholarly thesis (4 credit hours), normally 40-50 pages--incorporating significantly more research than customarily expected of a graduate course paper--or a creative thesis (4 credit hours), a minimum of 40 pages, in which the student places the creative portion of his or her work within a critical or theoretical framework.

OR

Option B: 12 hours of elective courses, plus either

1) an independent research project (minimum length: 20 pages), customarily derived from previous course work;

OR

2) a 20-minute scholarly paper, customarily derived from previous course work, presented to the public.

Portfolio Assessment

At the end of the final term of study, the candidate will submit a portfolio of work, consisting of (1) an introduction to the contents of the portfolio, including the contexts in which each of the pieces was written (class, semester, instructor, course emphases, etc.); (2) a copy of the writing sample submitted upon application to the program; (3) three papers written for courses in the student's MA

program, representing, as nearly as possible, the first, middle, and final semesters of coursework; (4) a copy of the final thesis or project paper completed for Option A or Option B; and (5) an analysis of the portfolio's contents.

Literature Emphasis

Students who wish to use their studies for the MA degree to enhance their understanding of and appreciation for literature take a minimum of 30 hours (thesis option) or 33 hours of course work (non-thesis option). While choices are naturally limited by actual course offerings in any given semester, literature MA students may take a broad range of courses in English and American language and literature. To accommodate special interests and needs, up to 6 hours of course work may be taken outside the Department of English, Modern Languages, and Journalism.

Creative Writing Emphasis

Students who wish to pursue the creative writing emphasis must submit a portfolio of original work (at least 10 pages of poetry or 15 pages of fiction) upon application; a creative thesis is written after completion of course work. Students pursuing the creative writing emphasis may take up to 12 hours of creative writing courses.

Rhetoric/Pedagogy Emphasis

Students who wish to pursue careers as community college teachers or who wish to add to their skill as high-school teachers may follow this emphasis, which includes 18 hours of course work in the history and theory of rhetoric and criticism, and in the history and structure of the English language. They may take up to 12 hours of pedagogical courses, 6 of which must be in courses offered in the Department of English, Modern Languages, and Journalism.

Dual Degree in English and Library Information Management

Students may work toward a dual degree in English and in Library Science and apply up to 6 hours from each degree toward the requirements of the other. This program combines the MA degree with a professional degree (MLS), a combination well suited for careers in business, government, and education.

HEALTH, PHYSICAL EDUCATION AND RECREATION

Web: <http://www.emporia.edu/hper>

Phone: 620-341-5926

Shawna Shane, Chair

Graduate Faculty

Professors: Joan Brewer, Kathy Ermler, Joella Mehrhof, Mark Stanbrough, Vicki Worrell

Associate Professors: Mike Butler, Shawna Shane, Paul Leubbers, Jennifer Thomas

The Department of Health, Physical Education, and Recreation offers graduate work leading to the Master of Science degree in HPER for students interested in advancing their education and opportunities in such areas as teaching, health promotion, coaching, and research.

Most of the graduate faculty members in the department have completed doctoral degrees. Many of the faculty members are nationally recognized in their fields. The department is housed in a facility which includes five gymnasiums, human performance lab, athletic training lab, Olympic size pool, weight room, dance studio, pedagogy lab, and computer lab.

Master Degree Program

The Masters degree offered through the Department of Health, Physical Education, and Recreation at Emporia State University is completed entirely online. This unique program was the first totally online accredited Master's degree program in HPER in the United States.

Admission Requirements

The applicant is expected to have an undergraduate degree in health, physical education or recreation or a minimum of 12 undergraduate theory credits in physical education (including an exercise physiology course), or a related field representing the same breadth of preparation required for an undergraduate degree at Emporia State University. Students lacking the prerequisites in their undergraduate preparation are required to complete additional courses as prescribed by the advisor and committee.

Persons wishing to pursue a Masters degree in the Department of Health, Physical Education and Recreation are required to be admitted to the Graduate School and to the Department of Health, Physical Education and Recreation. The graduate committee of the department uses the following criteria for assessing whether or not to recommend an applicant for admission to the department:

- Undergraduate GPA (on a 4.0 scale) of 2.5 overall GPA, as well as a 2.75 GPA in the last sixty credits of college work
- Completed graduate application
- Two written personal references
- Undergraduate professional preparation in physical education (or related field)
- International students must register as an international student

Information, procedures and forms relevant to these criteria may be obtained on the Department of Health, Physical

Education and Recreation web site at www.emporia.edu/hper.

Students may be admitted on probationary status. They remain on probation until the following conditions are met:

1. All deficiencies are removed.
2. Nine credits of graduate study with a grade-point average of B or higher are completed.
3. All requirements specified by the Graduate School are met (degree plan on file).

Degree Candidacy Requirements

All degree candidacy requirements specified by the Graduate School must be met. The student must have completed at least nine credits of course work in the graduate program of study at Emporia State University to be placed into degree candidacy.

Students may not take any more than 9 CREDITS OF GRADUATE CLASSES without being accepted as a graduate student of the university.

Graduation Requirements

MS Degree Non-Thesis Option, (36 credits)		Credits
PE 858 Ethics in HPER		3
PE 707 Applied Psychology in Health, Sport, and Movement Science		3
PE 768 Advanced Exercise Physiology		3
PE 865 Design and Assessment in HPER		3
PE 738 Advanced Technology in HPER		3
PE 868 Research in HPER		3
Total		18

Electives Courses (18 credits required), which may include a choice of a certificate program:

Coaching Certificate (Choose 12 credits from the following courses)

PE 864 Sociology of Sport	3
PE 725 Art and Science of Coaching	3
PE 740 Legal Issues in HPER	3
PE 745 Leadership in HPER	3
PE 762 Analysis of Teaching and Coaching	3
PE 840 Exercise Metabolism	3
PE 803 Motor Learning	3

Health Education Certificate (Choose 12 credits from the following courses)

HL 650 School Health Issues and Trends	3
HL 735 Instruction Strategies in Human Sexuality Education	3
HL 800 Applied Risk Behavior Education and Strategies	3
HL 850 Wellness Concepts and Prevention Strategies	3
PE 740 Legal Issues in HPER	3
PE 835 Teaching Online Health and PE	3
PE 840 Exercise Metabolism	3

Pedagogy Certificate (Choose 12 credits from the following courses)

PE 862 Instructional Innovations in PE	3
PE 762 Analysis of Teaching and Coaching	3
PE 720 Assessment in K-12 Physical Education	3
PE 835 Teaching Online Health and PE	3

PE 745 Leadership in HPER	3
PE 740 Legal Issues in HPER	3
PE 803 Motor Learning	3
MS Degree Thesis Option, (35 credits)	Credits
PE 858 Ethics in HPER	3
PE 707 Applied Psychology in Health, Sport, and Movement Science	3
PE 768 Advanced Exercise Physiology	3
PE 865 Design and Assessment in HPER	3
PE 738 Advanced Technology in HPER	3
PE 869 Thesis	5
Total	20

Electives Courses (15 credits required) which may include a choice of a certificate program:

Coaching Certificate (Choose 12 credits from the following courses)

PE 864 Sociology of Sport	3
PE 725 Art and Science of Coaching	3
PE 740 Legal Issues in HPER	3
PE 745 Leadership in HPER	3
PE 762 Analysis of Teaching and Coaching	3
PE 840 Exercise Metabolism	3
PE 803 Motor Learning	3

Health Education Certificate (Choose 12 credits from the following courses)

HL 650 School Health Issues and Trends	3
HL 735 Instruction Strategies in Human Sexuality Education	3
HL 800 Applied Risk Behavior Education and Strategies	3
HL 850 Wellness Concepts and Prevention Strategies	3
PE 740 Legal Issues in HPER	3
PE 835 Teaching Online Health and PE	3
PE 840 Exercise Metabolism	3

Pedagogy Certificate (Choose 12 credits from the following courses)

PE 862 Instructional Innovations in PE	3
PE 762 Analysis of Teaching and Coaching	3
PE 720 Assessment in K-12 Physical Education	3
PE 835 Teaching Online Health and PE	3
PE 745 Leadership in HPER	3
PE 740 Legal Issues in HPER	3
PE 803 Motor Learning	3

INSTRUCTIONAL DESIGN AND TECHNOLOGY

Web: <http://idt.emporia.edu> or idt@emporia.edu
Phone: 620-341-5829

Zeni Colorado, Chair
Abdelilah Salim Sehlaoui, TESOL Director

Professors: Harvey Foyle, Dusti Howell, Salim Sehlaoui.
Associate Professors: Zeni Colorado, Jane Eberle, Janet Holland, Manjula Shinge.

The Instructional Design and Technology Department offers a Master of Science Degree in Instructional Design and Technology that is delivered both on-campus and online via the Internet. This degree prepares individuals for leadership in the design, development, and integration of technology and online learning into teaching and private sector training.

Individuals obtaining the IDT degree serve as instructional designers/trainers in business, industry, healthcare, military, and post-secondary institutions; charged with training, development, and eLearning programs within their organizations. Others are practicing P-12 educators who wish to improve the quality of curriculum, instruction, and student learning through appropriate integration of technology into the classroom.

Admission Requirements

Persons wishing to pursue a master's degree in the Department of Instructional Design and Technology are required to be admitted to the Graduate School and to the Department of Instructional Design and Technology. The department graduate committee will use the following criteria for assessing whether or not to recommend an applicant for admission to the department:

- ESU Graduate Application (\$40 US; \$75 international)
Application form
Transcripts
- GPA of 2.75 or more based on the 4-point scale in undergraduate study
- Resume (2 or more pages) **
- Two current recommendations via forms or letters (open or closed)
- Access to the Internet and possess a multimedia capable computer*
- Writing Competency (no fee)
- A 500 to 700 word formal paper** describing your experiences and career goals involving instructional design and technology and your interest in completing an online degree.

The writing competency (without name) will be scored by two faculty members in the IDT Department on writing quality. Items graded will be based on the 6 Trait Analytical Assessment identified by the National Council of Teachers of English.

Only applicants with completed admission packets will be considered. An IDT admissions committee will meet to review admission materials. Those applicants who are not admitted may request that their names be placed on a waiting list for future consideration by the IDT admissions committee.

*Specific requirements available at the department website: idt.emporia.edu

**Resume and paper may be submitted electronically as an email attachment to gradinfo@emporia.edu

Degree Candidacy Requirements

Upon satisfactory fulfillment of the admission criteria and completion of the first 6-12 hours, the student will be admitted to candidacy for the degree sought. Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified admission criteria have been met. Students are expected to continuously demonstrate personal characteristics appropriate to the profession, maintain a 3.0 GPA or better through their MS program, and file a degree plan with their advisor.

Graduation Requirements

In order to receive a master's degree from this department, students must accomplish the following:

- Complete the program of study outlined below.
- Maintain a B average (a grade lower than a C cannot be used).

MS Degree - Instructional Design and Technology

As part of the degree requirements, students will complete a comprehensive project. Upon successful completion of program requirements and other requirements outlined in the Graduate Catalog and on this sheet, the student will be awarded the degree Master of Science in Instructional Design and Technology.

Required Courses	Hours
IT 700 Foundations of Instructional Design and Technology	3
IT 710 Web Design	3
IT 800 Instructional Design	3
IT 810 Multimedia Design	3
IT 820 Designing/Developing Web-Based Instruction	3
IT 830 Contemporary Issues in Distance Education	3
PY 805 Psychology of the Adult Learner	3
OR	
PY 722 Theories of Learning	3
Total Core	21

Electives

Electives with the approval of advisor **9**

Research

ER 752 Analysis of Research	3
OR	
PY 520 Statistics	3
IT 899 Masters Project in Instructional Design & Technology	3
Total Research	6
Total Hours for Degree	36

MA TESOL

The graduate program in **Teaching of English to Speakers of Other Languages** is designed to serve the increasing need for Teaching English as a Second and/or Foreign Language nationally at the college and public school level and internationally in private and public institutions world-wide. This program prepares its graduates to fill many jobs in this area both nationally and internationally. This program is the first of its kind in the state of Kansas.

The program offers 36 hours of in-depth graduate study in the areas of applied linguistics, TESOL Methodology, Language Assessment and Evaluation, Sociolinguistics, Second Language Acquisition, Cross-cultural Communication, TESOL Research Methods, Computer-Assisted Language Learning in TESOL, Composition Theory and Rhetorics, and Literacy/Reading Theory and Practice.

Procedures and Criteria for Admission to the Master of Arts TESOL Program

The following are admission requirements for MA TESOL degree seeking students:

- A completed application to Graduate School.
- A bachelor's degree from an accredited college or university.
- Adequate preparation in the proposed area of specialization (to be determined by the program specialized committee members).
- A grade point average of not less than 2.75 in the last 60 semester hours of undergraduate study.
- International Students must submit a 550 TOEFL score as part of the admissions criteria.
- Submission of official transcripts from each institution attended.
- Payment of a non-refundable application fee.
- Three letters of recommendation written by persons with knowledge of the candidate's potential for success in graduate school.
- A one-page essay career goal statement.
- A copy of an updated resumé
- Admission Essay Writing:

Topic: "The **best** method is one which you have derived through your very own careful process of formulation, try-out, revision, and refinement" (Brown, 2002). Write a **two-page** essay that includes:

A. First, a critical discussion of this statement.

B. Second, a description of **your own** ESOL/EFL methodology which includes your

reviews/theory about:

- 1) What language is,
- 2) How a second language is acquired, and how it can be effectively taught. (20 points: 8 points for discussing/explaining the statement, 12 points for describing your theory and practice)

REQUIREMENTS FOR DEGREE CANDIDACY

Students who have met the admission requirements, submitted an approved degree plan/advisement form, and completed a minimum of six credit hours of course work in the graduate program will be admitted to degree candidacy.

REQUIREMENTS FOR PROGRAM COMPLETION

- Satisfactory completion of **TESOL PRAXIS CONTENT TEST (Code 0361)** with a minimum score of **138 or above** immediately after the completion of fifteen (15) core credit hours is a program completion requirement.
- Completion of 36 credit hours in the MA TESOL program.
- Students who choose not to do the 6 hour Thesis, have the option of working with their academic advisor to select 6 credit hours from the elective courses.
- **Required internships and practica** – After a candidate has successfully completed Admission to Program of Study requirements and has

been approved by the appropriate chair or graduate coordinator, the candidate is permitted to participate in practical field experience in TS 735 (either section A or Section B, depending on whether they are education majors eligible to obtain an ESOL certification or not). Candidates who are eligible to seek an ESOL certification are supervised by ESU and school supervisors and are placed in a public school settings. Otherwise, they will take section B of TS 735 which will prepare them with practical and hands-on experiences in, for example, the Intensive English Program at ESU or a similar program.

- **For students seeking a certification** through their MA TESOL program (in TS 735 Section A) and based on the candidate's performance and input from the University supervisor and off-campus supervisor, if applicable, the University supervisor assigns a grade for the field experience. The candidate is required to have a minimum grade of "B" in the field experience before being allowed to proceed to the Program Pre-completion decision point.
- **For students who are NOT seeking a certification** in their MA TESOL program, based upon the candidate's performance and input from the University Practicum Instructor (in section B) and on-campus supervisor, if applicable, the instructor assigns a grade for this hands-on experience that will involve on-campus class observation/teaching (both via videotaped lessons and via Distance Education Tools). The candidate is required to have a minimum grade of "B" in the field experience before being allowed to proceed to the Program Pre-completion decision point.

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

MA TESOL CURRICULUM

Core Courses:

TS 719	Language Assessment and Evaluation	3
TS 734	Teaching ESL	3
TS 700	Linguistics for Language Teachers	3
TS 720	Second Language Acquisition	3
TS 735	Practicum in TESOL	3
TS 730	Cross Cultural Communication	3
TS 701	Introduction to Graduate Research in TESOL	3

Total Core Courses Credit Hours: 21

Program Electives: 9-12

TS 710	Sociolinguistics	3
TS 770	Individual Differences in SL	3
TS 780	Structure of the English Language	3
TS 790	Computer-Assisted Language Learning	3

Open Electives: 3

ED 535	Cultural Awareness for Educators	3
EG 715	Seminar in Rhetoric	3
IT 700	Foundations of Instructional Technology	3
EG 770	Seminar in Linguistics	3
EL 721	Reading Theory and Literacy Practices: Elementary	3
EL 723	Reading Theory and Literacy Practices: Secondary	3

ED 837	Brain-based Learning for Educators	3
EG 790	Seminar in Pedagogy	3
TS 732	Special Topics in TESOL	1-3
EL 821	Reading Curriculum Development & Strategies	3

Thesis: 6

TS 800	Thesis Hours	6

Total Required Credits: 36

NOTE: Students who choose not to do the 6 hour thesis, have the option of working with their academic advisor to select 6 credit hours from the elective courses.

Certificate - eLearning and Online Teaching

Core Courses (9 hours)

IT 800	Instructional Design	3
IT 820	Designing and Developing Web-Based Instruction	3
IT 830	Contemporary Issues in Distance Education	3

Electives 3

Courses chosen from related graduate program offerings

Total Required Hours 12

Other Considerations:

- Entry points each semester (fall, spring, summer)
- 10 months or less for certificate completion
- Credits may be applied toward graduate degree programs in various Teachers College departments (and beyond).

MATHEMATICS AND ECONOMICS

Web: <http://www.emporia.edu/mathcsecon>

Phone: 620-341-5281

Joe Yanik, Chair

Graduate Faculty

Professors: Marvin Harrell, Brian Hollenbeck, Connie Schrock, Elizabeth Yanik, Joe Yanik.

Associate Professors: Essam Abotteen, Daniel Miller, Larry Scott, Qiang Shi, Chad Wiley.

Assistant Professors: Rob Catlett, Art Janssen.

The graduate program in mathematics is designed to promote a high level of competence and understanding in the field of mathematics. The graduate course offerings are such that an individualized program may be designed emphasizing various areas of mathematics, mathematics education, statistics, or computer science.

This program is beneficial to teachers in secondary schools and community colleges, persons interested in applying mathematics, statistics, or computer science to problems in industry or government, and those preparing for further graduate study or research in these areas.

Admission Requirements

To be accepted in the graduate program in mathematics, a student must present work essentially equivalent to 20 hours of undergraduate mathematics, including at least two semesters of calculus and one course with a substantial focus on mathematical proofs, or gain consent of the graduate advisor.

MS Degree, Mathematics

Students receiving the Master of Science degree in mathematics must have successfully completed at least one course in each of the following areas:

Algebra:	Hours
MA 727 Groups, Rings and Fields	3
MA 728 Vector Spaces	3
MA 740 Number Theory	3

Or any approved graduate level course in this area

Analysis:	Hours
MA 715 Topology	3
MA 734 Complex Variables	3
MA 735 Advanced Calculus I	3
MA 736 Advanced Calculus II	3

Or any approved graduate level course in this area

Statistics and Applied Mathematics:	Hours
MA 532 Mathematical Statistics I	3
MA 581 Math Modeling	3
MA 731 Statistics Using SAS	3
MA 733 Mathematical Statistics II	3
MA 764 Regression Analysis	3
CS 760 Numerical Analysis	3
CS 762 Optimization Techniques	3
CS 763 Simulation Techniques	3
CS 765 Numerical Linear Algebra	3

Or any approved graduate level course in this area

In addition, at least six hours must be chosen from each of two of the three areas of algebra, analysis and statistics/applied math. No more than six hours of graduate work can be counted from outside the standard mathematics curriculum and this is subject to the approval of the graduate committee. Students in this degree program can select either a thesis option or a non-thesis option.

The Thesis Option

To fulfill the requirements for this option the student must complete 32 hours of acceptable graduate work including a thesis. The thesis will be worth either 3 or 5 credit hours.

The Non-Thesis Option

The student must take 34 hours of acceptable graduate work including at least one hour of MA 810, Seminar in Mathematics, which would involve the presentation of a seminar.

Written Examination

All students are required to take a written examination. The examination can be taken after 18 hours of graduate work, but no later than the fourth week of the final semester (or the second week if the final semester is a summer semester.) For the non-thesis option the examination will be over four graduate courses that the student has completed in the Department of Mathematics, Computer Science, and Economics. Under the thesis option, in addition to a defense of the thesis, the student will also be required to take an examination over three courses. Under either option the student will select the courses for the examination, but the selection must include at least one course from two of the three areas of algebra, analysis, and statistics/applied mathematics and is subject to the approval of the Graduate Committee.

MUSIC

Web: <http://www.emporia.edu/music/muhome.htm>

Phone: 620-341-5431

Allan Comstock, Chair, Graduate Music Performance Advisor
Andrew Houchins, Coordinator of Graduate Studies
Gaile Stephens, Coordinator of Music Education, Graduate Music Education Advisor

Graduate Faculty

Professor: Allan Comstock, Martín Cuéllar, Andrew Houchins, Gary Ziek.

Associate Professors: Tracy Freeze, Dawn McConkie, Penelope Speedie.

Assistant Professors: Dennis Basset, Carol Krueger, Jeremy Starr, Gaile Stephens.

Graduate education in music at Emporia State University is based upon a tradition that nurtures scholarship, promotes performance, and encourages creativity. Graduate programs in music seek to address the professional and practical needs of post-baccalaureate students and prepare them for active careers and post-graduate study in music. Emporia State University offers the Master of Music with a Concentration in Music Education or a Concentration in Music Performance.

Admission Requirements

In addition to the general admission requirements listed by the Graduate School, the Department of Music requires all new prospective graduate students to submit a resume. Prior to admission to the Department of Music, students wishing to pursue the M.M. Performance Emphasis will submit a repertoire list and present a live audition of approximately 20 minutes in length. If a live audition creates an undue hardship, a DVD may be submitted, but a live audition will be required at the beginning of the first semester of study. Students wishing to pursue the M.M. Music Education Emphasis will submit a DVD of their classroom teaching, student teaching, or conducting and submit a formal statement of their music education philosophy. The M.M. Music Education Emphasis does not lead to certification by the State of Kansas.

First Semester Requirements

All applicants for graduate study in music shall demonstrate at least a baccalaureate-level competence in those areas common to all undergraduate music study. Competence in those areas shall be determined by first semester graduate students completing the entrance assessments listed below:

Entrance Assessments

Music History
 Music Theory

Assessment Results

Music History

Students not passing the required entrance assessment in Music History will be required to enroll in MU 628 and/or MU 629, dependent upon the deficiency noted by the assessment results. MU 628 and MU 629 will not fulfill the Music History/Literature requirements.

Music Theory

Students not passing the required entrance assessment in Music Theory will be required to enroll in MU 618. This course will not fulfill the Music Theory requirements.

Degree Candidacy

Degree candidacy in the Department of Music is formal approval to pursue the Master of Music degree. This approval cannot be sought until all departmental first semester requirements in Music Theory and Music History have been met.

Following the completion of 12 - 14 hours of study which include the completion of departmental preliminary Music Theory and Music History requirements as stated above, the graduate student will make application for Degree Candidacy to the Master of Music program. The application process will include the following:

- Letter to Department of Music Graduate Committee requesting degree candidacy;
- Statement of educational philosophy or professional goals;
- Interview with the Music Graduate Committee.

The Music Graduate Committee will review the materials submitted, the student's grades and degree progress, and the student's potential for program completion. The committee will make one of the following recommendations:

- Approval of Degree Candidacy and recommendation of members of student's Graduate Committee.
- Provisional approval and course recommendation(s). Following the completion of the recommendations, the student will reapply for Degree Candidacy.
- No approval of Degree Candidacy.

Graduation Requirements

All graduate students in music must complete the Graduate Comprehensive Exam:

The Graduate Comprehensive Examination will consist of 6 questions solicited from the candidate's committee; 3 from the major professor, and 1 from each of the areas of history, theory, and research. The candidate must pass 5 out of 6 of the questions. This examination will be administered during the final semester of graduate study.

Master of Music**Music Performance Emphasis****Degree Requirements**

	Hours
MU 838 Introduction to Research in Music	2
MU 772 Techniques of Analysis	3
Music History – 3 hours – select one course	
MU 733 Music in the Medieval Period	3
MU 734 Music in the Renaissance Period	3
MU 735 Music in the Baroque Period	3
MU 736 Music in the Classical Period	3
MU 737 Music in the romantic Period	3
MU 744 Music of the Twentieth Century	3
Music Theory or Music History Elective – 3 hours	
Music Performance Content – 14 hours	
Applied Music at 800 level	6
Music ensembles – at 600 level	2
Instrument specific pedagogy course	2
MU 800 – Graduate Recital	2
MU 804 – Graduate Performance Research Project	2
Elective Studies (7 hours)	
Total Hours For Degree	32

Master of Music**Music Education Emphasis****Degree Requirements**

	Hours
MU 838 Introduction to Research in Music	2
MU 772 Techniques of Analysis	3
Music History – 3 hours, select one course	
MU 733 Music in the Medieval Period	3
MU 734 Music in the Renaissance Period	3
MU 735 Music in the Baroque Period	3
MU 736 Music in the Classical Period	3
MU 737 Music in the Romantic Period	3
MU 744 Music of the Twentieth Century	3
Music Theory or music History Elective – 3 hours	
Music Education – 11 hours	
MU 839 Research in Music Education	3
MU 846 History and Philosophy of Music Education	3
MU 848 Learning Theories in Music	3
MU 880 Capstone Research	2
Music Education Computer Proficiency – select one	
MU 810 Digital Audio Techniques2	
MU 812 Navigating Computers in Music	2
Capstone – 2 hours – select one	
MU 882 Graduate Instructional Practicum	2
MU 879 Thesis	2
MU 871 Special Project	2
Elective Studies– 6 hours	
Applied music not to exceed 2 hours	
Total Hours for Degree	32

Certificate in Music Technology

This certificate is designed to provide graduate students practical experiences integrating appropriate technology into their curriculum and/or music applications. Students will create MIDI sequences, digital audio recordings, work with notation and other instructional software, and develop a capstone project incorporating the technologies they have used.

Course Requirements:

MU 812 Digital Audio	2
MU 870 Applied Digital Audio	4
MU 872 Applied MIDI	2
MU 814 Technology for the Classroom	2
MU 815 Projects in Technology	2
Total	12

Note: Students can enroll in applied music courses (Applied Digital Audio and Applied MIDI) for repeated semesters. These courses are a one-to-one instructional setting; each student continues to progress individually following the course content.

Prerequisites:

1 year of music theory and ear training.

Application Process:

A letter of application addressing goals for the program.

Certificate in Digital Audio Recording

This certificate is designed to provide graduate students practical experiences in Digital Recording. Students will work with MIDI and Digital Audio Recording. They will then develop and complete recording projects.

Course Requirements:

MU 812 Digital Audio	2
MU 870 Applied Digital Audio	4
MU 872 Applied MIDI	2
MU 818 Projects in Recording 1	2
MU 819 Projects in Recording 2	2

Note: Students can enroll in applied music courses (Applied Digital Audio and Applied MIDI) for repeated semesters. These courses are a one-to-one instructional settings; each student continues to progress individually following the course content.

Prerequisites:

1 year of music theory and ear training.

Application Process:

A letter of application addressing goals for the program.

Certificate in Music Performance

This certificate is designed, primarily, for graduate international students with an undergraduate degree in music wishing to pursue graduate level studies in the United States. Duration of the course is one year and any studies undertaken during that year can apply toward completion of a Master of Music degree at Emporia State University.

Course Requirements:

800 level Applied Music	4
700-800 levels Performance area literature course	3
600-800 levels Music electives	5
Total	12

Note: Students can enroll in applied music courses (Applied Piano) for repeated semesters. These courses are a one-to-one instructional setting; each student continues to progress individually following the course content.

Prerequisite:

Undergraduate degree or its equivalent in a field of music.

Application Process:

A basic performance audition of intermediate to advanced literature.

A letter of application addressing personal goals for the certificate.

Completion of ESU admission requirements.

Certificate in Piano Pedagogy

The purpose of the certificate is for private teachers needing more training or strengthening of the quality of their teaching.

Course Requirements:

MU 728 Piano Pedagogy 1	2
MU 729 Piano Pedagogy 2	2
MU 830 Performance Practices in Music	2
MU 740 Piano Literature	2
MU 851 Applied Piano	4
Total	12

Note: Students can enroll in applied music courses (Applied Piano) for repeated semesters. These courses are a one-to-one instructional setting; each student continues to progress individually following the course content.

Application Process:

Basic playing audition of intermediate to advanced literature.

Letter of application addressing personal goals for the certificate.

International Student Music Performance Certificate

This certificate is designed to provide international graduate students with an opportunity to study music and further develop English skills in the United States.

Prerequisites

TOEFL score meeting ESU requirements

Permission of applied instructor

Course Requirements:**Semester 1 (6 credit hours)**

Intensive English courses as needed

Applied Music at 800 level

Music Elective

Semester 2 (6 credit hours)

Applied Music at 800 level

Music Literature Course in applied area

Music Elective

Total hours for certificate

12

NOTE: Students can enroll in applied music courses for repeated semesters. These courses are a one-to-one instructional setting; each student continues to progress individually following the course content.

PHYSICAL SCIENCES

Web: <http://www.emporia.edu/physci>

Phone: 620-341-5330

Richard Sleezer, Chair

Eric Trump, Graduate Advisor for Chemistry

Michael A. Morales, Graduate Advisor for Earth Sciences

Jorge L. Ballester, Graduate Advisor for Physics

Kenneth W. Thompson, Graduate Advisor for Physical Sciences (teaching)

Graduate Faculty

Professors: James S. Aber, Jorge L. Ballester, Robert W. Jones, Kenneth W. Thompson.

Associate Professors: Michael A. Morales, Christopher M. Pettit, Marcia K. Schulmeister, Richard O. Sleezer, Eric L. Trump, Kim T. Simons.

Assistant Professors: Alivia Allison, Andrew Miller, Christine Morales, Diane Nutbrown.

Introduction

Graduate study with concentrations in chemistry, earth science, physics, and physical sciences is offered within the Master of Science degree.

The requirements for each of these concentrations are described separately. Each is designed to promote a high level of competence and understanding of the subject matter. These programs prepare a student to continue graduate studies at the doctoral level and obtain or maintain employment in the chosen field with government agencies, industry or education.

General Admission Requirements and Qualifying Entrance Examinations

At the time of application a degree aspirant's previous academic work is evaluated. Upon admission to the program any existing deficiencies are identified and recommendations are made to address them by the graduate advisor for the applicant's program concentration of choice. All students are required to pass the qualifying exam(s) for their discipline prior to the completion of 12 hours of graduate degree program work. If one or more parts of the exam are not passed, the student may be given another opportunity either by additional testing or coursework to satisfy this requirement. Specific qualifying exam requirements vary depending on the program concentration; therefore, students should consult with the appropriate graduate advisor for details. Admission requirements specific to the various concentrations within the Physical Sciences are outlined under the **Admission Requirements** headings for each concentration (Chemistry, Earth Science, Physics, and Physical Sciences).

General Degree Requirements

These degree program concentrations require that the student write either a thesis or a research report addressing a selected topic. The thesis option requires successful completion of a minimum of 30 semester hours of approved graduate work. The research report option requires successful completion of a minimum of 32 semester hours of approved graduate work. Both options require successful completion of 15-25 semester hours in the major field(s). Specific course requirements will be determined by the individual candidate

in consultation with the candidate's advisor and graduate committee. The candidate must pass an oral examination over the thesis or research report. The following summarizes the requirements.

Thesis Option	Hours
Thesis and Research (only 6 credit hours of thesis allowed)	3-8
Major field courses (see each concentration)	15-25
Approved electives	5-10
Total (minimum)	30

Research Report Option	Hours
Graduate Research	3-6
Major field courses (see each concentration)	15-25
Approved electives	5-12
Total (minimum)	32

MS Degree, Physical Science, CHEMISTRY CONCENTRATION

The MS concentration in chemistry is designed to prepare graduates for employment in industrial or governmental sectors, for continued graduate work at the doctoral level, or for teaching. Program variations may be tailored to emphasize biochemistry/biotechnology, environmental chemistry or chemistry education in addition to a more traditional chemistry curriculum.

Admission Requirements

Accepted applicants must have completed a bachelor's degree (BA or BS) from an accredited college or university with a major in chemistry or closely related field. If an applicant does not have a major in chemistry, then course work equivalent to six lecture courses and four laboratory courses in chemistry are expected. Exceptions will be considered on an individual basis, and applicants may be admitted on a provisional status.

Qualifying Examinations Requirement

Qualifying examinations will be scheduled during the first five class days of the semester. Each student must pass a qualifying examination in two of the four following principal areas of chemistry: biochemical, inorganic, organic or physical chemistry; see Core Requirements for analytical chemistry. Students will have two opportunities to pass each area examination. If an examination is failed twice, the requirement must be satisfied by completing the department's designated course work in the appropriate area with a minimum grade of "B."

If an examination is failed on the first attempt and the designated substitute course is offered that semester, the student may elect to waive a second attempt to pass the examination and satisfy the requirement by completing the designated course with a minimum grade of "B-". Any course(s) taken to satisfy qualifying examination requirements will not count toward the hours required for the MS degree. Meeting the Qualifying Examinations Requirement, either by passing the examination or completion of the designated substitute course, will make the student eligible for degree-candidacy status. The courses designated to substitute for Qualifying Examinations are the following:

CH 500 Topics in Chemistry: Survey of Organic Chemistry	3
CH 525 Descriptive Inorganic Chemistry	3
CH 560 Fundamentals of Biochemistry	3
CH 620 Elements of Physical Chemistry	3

Course substitutions may be considered by the chemistry faculty in individual cases.

Degree Requirements

Per University Graduate School guidelines, a student must earn a cumulative 3.0 grade point average in all courses used for the degree. A minimum of 60 percent of the credit hours must be in courses numbered 700 or higher. For complete degree requirements consult the current graduate policies at <http://www.emporia.edu/grad/pol.htm>.

Two degree options are available. The *thesis option* requires a minimum of 30 credit hours and the *report option* requires a minimum of 32 credit hours. The Core Requirements are the same for both options. Due to prerequisites that may not have been met with courses in a student's background, more than 30 or 32 hours may be required.

A student is expected to select her/his research advisor no later than the end of her/his first semester. The committee should be selected by mid-term of the second semester. Prior to graduation a student will submit a satisfactory written thesis or report and make a public oral presentation and defense of the thesis or report.

Core Requirements (total of 8 hours)

CH 728 Chemical Literature	2
(This course serves as the departmental orientation course and should be taken during the first semester.)	
CH 730 Chemistry Seminar (first 2 semesters as graduate student, 1 hr/semester)	2
CH 676 Analytical Chemistry	4
(If the student's record includes successful completion of an undergraduate course in quantitative analysis, including laboratory, and the student passes the departmental Analytical Chemistry Qualifying Examination, the student will be awarded passing credit on the transcript for CH 676.)	

Thesis option	Total of 30 hours
Core requirements (described above)	8
Research	8
CH 829 Graduate Research (3-5 hrs)	
CH 875 Thesis M.S. (3-5 hrs)	
Chemistry electives (see below)	8-14
Cognate electives	0-6

Report option	Total of 32
Core requirements (described above)	8
Research 6 hrs	
CH 829 Graduate Research (6 hrs maximum)	
Chemistry electives (see below)	12-18
Cognate electives	0-6

Chemistry electives

CH 500 Topics in Chemistry (* except Survey of Organic)	1-5
CH 506 Environmental Chemistry	3-4
CH 508 Industrial Chemistry	1-3
CH 578 Water Analysis	3
CH 627 Intermediate Chemistry	3
CH 745 Nuclear Techniques	3
CH 660 Biochemistry I	3
CH 661 Laboratory Methods in Biochemistry	2
CH 662 Biochemistry II	3
CH 700 Advanced Topics in Chemistry(*)	1-5
CH 720 Physical Chemistry I	3

CH 721 Physical Chemistry Laboratory	2
CH 722 Physical Chemistry II	3
CH 723 Advanced Physical Chemistry Laboratory	2
CH 724 Topics in Physical Chemistry: (*)	3
CH 725 Advanced Inorganic Chemistry	3
CH 726 Advanced Inorganic Chemistry Laboratory	1-3
CH 760 Nucleic Acids Biochemistry	3
CH 765 Advanced Biotechnology Laboratory	4
CH 772 Topics in Organic Chemistry: (*)	1-3
CH 773 Qualitative Organic Analysis	3
CH 776 Topics in Biochemistry: (*)	1-3
CH 777 Instrumental Methods of Analysis	5
CH 778 Topics in Analytical Chemistry: (*)	1-3
CH 801 Trends in High School Chemistry Curricula	3
CH 802 Modern Developments in Chemistry	3
CH 826 Topics in Inorganic Chemistry: (*)	1-3
CH 871 Topics in Advanced Physical Chemistry	1-3

*The topic in a given semester will be announced in the course schedule. The courses may be repeated for credit when different topics are offered.

Other chemistry courses may be considered for inclusion in a student's program on an individual case basis.

Cognate Electives

Up to 6 hours of cognate courses (numbered 500 and above) relevant to a student's educational goals may be included in the MS degree plan. Such courses may be selected from those offered in earth science, geology, physics, physical science, biological sciences, mathematics, computer science, education, or other disciplines. The selection of Cognate Electives must be approved by the student's academic advisor prior to enrollment in the cognate course.

MS Degree, Physical Science, EARTH SCIENCE CONCENTRATION

The graduate earth science concentration is designed to provide a broad, flexible, and interdisciplinary background in the earth, environmental, and geological sciences. It is especially well-suited for candidates with career goals in government service, teaching, and/or industry. It can also prepare one for entry into doctoral study.

Admission Requirements

The minimum expected undergraduate preparation in earth science is course work equivalent to the BSE degree with certification in earth/space science, or a BA or BS degree with an earth science, physical geography, geology, or physical science major. Deficiencies in course background may be addressed concurrent with degree program course work.

Application for Admission

To apply for admission to the earth science concentration, applicants are required to do the following:

- 1) Submit an application for admission; see <http://www.emporia.edu/grad/appinstr.htm> for an electronic application form.
- 2) Provide official transcripts from each undergraduate institution attended. Transcripts must be sent to: Graduate School, Campus Box 4003, Emporia State University, Emporia, Kansas, 66801.

- 3) Provide a statement of relevant background, fields of interest in earth science, and career goals. This should be sent to: Graduate Advisor, Earth Science Department, Campus box 4030, Emporia State University, Emporia, KS, 66801.
- 4) The priority date to submit applications for the upcoming academic year is March 1. Later applications may be considered.
- 5) A faculty committee will review applications and select candidates for admissions. Each candidate will be matched with a prospective faculty advisor.
- 6) Students admitted into the degree program will be expected to maintain continuous enrollment during the academic year (Fall and Spring semesters). Students may petition for a leave of absence for special circumstances, e.g., military service, medical conditions, family emergencies, or other extraordinary situations.
- 7) In some cases these procedures and their schedule may be modified for students with special circumstances.

Qualifying Examinations

At the time of application a degree aspirant's previous academic work is evaluated. Upon admission to the program any existing deficiencies are identified and recommendations are made to address them by the graduate advisor for the applicant's program. All students are required to pass the qualifying exam(s) for their discipline prior to the completion of 12 hours of graduate degree program work. If one or more parts of the exam are not passed, the student may be given an additional opportunity either by additional testing or coursework to satisfy this requirement. Additional information is available from a graduate advisor or the Physical Sciences Office, Cram Science Hall room 133.

Graduation Requirements

Students are required to either 1) complete a minimum of 30 credit hours including a thesis (a maximum of 8 hours may be research and thesis combined), or 2) complete a minimum of 32 credit hours including a research project (a maximum of 6 hours may be research). A minimum of 60 percent of the credit hours must be in courses numbered 700 or higher. Students must complete at least 15 hours of courses in earth science (ES or GO courses) exclusive of the thesis or research project. At least six hours of graduate credit must be taken from the following allied sciences: biology, chemistry, computer science, geography, mathematics, or physics.

Graduate Committee

Each individual who is pursuing a graduate degree in earth science must have his/her work approved and supervised by a graduate committee. This graduate committee is appointed by the recommendation of the department, and is generally chaired by the student's research advisor. A student's graduate committee must approve the program of study, including the outline of the research topic. Before the degree is awarded, the committee will examine the candidate orally over the thesis or research report and related topics.

Presentation of Research

A student is expected to present his/her research at a professional scientific conference or meeting. The presentation may take the form of a poster display, oral lecture, field-trip guide, workshop or other suitable format.

MS Degree, Physical Science, PHYSICAL SCIENCE CONCENTRATION

The physical science concentration is an option for in-service teachers or non-teaching professionals. If an in-service teacher, the physical science concentration is designed to provide graduate work to enhance the chemistry, earth/space science, physics and/or physical science background of a licensed teacher. This concentration can also be preparatory for additional graduate work at the doctoral level in science education. A non-teaching physical science concentration is designed to provide graduate work to those professionals for whom a broad foundation in the physical sciences is appropriate.

Admission Requirements

For in-service teachers, the required undergraduate preparation is completion of course work equivalent to the Departments of Physical Sciences undergraduate requirements for secondary teaching licensure in one of chemistry, earth/space science, physics, or closely allied field. For non-teaching professionals, the required preparation is a bachelor's degree with similar preparation from an accredited institution.

Program Options

Two program options are available for students wishing to pursue this degree concentration.

Program Option A is designed for those individuals who want to take the maximum number of hours of course work within the disciplines and who will be full-time graduate students during the academic year.

Required Courses/Degree Requirements	Hours
Physical Sciences (CH, ES, GO, PH, or PS)	15-25
Nature of the Scientific Enterprise	2
CH, PH, ES, PS Thesis hours	3-5
or	
CH, PH, ES, PS Research hours	3-5
Approved electives, if needed, to bring the total hours to 30 (thesis) or 32 (research report) will be decided by the graduate committee and candidate.	
Minimum hours required, thesis option	30
Minimum hours required, research report option	32

Program Option B is designed for those individuals who want to do course work within the disciplines and also gain additional competence in science education techniques and curriculum development. This program is specifically designed to be completed during summer sessions, and potentially augmented with academic-year course work.

Required Courses/Degree Requirements	Hours
PS 730 Nature of the Scientific Enterprise	2
PS 768 Workshop in Physical Science Teaching	1-3
PS 801 Modern Developments in the Physical Sciences	3

Approved Electives	Hours
First Physical Science Discipline	12
Second Physical Science Discipline	6

Thesis Option	Hours
Thesis (offered under several course numbers e.g., CH, ES, PH, and PS)	3-5

ER 851 Research Design and Writing	3
Minimum hours required, thesis option	30

Research Report Option	Hours
Graduate Research or Research Problem (offered under several course numbers)	3-6
ER 752 Analysis of Research	3
Minimum hours required, research report option	32

MS Degree, Physical Science, PHYSICS CONCENTRATION

The physics concentration is designed to serve the needs of those planning to advance in a teaching career, enter industrial or governmental work, or continue graduate education at the doctoral level. Students benefit from small classes, a student-oriented faculty, research opportunities, and a flexible curriculum.

Admission Requirements

For admission to the physics concentration program, the applicant must have completed at least two physics courses for which introductory physics is a prerequisite and must have a demonstrated proficiency in calculus. Students may be admitted on a provisional status, and will be informed upon admission of any specific deficiencies which must be addressed.

Qualifying Examination

Students are required to pass a qualifying examination covering specific topics in physics including classical mechanics, electromagnetism, waves, optics, thermodynamics, atomic physics, subatomic physics and special relativity. (Two semesters of introductory physics and one semester of modern physics can provide adequate preparation for the exam.) This examination will be administered prior to the completion of 12 graduate credit hours. More information on the qualifying examination is available from the Physical Science Office, Cram Science Hall, Room 133.

Graduate Committee

Students pursuing a graduate degree must have their work approved and supervised by a graduate committee. This graduate committee is appointed by the recommendation of the department. The student's research advisor will generally serve as the chairperson of the committee. A student's graduate committee must approve the program of study including the outline of the research topic.

Degree Requirements

Two degree options are available. In the more research-intensive thesis option, students are required to complete a minimum of 30 credit hours including a thesis (a maximum of 8 hours may be research or thesis). Per university Graduate School requirements, the research report option requires a minimum of 32 credit hours (a maximum of 6 hours may be research). Per university Graduate School requirements, a student must earn a cumulative 3.0 grade point average in all courses used for the degree. A minimum of 60 percent of the credit hours must be in courses numbered 700 or higher. Students must present the results of their thesis or research project at a scheduled departmental seminar. Immediately following the seminar, the student's graduate committee will examine the candidate orally over the thesis or research report and related topics.

Required Courses

A master's degree program with a physics concentration

requires a minimum of 15 credit hours in physics courses. Advanced-level courses in classical mechanics, electromagnetism, and an advanced laboratory course are required as a common core for all graduate students, e.g., PH 760, Mechanics I and PH 762, Electricity and Magnetism I are required. The advanced laboratory requirement can be met with any physics laboratory course at the 500-level or above. The degree program will include additional hours of approved electives to meet the minimum number of hours required.

Seminar Participation

Students are expected to attend and participate in scheduled physics seminars during the entire period of full-time graduate study, whether enrolled in such seminars for credit or not. A maximum of two credit hours in seminar may be applied toward the degree.

PSYCHOLOGY

Web: <http://www.emporia.edu/psych>

Visser Hall 327, Campus Box 4031, Phone: (620)341-5317, Fax: (620) 341-5801

Brian W. Schrader, Chair

Graduate Faculty

Professors: Pamelyn MacDonald, James D. Persinger, Brian W. Schrader, Kenneth A. Weaver, George B. Yancey

Associate Professors: Carol Daniels, Cathy A. Grover, John Wade

Instructors: Marciana Vequist

The Department of Psychology has a rich and distinguished history dating back to the late 1800s and Dr. Norman Triplett, who published the first experiment in social psychology. Modern laboratory facilities equipped for a variety of human and animal research projects with computer labs and smart classrooms continues this established tradition of excellence.

The Department of Psychology offers programs of study leading to the Master of Science (M.S.) degree with majors in Psychology with concentrations in Experimental or Industrial/Organizational, Clinical Psychology, and School Psychology.

The Specialist in Education degree is also offered in School Psychology.

Brochures outlining requirements, as well as an application for admission and assistantships, are available from the department office, Room 327, Visser Hall, 620-341-5317 or on the department's web page located at <http://www.emporia.edu/psych>

All Psychology applicants are reviewed by a committee as soon as their applications are complete and will be notified within 2 weeks of the committee's decision.

Graduate Teaching Assistantships (GTA)

If you wish to apply for a GTA position you should have at least 24 hours of undergraduate psychology and should include a one-two page essay indicating your teaching interest as well as your qualifications and rationale for wanting to be a GTA. The letter should be included with your other application materials. Application materials are due by March 15th. (<http://www.emporia.edu/grad/graduateassistants/graduate-assistant-application.html>)

Requirements for All Degrees

Students completing the thesis option select a thesis committee consisting of two faculty members from the student's field and one member outside the field. Students selecting the thesis option are required to complete both a proposal and defense meeting with their thesis committee. Psychology-Experimental and Psychology-Industrial/Organizational students must complete a thesis.

Non-degree seeking students may not apply more than 9 graduate hours taken as a non-degree student to a graduate program in the department. In addition, these courses must also meet the seven year time limit established by the Graduate Council.

For letters of recommendation, at least two must be from faculty who had you in class, conducted research with you, and/or are familiar with your academic performance.

Applicants who have been rejected for admission must complete all background deficiencies and repeat undergraduate

courses to raise their undergraduate GPA on the last 60 hours to a 3.25 or a cumulative GPA of 3.00 before reapplying.

Degree Candidacy Requirements

A degree program must be completed and approved before the second term of enrollment. The student should apply for degree candidacy after completing 15 hours of course work. A student must be a degree candidate before enrolling in thesis, practicum, internship or sitting for the comprehensive examination.

CLINICAL PSYCHOLOGY ADMISSION REQUIREMENTS

The following requirements must be met for admission into the Clinical Psychology program:

- 1) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
- 2) Three letters of recommendation.
- 3) Graduate Record Examination or Miller Analogies Test scores.
- 4) A B.S., B.A., B.F.A., or B.S.E. degree.
- 5) A personal letter that addresses the following: research experience (presentations, lab work, conference attendance), work/volunteer experience especially jobs relating to your area of interest in psychology, why you want to pursue a Master's degree, and your future plans with your Master's degree.
- 6) A minimum of 24 semester hours of background work in psychology excluding introductory or general psychology. This must include work in developmental psychology, statistics, experimental psychology, psychological testing, abnormal psychology, theories of personality, and foundations of psychology. Courses taken to fulfill undergraduate deficiencies may not be counted toward the Master's degree.

M.S. DEGREE, CLINICAL PSYCHOLOGY—Thesis Option

The degree requires a minimum of 60 credit hours.

Required Courses

I. ASSESSMENT COURSES (12 hours)		Hours
PY 806	Personality Assessment and Report Writing	3
PY 807	Projective Assessment and MMPI	3
PY 827	Seminar in Psychopathology	3
PY 841	Assessment of Intelligence	3
Total		12

II. TREATMENT (28 hours)

PY 846	Culture, Assessment, and Treatment	3
PY 847	Techniques of Psychotherapy	3
PY 848	Family and Group Systems Psychotherapy	3
PY 849	Ethics and Professional Practice	3
PY 858	Interdisciplinary Referral and Collaboration	3
PY 859	Internship in Clinical Psychology	6
PY 851	Behavior Modification	3
Electives		4
Total		28

III. SCIENTIFIC FOUNDATIONS 9

IV. RESEARCH (11 hours)

ER 851	Research and Design and Writing	3

ER 857	Statistics Methods for Education and Psychology II	3
PY 800	Thesis	5
Total		11

TOTAL Hours Required 60

M.S. DEGREE, CLINICAL PSYCHOLOGY—Non-Thesis Option

The degree requires a minimum of 60 credit hours.

Required Courses

I. ASSESSMENT COURSES (12 hours)		Hours
PY 806	Personality Assessment and Report Writing	3
PY 807	Projective Assessment and MMPI	3
PY 827	Seminar in Psychopathology	3
PY 841	Assessment of Intelligence	3
Total		12

II. TREATMENT (28 hours)

PY 846	Culture, Assessment, and Treatment	3
PY 847	Techniques of Psychotherapy	3
PY 848	Family and Group Systems Psychotherapy	3
PY 849	Ethics and Professional Practice	3
PY 858	Interdisciplinary Referral and Collaboration	3
PY 859	Internship in Clinical Psychology	6
PY 851	Behavior Modification	3
Electives		9
Total		33

III. SCIENTIFIC FOUNDATIONS 9

IV. RESEARCH (11 hours)

ER 851	Research and Design and Writing	3
ER 857	Statistics Methods for Education and Psychology II	3
Total		6
TOTAL Hours Required		60

The Clinical Internship

The internship experience is considered to be an integral and valuable component of the clinical program. The internship placement is a minimum of 750 clock hours in length and serves to provide the student with a wide variety of first-hand experiences in the clinical setting.

PSYCHOLOGY ADMISSION REQUIREMENTS

The following requirements must be met for admission into the desired program:

- 1) An overall 3.00 grade-point average on a four-point scale or a 3.25 on the last 60 semester hours for the undergraduate degree.
- 2) Three letters of recommendation.
- 3) Graduate Record Examination or Miller's Analogy Test.
- 4) A B.S., B.A., B.F.A., or B.S.E. degree.
- 5) A personal letter that addresses the following: research experience (presentations, lab work, conference attendance), work/volunteer experience especially jobs relating to your area of interest in psychology, why you want to pursue a Master's degree, and your future plans with your Master's degree.
- 6) For General and Industrial/Organizational: a minimum of 24 semester hours of background work in psychology excluding introductory or general psychology and including statistics, experimental psychology, developmental or social psychology, learning or cognitive psychology or memory, abnormal psychology

or personality, psychological testing or foundations/history of psychology, and any additional 6 hours of other psychology course work.

MS DEGREE, PSYCHOLOGY - EXPERIMENTAL CONCENTRATION

This option is selected by many students who plan to continue their education at the doctoral level in experimental psychology. This program stresses the acquisition of a solid grounding in research methodology and data analytic techniques. Conducting original research projects and preparing convention presentations and journal publications are encouraged. The specific program of study is tailored to meet the individual needs and career goals of each student.

I. CORE COURSES (12 hours)	Hours
ER 851 Research Design and Writing	3
ER 857 Statistics II	3
Total	6

II. CONCENTRATION (9 hours)	Hours
PY 722 Theories of Learning	3
PY 811 Seminar in Human Growth and Development	3
PY 827 Seminar in Psychopathology	3
Total	9
Students MUST earn a grade of B or better in each of these courses.	

III. ELECTIVES (advisor approved course work) 15 **Students MUST earn a Grade of B or better in each of these courses.**

A student must be a degree candidate before enrolling in any of the following courses:

IV. PRACTICUM & FIELDWORK (3 hours)	
PY 839 Internship	3
V. RESEARCH (3 hours)	
PY 800 Thesis	3
TOTAL	36

M.S. DEGREE, PSYCHOLOGY - INDUSTRIAL/ORGANIZATIONAL CONCENTRATION

In addition to the courses required for admission, the student must have taken and passed Principles of Management and at least 6 hours of undergraduate business/management courses. Suggested courses include accounting, business law, computer programming, information systems, finance, human resources, marketing, management, statistics. If deficient, these courses may be taken concurrently with graduate courses except in the case of a background course being a prerequisite to a graduate course taken in the same semester.

Although majoring in either psychology or business as an undergraduate is not absolutely required, students are urged to arrange undergraduate programs to reflect such a major if at all possible.

I. CORE COURSES (9 hours)	Hours
ER 851 Research Design & Writing	3
ER 857 Statistics II	3

II. CONCENTRATION (9 hours)	
PY 832 Industrial Personnel Psychology	3
PY 833 Organizational Psychology	3
Any 700+ level management course	3
Any 700+ psychology, management, or business course	3

III. ELECTIVES (advisor approved course work 12 hours)

IV. PRACTICUM AND FIELD WORK (3 hours)	
PY 839 Internship	3

V. RESEARCH (3 hours)	
PY 800 Thesis	3

TOTAL Hours Required 36

SCHOOL PSYCHOLOGY (M.S.) ADMISSION REQUIREMENTS

Students seeking acceptance into the graduate degree programs for Master of Science/Specialist in Education in School Psychology must first be admitted to the Graduate School of the University. This occurs by meeting the following requirements:

- Submission of an "Application for Admission to Graduate Study" form online at <http://www.emporia.edu/grad/appinstr.htm>.
- Submission of all undergraduate and graduate transcripts.
- Completion of a bachelor's degree from a regionally accredited college or university.
- A grade point average of not less than 3.0 overall, or a 3.25 on the last 60 semester hours for the master's program, and 3.50 on the master's program coursework for admission to the Education Specialist degree.
- Course prerequisites: A minimum of 20 semester hours of background courses in undergraduate psychology (not including introductory psychology), or the content of those courses completed via course equivalents as determined by core program faculty. This must include work in statistics, descriptive and/or experimental methods, developmental, history/foundations, personality theory, and learning theory (or a cognitive or educational psychology equivalent to a learning theory course). Abnormal psychology and psychological testing courses are suggested as part of this background, but are not required. In addition, a 3 semester hour Survey of Exceptionality (sometimes called Introduction to Special Education) course is needed. It is not uncommon that some prerequisite course work is missing for applicants; certain aspects may be met concurrently with School Psychology Program studies.
- Documented supervised work experience in working with, supervising, and/or caring for children and youth in a supervised setting is a required part of the application process for all licensure programs approved in the state of Kansas. Required documentation forms with instructions are available in the Appendix.
- Submission of scores that are, in the least, within the average range on either the Graduate Record Examination or Miller Analogies Test. Applicants with an M.S. in school psychology or a related field such as clinical psychology or special education may meet this requirement if they show exceptional performance in their M.S. course work.
- Three letters of recommendation (form in Appendix) from professionals who can comment on the applicant's potential for completing advanced graduate studies. Additional letters (e.g., from friends or family members), which address issues you believe

relevant may also be submitted, but the application is not complete without the three letters from professionals that provide the information requested in the form.

- Completion of an admissions interview, which may be done via phone, with a member of the School Psychology Program faculty.
- Although applications are accepted year-round, in order to offer applicants an assurance that an admissions decision and enrollment may begin on the desired schedule, applications should meet specified deadlines. Applications should be completed by March 1 to assure that a program of study may begin during the fall semester, and October 1st for a program of study which begins during the spring semester. Materials arriving after those dates will be given due consideration, but an admissions decision may not be completed in time for

enrollment during the desired semester.

- Applicants must include a statement of purpose or letter of intent with their materials. Its purpose is to introduce you to the committee. What do you want to study? Why do you want to study it? What experience or background do you have that is relevant to this area? What do you plan to do with this degree once you have it? It should also explain anything in the application materials that you believe should be elaborated upon, make clear you understand and care about the professions of school psychology, and demonstrate that you have the academic background, maturity, and diligence to succeed in the program. Some helpful suggestions as to what such a letter might contain can be seen at <http://www.unm.edu/~olit/pdf/letterOfIntentGuidelines.pdf>.

Applications are not accepted without a letter of intent, as providing one helps the admission committee understand the context of the application and can facilitate admissions decisions.

SCHOOL PSYCHOLOGY (Ed.S.) ADMISSION REQUIREMENTS

Admission requirements for the Ed.S. program are the same as M.S. above except 20 instead of 24 hours of undergraduate psychology course work is required including either Experimental Psychology or Foundations of Psychology. If applicants are not licensed as a regular classroom teacher, they must complete the Survey of Exceptionality course and an approved field experience with exceptional students concurrently while taking course work in the MS program. Admission to the Ed.S. program requires the following:

1. A master's degree from an accredited college or university with a GPA of 3.5 on the most recent master's degree.
2. A letter of educational goals and professional interests unless written for a School Psychology master's degree at ESU.
3. One recommendation for graduate study by an individual who can attest to the candidate's capacity for advanced study.
4. If the master's degree was awarded by Emporia State University, then the student will not be required to repeat the Graduate Essay Examination of The Teachers College. The student is encouraged to consult the Graduate Catalog for additional details pertaining to the Specialist in Education degree, as well as all other graduate programs offered by ESU.
5. Achieve a state of Kansas passing score on the Praxis II series School Psychologist examination. Full results, including subscores for all content areas, must be made available to the Program Director.

A grade of "B" or above must be earned on the entire Ed.S. School Psychology program to receive a recommendation to the Kansas

State Department of Education for certification as a school psychologist.

Other Requirements for School Psychology

A degree program must be completed and approved before the second term of enrollment.

A thesis committee consisting of two faculty members from the student's field and one member outside the field will need to be selected. Students are required to take an oral examination over their thesis area and research. Candidates who choose the non-thesis option must select a school psychology faculty member to serve as an Ed.S. project advisor prior to enrolling in the PY 844 Ed.S. project option.

For Non-Degree Seeking Students: A student may not apply more than 12 graduate hours taken as a non-degree student to a graduate program in the department. In addition, these courses must also meet the seven year time limit established by the Graduate Council.

Applicants who have been rejected for admission must complete all background deficiencies and repeat undergraduate courses to raise the GPA on the last 60 hours to 3.25 before reapplying to the graduate program.

Degree Candidacy Requirements

The student must apply for degree candidacy after completing between 6 and 15 hours of course work. A student must be a degree candidate before enrolling in thesis, practicum, or internship.

M.S. DEGREE, SCHOOL PSYCHOLOGY

Required Courses	Hours
SC 810 Pre-Pract Counseling Skills Development	2
ER 851 Research Design & Writing	3
OR	
ER 752 Analysis of Research	3
PY 722 Theories of Learning	3
PY 812 Foundations of Assessment in Special Education and Student Support	3
PY 835 Seminar in School Psychology	3
PY 836 School-Based Prevention and Intervention	3
PY 841 Assessment of Intelligence	3
PY 860 Leading Processes to Meet Diverse Student/Needs	3
SD 700 Characteristics of Students with Mild/Moderate Disabilities	3
PY 714 Assessing Young Children with Special Needs	3
PY 801 School Psychological Consultation	3
EA 885 Human Relations/Group Processes	2
PY 709 Introduction to Neuropsychology	1
TOTAL	35

Ed.S. DEGREE, SCHOOL PSYCHOLOGY

Required Courses	Hours
PY 838 Supervised Practice in School Psychology	6
PY 844 Project, Ed.S. (project track)	3
OR	
PY 900 Thesis, Ed.S (thesis track).	5
SD 850 Characteristics of Individuals with Gifts & Talents	3
CD 838 Advanced Methods for Inclusive Education	3
PY 820 Response to Intervention in School Psychology	3
ER 857 Statistical Methods for Education/Psychology II	3
PY 843 PsychoEducational Assessment	3
PY 851 Seminar in Behavior Modification	3

Elective 1 credit hour (thesis track)	1
OR	
Elective 3 credit hours (project track)	3
TOTAL	30

Internship (4 hours required post EdS)

PY 910 Internship in School Psychology I	2
PY 920 Internship in School Psychology II	2
TOTAL	4

These courses or approved equivalents or substitutes must be taken. If equivalent courses were completed at the undergraduate level, graduate courses must be taken to fulfill the graduate hour requirements.

One academic year of supervised experience (internship) is required before the student may be recommended for full licensure as a school psychologist. The student may be given recommendation for provisional licensure as a school psychologist after completion of the Ed.S degree. This includes completion of all MS and Ed.S course requirements. If a provisionally licensed student takes a position as a school psychologist in a school system that also employs a fully licensed and experienced school psychologist, this year may serve as a paid internship. This arrangement is possible only if the student takes a position in Kansas where adequate supervision can be maintained by the university. At least 50% of the internship must be completed in a public school setting.

Procedure for Licensure

Recommendation to the State Department of Education is made by Emporia State University. Recommendation for initial approval cannot be obtained until all courses except the internship on the degree and certification plan have been completed. Grades of B or above must be earned to receive the recommendation. Final approval for full licensure requires the completion of one school year's internship.

Non-Degree Early Childhood School Psychology (licensure only)

This licensure program is only for licensed kindergarten through 12th grade school psychologists who want to add the early childhood level to their certification. Applicants should contact the school psychology faculty for specific requirements.

SCHOOL LEADERSHIP/MIDDLE & SECONDARY TEACHER EDUCATION

Web: <http://www.emporia.edu/sleme>

Phone: 620-341-5776

Dan Stiffler, Chair

Graduate Faculty

Professors: Nancy Albrecht, Paul Bland, Edwin Church, Jerry D. Will.

Associate Professors: Mike Shimeall, John Morton, Dan Stiffler

Assistant Professor: Neal Luo.

Graduate Programs

In general, the graduate programs in the department of School Leadership/Middle & Secondary Teacher Education are designed to prepare personnel to assume leadership roles as lead teachers, building-leadership team members, coordinators, supervisors, principals, superintendents, and other central office personnel.

The Master of Science and non-degree programs in Educational Administration qualify students for Building-Level Leadership license/licensure endorsement in the levels at which they are certified. District Leadership-level license/licensure is also available.

The Master of Science degree in Curriculum and Instruction concentrations prepare teachers to become staff development coordinators, curriculum specialists, practitioners, and helps prepare teachers for National Board License/licensure. Specific concentrations are 1) Curriculum Leadership, 2) Effective Practitioner, and 3) National Board.

The Master of Education-Teaching degree provides two options: 1) a master's program that complements the Alternate Route/Restricted Licensure program allowing an opportunity for students to pursue a master's degree after completing the initial teacher license at the secondary level and 2) a master's program for those who are already licensed teachers or are in another profession but want a master's degree in teaching.

Admission and Retention Policies

Application for admission to all graduate programs listed must be made on a form provided by the Graduate School. Copies of official transcripts of all college credit must be supplied. An advisor will be assigned upon final acceptance into the program as a degree-seeking student.

Students in the master's degree program must pass a final comprehensive examination over courses completed and are non-thesis programs.

Admission Requirements for MS Degree in Educational Administration-Building Level and District Leadership licensure programs:

The minimum standards for admission to graduate study leading to a master's degree/building license/licensure offered by the faculty of the Department of School Leadership/Middle & Secondary Teacher Education include the following:

1. GPA of 3.0 on the last 60 hours of college course work or last 30 graduate hours for non-degree for building level; for district level, grade point average of 3.25 on the first 30 hours of graduate work.

2. Completion of either the Graduate Record Exam or Miller Analogies Test.*
3. Official transcripts of all college work completed must be on file.
4. Satisfactory completion of the Departmental Graded Application Form.
5. The applicant must be certified as a teacher/administrator (to perform a professional role in Kansas public schools; for district level, must be eligible for Kansas license/licensure as a building administrator).
6. The applicant must have a minimum of one (1) year of accredited experience in a certified role in the public schools. (Three (3) years of accredited professional experience are required for license/licensure for building and district level.)
7. Two recommendations from supervising administrators on approved university forms must be on file; for district level, three references.
8. A resume or vita of the applicant's professional experience must be on file.
9. A statement of the applicant's goals for school administration must be on file.
10. Completion and return of the disposition form.
11. Final determination based on a Graduate Admissions Rating Form score.

Admission Requirements for MS Degrees in Curriculum & Instruction and Master in Education-Teaching:

1. Undergraduate GPA of 2.5 or better on the last 60 semester hours of work.
2. Submission of official transcripts of all previously completed courses.
3. Submission of two supportive references from supervisors.
4. Satisfactory completion of the Departmental Graded Application Form.
5. Satisfactory completion of the Graduate Record Examination or Miller Analogies Test.*
6. Completion and return of the Disposition form.
7. Final determination based on "Graduate Admissions Rating Form" score.

*Department faculty have not established a cut/minimum score for either the GRE or MAT, but reserve the right to deny admission to any student who has an aggregate academic background which is not predictive of success in a graduate program.

COMPLETION OF THE ABOVE STANDARDS DOES NOT NECESSARILY GUARANTEE ADMISSION TO A DEGREE OR LICENSE/LICENSURE PROGRAM AT EMPORIA STATE UNIVERSITY.

Additional information regarding any of the stated criteria is available upon request. Students are urged to begin immediately to complete all admission procedures so that their application for admission may go before the faculty committee for final consideration/approval. Any course work taken after the first six (6) hours, but before the student has been approved for admission will count toward fulfillment of requirements for the master's degree program only with permission of the department chair. Students are expected to continuously demonstrate personal characteristics appropriate to the profession, maintain a 3.0 GPA or better through their MS program and file a degree plan with their advisor.

Full Admission Requirements

Educational Administration/Building Leadership

Masters of Science - Educational Administration – Pre-K12

Required Courses	Hours
ER 752 Analysis of Research	3
ED 833 Beliefs, Values & Issues in Educational Practice	3
ED 820 Curriculum Leadership: Models and Strategies	3
EA 773 Advanced Educational Psychology for Teacher and Administrators	3
EA 750 Technological Applications in School Leadership	1
EA 811 Supervision and Evaluation	3
EA 885 Human Relations and Group Processes in Education	2
EA 830 School Leadership Theory	3
EA 849 Educational Law & Regulations	3
EA 888 School Systems Management	3
EA 896 Practicum I in Educational Administration: Building Level - Fall	4
EA 897 Practicum II in Educational Administration: Building Level – Spring	<u>4</u>
Total	35

Administrator License/licensure Programs

The Department of School Leadership and Middle/Secondary Teacher Education offers three graduate administrator endorsement programs. They are the Masters Building Leadership, Non-Degree Building Leadership, and Non-Degree District Leadership. As a prerequisite, graduate students must have a master's for the Non-Degree Building Leadership program and completion of the Building Level Leadership is required for the Non-Degree District Leadership program.

Building Administrator (91-1-128a)

Admission requirements for the non-degree building administrator license/licensure program are the same minimum standards detailed under the "Admission Requirements for MS Degree in Educational Administration." Kansas State Board of Education standards and program competencies for endorsement of non-degree building-level administrators are taught in the Required Courses of the educational administration program. As a prerequisite the Building Leadership licensure program requires a master's degree.

Other requirements as a part of a program planned by the institution and student to improve administrator effectiveness may be required. Transfer and substitute courses must have prior approval of the department chair and/or program advisor.

District Leadership School Administrator (91-1-129a)

Kansas State Board of Education standards and program competencies for endorsement of district-level administrators require a total of 60 graduate hours for the endorsement. The minimum standards for admission to the district level license/licensure program in educational administration are detailed under the Master's Degree Admission Requirements.

COMPLETION OF THE MINIMUM STANDARDS DOES NOT NECESSARILY GUARANTEE ADMISSION TO A LICENSE/LICENSURE PROGRAM AT EMPORIA STATE UNIVERSITY.

The applicant must have completed 60 approved graduate hours beyond the bachelor's degree to qualify for license/licensure as a

district administrator.

As part of the 60 hours, the following courses must be successfully completed:

	Hours
EA 941 Business Administration in School Leadership	3
EA 984 Educational Buildings and Facilities	3
EA 986 District School Leadership	3
EA 942 Leadership of Special Programs	3
EA 997 Practicum I in Educational Administration District Level-Fall	3
EA 998 Practicum II in Educational Administration: District Level-Spring	3

Other requirements as a part of a program planned by the institution and student to improve administrator effectiveness may be required. Transfer and substitute courses must have prior approval of the program advisor.

PROCEDURE FOR LICENSE/LICENSURE

Upon completion of the program requirements, the student is responsible for applying for license/licensure by contacting the Licensure Office of Emporia State University. The License/licensure Officer then recommends to the Kansas State Department of Education that the student be endorsed in the appropriate area.

The department will recommend a student for license/licensure when all of the requirements for the program have been completed. A grade of B or better must be earned in the practicum course to receive a recommendation.

Alternate Route Licensure Program

ED 840 Managing a Classroom	2
ED 841 Essentials of Curriculum Design	3
SD 550 Survey of Exceptional Child	3
SC 719 Creating Classroom Climate	1
ED 893 Internship I	6
ED 894 Internship II	6

MASTER OF EDUCATION – TEACHING

Upon completion of the Alternate Route/Restricted Licensure program the students can pursue a master's degree.

Required Coursework (24 hours)

ED 886 Designing Instructional Programs	3
ED 879 Classroom Management Through Positive Reinforcement	2
SD 550 Survey of Exceptional Child OR	3
SD 864 Creative Teaching and Learning	3
SC 719 Classroom Climate	1
ED 535 Cultural Awareness for Educators	3
PY 722 Theories of Learning (not online at ESU) OR	3
EA 773 Advanced Educational Psychology for Teachers and Administrators	3
ED 887 Developing Authentic Assessments	3
ED 833 Beliefs, Values and Issues in Educational Practices OR	3
An advanced content methods course	3
ER 752 Analysis of Research	3

Option 1 (Leads to Licensure)

ED 893 Restricted License Internship I OR	6
ED 890 Teaching Internship	6
ED 894 Restricted License Internship II OR	6
SC 881 Internship in School Counseling	6

Total Credit Hours Option 1 36

Option 2 (for all other applicants)

ED 895 Practicum/Action Research (to be taken last semester)	3
Content Area Electives (with advisor approval)	6
Elective (with advisor approval)	3

Total Credit Hours Option 2 36

MASTER OF SCIENCE – CURRICULUM AND INSTRUCTION

This degree is intended for individuals who teach or lead programs in grades kindergarten through grade 12. The C & I Master's Degree provides flexibility through three areas of concentration: Effective Practitioner Pre-K-12, National Board Certification Pre-K-12, or Curriculum Leadership Pre-K-12.

Satisfactory completion of admission requirements, the comprehensive examination (completed in one of the final two semesters), and all course work are required to be eligible for graduation.

Required Courses	Hours
ED 535 Cultural Awareness for Educators	3
ED 805 Restructuring Classrooms with Technology	2
ED 820 Curriculum Leadership: Models and Strategies	3
ED 833 Beliefs, Values & Issues in Educational Practice	3
ED 837 Brain Based Learning for Educators	3
ED 879 Classroom Management through Positive Reinforcement	2
ED 887 Developing Authentic Assessments	3
ER 752 Analysis of Research	3
ED 895 Practicum	3

Students will select one concentration from the following options.

Areas of Concentration:

Curriculum Leadership Pre-K-12 is designed for educators who choose to prepare to coordinate the design, implementation, management, and evaluation of curriculum and instruction in public and private school systems. **National Board Certification Pre-K-12** is designed for educators who choose to prepare for and participate in the review process which leads to National Board Certification. The **Effective Practitioner Pre-K-12** program is designed for educators interested in improving their own classroom skills and maximizing student achievement. It is also for those who wish to become leaders and resource persons in faculty development projects and activities.

Curriculum Leadership Pre-K-12 (9 credit hours)

EA 830 School Leadership Theory	3
ED 865 Advanced Theory & Practice in Teaching	3

ED 886 Designing Instructional Programs	3
Effective Practitioner Pre-K-12 (9 credit hours)	
Nine additional credits of teaching and learning electives as approved by the C & I committee.	
National Board Certification Pre-K-12 (9 credit hours)	
ED 842 National Board Certification Portfolio Development	3
ED 843 National Board Certification School Based Project Completion of NBPTS School Site Portfolio	6
Completion of NBPTS Assessment Center Exercises	
Total Hours in Degree	34

PROCEDURE FOR LICENSE/LICENSURE

Upon completion of the program requirements, the student is responsible for applying for license/licensure by contacting the Licensure Office of Emporia State University. The Licensure Officer then recommends to the Kansas State Department of Education that the student be endorsed in the appropriate area.

The department will recommend a student for license/licensure when all of the requirements for the program have been completed. A grade of B or better must be earned in the practicum course to receive a recommendation.

Other requirements as a part of a program planned by the institution and student to improve administrator effectiveness may be required. Transfer and substitute courses must have prior approval of the department chair and/or program advisor.

SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT (SLIM)

Web: <http://www.emporia.edu/slim>
Phone: 620-341-5203

Gwen Alexander, Dean

Andrew Smith, Interim Associate Dean

Debra Rittgers, Office Manager

Kathie Buckman, Dale Monobe, Pierina "Perri" Parise, and David Willis, Directors of MLS Programs

Graduate Faculty

Professors: Gwen Alexander, Mirah Dow.

Associate Professors: Andrew Smith.

Assistant Professors: Janet Capps, Melvin Hale, Robin Kurz, Rajesh Singh, Sarah Sutton, Cameron Tuai.

Instructor: Christopher Hinson.

SLIM Mission Statement

The School of Library and Information Management offers interdisciplinary, learning-centered programs that prepare leaders for the library and information professions.

SLIM supports the mission and values of Emporia State University for teaching, research, and service, functioning as a distributed community with local, national, and global networks.

The faculty, students, and staff embrace diversity, innovation, and academic excellence in an atmosphere of civil intellectual debate.

EMPORIA STATE UNIVERSITY has been teaching library science since 1902 and began regional MLS programs in 1987 at the request of library professionals in areas of the country without schools of library and information studies. SLIM programs provide a flexible delivery method that enables the completion of a Master of Library Science degree in two years and an online informatics Master of Science with courses sequenced over a two-year period for program completion.

SLIM currently offers MLS programs in Emporia and Overland Park, Kansas; Denver, Colorado; Salt Lake City and Orem, Utah; Portland, Oregon; and Atlanta, Georgia. Each program is offered in a unique combination of face-to-face, weekend-intensive classes combined with online learning. Although a number of fully-online courses are available, it is not possible to complete the program entirely online.

Each MLS program uses a cohort model. Students are recruited for a particular starting date at a specific location and move through the curriculum together in a six-semester cycle. Classes meet two weekends per course, on Friday evenings and all-day Saturday. Although all of SLIM's courses are delivered through a web-based course management system, SLIM faculty commute to the various program locations for face-to-face instruction in the traditional classroom format. Each MLS program location has a site director who serves as a student advisor and is available for consultation during class weekends, by telephone and e-mail, and during office hours for individual appointments. The site director also facilitates practicums, works as an advocate in the local area for students, and shares employment information.

The rewards for students in the SLIM Regional Education Program are the opportunities to earn the MLS and to develop a network of friends and colleagues. The rewards for SLIM come from the participation and perspective of many more students from

multiple backgrounds, cultures, and ways of life than would be possible if the student body were limited only to those able to attend classes on the home campus.

THE MASTER OF LIBRARY SCIENCE CURRICULUM

The SLIM Master of Library Science program curriculum presents a dynamic mix of theory, tools and application courses, and context-sensitive electives. The curriculum reflects an essential core of knowledge for information professionals, including:

- a professional philosophy and ethic of service;
- an understanding of human behavior in terms of information seeking and social interaction;
- an understanding of the information transfer process—how information and knowledge is created, recorded, disseminated, organized, diffused, utilized, preserved, and destroyed;
- comprehension of information engineering—the theories supporting the organization of information for effective use;
- a working knowledge of management theory to enable leadership of an information agency; and
- knowledge of the global information infrastructure as it interfaces with local, regional, and national networks.

This core of knowledge constitutes the theory base of the curriculum and provides the intellectual foundation for courses in information management, which enables the practitioner to classify information, retrieve and repackage information, diagnose information needs, plan and evaluate information services, and use print and electronic information sources. The theoretical base and working knowledge of information management tools prepares the student to apply his or her learning in elective courses designed for various career paths within the field of library and information management. A capstone course provides an opportunity to synthesize the educational experience in preparation for entering the field.

Prerequisite:

LI 513 Technology Skills for Graduate Students

Required Courses and Course Credit Hours:

LI 801	Foundations of Library and Information Science	3
LI 802	Information-Seeking Behavior and User-Centered Services	3
LI 804	Organization of Information	3
LI 805	Management and Information Organizations	3
LI 810	Research in Library and Information Science	3
LI 815	Information Technology	3
LI 855	Collection Development and Management	3
LI 880	Capstone Course: Assessing the MLS Experience	1

Total Required Course Credit Hours 22

Elective Course Credit Hours: 14

Total of 11 hours from the SLIM MLS course catalog

Total Course Credit Hours for MLS Degree 36

MASTER OF LIBRARY SCIENCE WITH A CONCENTRATION

In addition to the core courses, students may choose various

courses in special topics, based on their interest and career goals. Some topics have been formalized into nine-credit-hour concentrations, and students may elect to complete a concentration as part of their MLS program. Upon successful completion of the requirements for a particular concentration, a statement is added to the student's transcript that shows the concentration completed under the degree awarded. (For example: Master of Library Science, Major: Library Science, Concentration: Librarianship for Children and Young Adults.) Only one concentration can be added to a student's transcript.

The following concentrations are currently available:

MASTER OF LIBRARY SCIENCE—CONCENTRATION IN ARCHIVE STUDIES

Required Courses and Course Credit Hours:

LI 809	Introduction to Archives	3
LI 818	Archival Arrangement and Description	3
LI 827	Preservation Strategies	3

Total Course Credit Hours for Concentration in Archive Studies 9

MASTER OF LIBRARY SCIENCE—CONCENTRATION IN LIBRARIANSHIP FOR CHILDREN AND YOUNG ADULTS

Required Courses and Course Credit Hours:

LI 831	Resources and Services for Children	3
LI 832	Resources and Services for Young Adults	3
LI 829	Resources and Services for Early Learners	2
LI 857	Designing and Implementing Programs for Children and Young Adults	1

Total Course Credit Hours for Concentration in Librarianship for Children and Young Adults 9

MASTER OF LIBRARY SCIENCE—CONCENTRATION IN LEADERSHIP AND ADMINISTRATION

Required Courses and Course Credit Hours:

LI 850	Leadership and Information Organizations	3
LI 859	Project Management in Information Organizations	3
LI 868	Advocacy and Information Organizations	3

Total Course Credit Hours for Concentration in Leadership and Administration 9

MLS PROGRAM OBJECTIVES

SLIM MLS program outcomes that are related to teaching and learning are based on what students are to know and be able to do as a result of their course work. SLIM's *MLS Handbook* and web site state specifically that graduates of the SLIM Master of Library Science degree program will be able to:

1. Articulate a philosophy of ethical and client-centered information services for the library and information professions.
2. Explain and implement the development, maintenance, and management of collections and resources to meet specific information needs.

3. Explain, use, maintain, and develop systems to organize and retrieve recorded knowledge.
4. Employ current and emerging technologies effectively for communication, and to search for, identify, repackage, and deliver information resources.
5. Retrieve, evaluate, and synthesize information resources to fulfill an information needs assessment; evaluate the usefulness of these resources to the user.
6. Evaluate, critique, and discuss new research in the field; assess library or information problems and identify an appropriate research method.
7. Demonstrate a commitment to lifelong learning by participating in professional development activities and disseminating new information to colleagues and patrons.
8. Aid in effective and appropriate change in library and information services through collaboration, communication, and collegiality.

ARCHIVE STUDIES CERTIFICATE

The Certificate in Archive Studies requires 18 credit hours of coursework, including three credit hours of practical experience via a practicum or internship. Nine of its credit hours may be applied to 36 credit hours required for the MLS degree, and the remaining nine credit hours may be taken after completion of the MLS degree. Although it is encouraged to apply for the Archive Studies Certificate program while enrolled in the MLS degree or immediately following its completion, the MLS degree or any other master's degree is not required for admission to the Archive Studies Certificate program.

Required Courses and Course Credit Hours	15
LI 809 Introduction to Archives	3
LI 818 Archival Arrangement and Description	3
LI 827 Preservation Strategies	3
LI 873 Archives Studies Certificate Practicum	3
LI 885 Bibliographic and Research Methods in Archives	3

Electives Course Credit Hours	3
LI 849 Records and Information Management	3
OR	

MLS elective courses totaling 3 credit hours as approved by the coordinator of SLIM's Archive Studies Certificate Program

Total Hours for Certificate	18

DUAL DEGREE PROGRAMS

To satisfy the need for library and information management professionals with subject specializations, SLIM has developed coordinated dual master's degree programs utilizing some courses taken for one degree as electives for a second degree at Emporia State University. For information about cooperative degrees in history, music, business, and English, contact SLIM at 1-800-552-4770 (toll free) or 620-341-5203. Students interested in obtaining dual degrees should discuss their plans with advisors in the respective programs as early as possible to coordinate their schedules effectively.

SCHOOL LIBRARY MEDIA LICENSURE

SLIM and The Teachers College at Emporia State University are authorized by the Kansas State Department of Education to prepare teachers who hold a state Kansas Teaching License to become licensed School Library Media Specialists. School Library Media

Licensure requires 29 hours of selected courses within the Master of Library Science curriculum. The admission requirements are the same as for the MLS degree.

Program Approved by KSDE	29

School Library Media Licensure

Required Courses and Course Credit Hours:

Theory	9
LI 801 Foundations of Library and Information Management	3
LI 802 Information-Seeking Behavior and User-Centered Services	3
LI 804 Organization of Information	3

School Library Media Licensure

Tools Courses and Course Credit Hours

	5
LI 855 Collection Development and Management	3
LI 858 Information Literacy and Instructional Collaboration	2

School Library Media Licensure

Applications Courses and Course Credit Hours

	15
LI 831 Resources and Services for Children	3
LI 832 Resources and Services for Young Adults	3
LI 815 Information Technology	3
LI 851 Managing the School Library Media Center	3
LI 876 School Library Media Elementary Practicum	1
LI 877 School Library Media Secondary Practicum	2

THE MASTER OF LIBRARY SCIENCE WITH SCHOOL LIBRARY MEDIA LICENSURE

One of the Kansas State Department of Education's requirements to become a School Library Media Specialist, in addition to holding a Kansas State Teaching License and completing the School Library Media Licensure 29-credit-hour program, is to complete a master's degree in library science, education, or other approved academic program. To fulfill this requirement, many School Library Media Licensure students choose to complete their Master of Library Science (MLS) degree concurrently with their School Library Media Licensure program.

To complete SLIM's MLS, students must complete the following requirements in addition to the 29 credit hours of the School Library Media Licensure program:

Required School Library Media Courses and Course Credit Hours	29

Required MLS Courses and Course Credit Hours	7
LI 810 Research in Library and Information Science	3
LI 855 Collection Development and Management	3
LI 880 Capstone	1

Total Course Credit Hours for MLS Degree with School Library Media Licensure	36

Students interested in applying for School Library Media Licensure should contact Andrew Smith, Program Coordinator for the School Library Media Licensure Program, at 1-800-552-4770 (toll free), 620-341-5203, or asmith37@emporia.edu.

MASTER OF SCIENCE IN INFORMATICS

The MS in Informatics, a 36-credit hour online graduate degree

program, is a collaboration between the School of Library and Information Management and the School of Business. The program is administered by the School of Library and Information Management and the Graduate School.

Curriculum Requirements

Required Courses – 24 credit hours

LI 800 Introduction to Informatics	3
LI 888 Information Technology Project Management	3
LI 819 Information Retrieval	3
LI 887 System Analysis and Design	3
LI 889 Knowledge Management	3
LI 844 Database Design	3
LI 874 Informatics Practicum	6

Elective Course Credit Hours as defined by individual concentration requirements – 12 credit hours

Total Hours **36**

MASTER OF SCIENCE IN INFORMATICS—NURSING CONCENTRATION

Required Courses – 12 credit hours

LI 897 Nursing & Healthcare Systems Technology Integration	3
LI 898 Nursing & Healthcare Informatics Applications	3
LI 867 Nursing and Healthcare Informatics	3
LI 869 Evidence-based Practice in Nursing and Healthcare	3

Total Hours **12**

Course Sequence:

Semester 1 – Fall

LI 800 Introduction to Informatics`	3
LI 887 System Analysis and Design	3

Semester 2 – Spring

LI 888 Information Technology Project	3
LI 884 Database Design	3

Semester 3 – Summer

LI 889 Knowledge Management	3
LI 819 Information Retrieval	3

Semester 4 – Fall

LI 898 Nursing & Healthcare Informatics Applications	3
LI 869 Evidence-based Practice in Nursing and Healthcare	3

Semester 6 – Summer

LI 874 Informatics Practicum	6

DOCTOR OF PHILOSOPHY—LIBRARY AND INFORMATION MANAGEMENT

Overview:

The doctoral program enables students to conduct research that will contribute to society's understanding of the creation, diffusion, and utilization of information. The program also places special emphasis on developing effective teachers. The program draws upon the strengths of SLIM's academically diverse faculty, a unique

curriculum designed for today's working scholar, and an environment of faculty-student interaction.

The SLIM doctorate does not require a traditional residency on campus; instead, students meet residency requirements by attending weekend-intensive classes that meet two times per course for a total of 10 hours each weekend. The classes are held at Emporia State University-Kansas City in Overland Park (Kansas City area), Kansas. Scholarships to cover travel expenses are available.

DOCTOR OF PHILOSOPHY CURRICULUM

The doctoral curriculum is a five-tier process. Coursework in the first tier introduces students to library and information science research and theory. In the second and third tier courses, students examine fields related to their research interests in greater depth. Student may take courses from the three tiers simultaneously. Fourth tier courses prepare students for the qualifying to create research proposals and dissertations, and teaching. Upon successful completion of the qualifying exam and selection of the dissertation chair, students will advance to the fifth tier. The fifth tier is dedicated to proposing and writing the dissertation. After approval of the research proposal, students advance to Ph.D. candidacy status.

Tiers one and two course sequences are:

LI 900 – First fall semester
LI 903 – First fall semester
LI 892 – First fall semester
LI 890 – First spring semester
LI 891 – First spring semester
LI 904 – Second fall semester
LI 893 – Second fall semester
LI 905 – Second spring semester
LI 894 – Second spring semester
LI 940 – Second summer semester

Tier three courses provide opportunities for students to 1) customize their studies to deepen their knowledge of information science via additional SLIM graduate courses; 2) include concentrations in Instructional Design Technology and Information Systems; or 3) develop an approved specialized course of study. Tier four is preparation for the dissertation proposal on a student-centered schedule, which allows enrollment in directed readings for up to nine credit hours. Tier five is dedicated to developing the proposal and writing the dissertation under the guidance of the dissertation committee chair.

Tier 1: Introduction to Research and Theory (13 credit hours)

LI 890 Advanced Research Strategies	3
LI 900 Introduction to Doctoral Studies	1
LI 903 Research Philosophy	3
LI 904 Research Strategies: Quantitative Methods and Theory	3
LI 905 Research Strategies: Qualitative Methods and Theory	3

Tier 2: Foundational courses (12 hours)

The four foundational fields of the curriculum are: Information Psychology, Information Transfer, Information Organization, and Administrative Theory. Students are required to take all four foundational courses in Tier 2 to ground their doctoral research in theoretical frameworks that support contemporary professional practice.

Tier 2: Foundational Courses

LI 891 Seminar in Information Transfer	3
LI 892 Seminar in Information Psychology	3
LI 893 Seminar in Administrative Theory	3
LI 894 Seminar in Organization of Information	3

Tier 3: Advanced work in concentrations (12 credit hours)

To meet qualifications for the two pre-determined concentrations, students may choose 12 credit hours from the courses offered in this section (below) for Instructional Design Technology or Information Systems. For students who do not elect to pursue one of the two defined concentrations, their transcripts will state "Doctor of Philosophy in Library and Information Management." For students who elect to pursue one of the two defined concentrations, the transcript will also state "with a concentration in Instructional Design Technology" or "with a concentration in Information Systems," as appropriate. Students who elect to take 12 credits of 800-level SLIM courses, 700-and-above-level ESU graduate courses from other ESU departments (except Instructional Design Technology or Information Systems), or 700-and-above-level graduate programs in other accredited institutions of higher learning, will not have a concentration on the diploma; however, the concentration will be evident on their transcripts. Courses chosen for Tier 3 must be appropriate for the student's doctoral studies and approved by the doctoral coordinator and the SLIM dean in advance of registration. Credits and available courses for the Instructional Design Technology Concentration and Information Systems concentrations are listed below:

Instructional Design Technology (choice of 12 credit hours)

IT 800 Instructional Design	3
IT 810 Multimedia Design	3
IT 820 Designing/developing Web-based Instruction	3
IT 830 Contemporary Issues in Distance Education	3
IT 850 Implementation of Corporate Learning Systems	3

Information Systems Concentration (choice of 12 credit hours)

IS 805 Special Topics in Computer Information Systems	1-3
<i>Prerequisite: permission of instructor.</i>	
IS 813 Information Technology Project Management	3
IS 823 Systems Analysis and Design	3
<i>Prerequisite: IS213.</i>	
IS 843 Electronic Commerce	3
<i>Prerequisite: Background in Information Technology.</i>	
IS 872 Information Systems for Managerial Decision Making	3
<i>Prerequisite: background in computing.</i>	

Tier 4: Teaching, readings, and examination (4 hours)

LI 940 Teaching and Learning in Organizations	3
LI 946 Directed Readings	1
Directed readings prepare students for qualifying exams and proposal/dissertation research. Students are required to take at least one credit of LI 946. Directed readings may include concentration areas of studies.	

Tier 5: Proposal and Dissertation (15 hours)

Upon successful completion of the qualifying examination units and selection of the dissertation chair or co-chairs, the student will enroll in LI 947 to write the proposal under the supervision of the committee chair/co-chairs. After the proposal has been presented

publicly and accepted by the student's committee and the SLIM dean, the student will advance to degree candidacy and will enroll in LI 950 to write the dissertation under the supervision of the committee chair/co-chairs. The dissertation must be approved by the dissertation committee and the SLIM dean prior to being scheduled for public presentation.

LI 947 Dissertation Proposal	3
LI 950 Dissertation	12

Students must complete at least 12 hours of dissertation credit and enroll in at least three credits each semester until the dissertation is completed or until eight years after admission to the doctoral program has expired. Dissertations are expected to contribute new knowledge to the field through high quality research. Dissertations will be supervised by a committee of at least three qualified members of the doctoral faculty, one of whom must be from outside the School of Library and Information Management and may be from a different university. Students must submit a Thesis/Dissertation Committee Declaration Form from the Graduate School. Students who have a concentration in Instructional Design Technology or Information Systems will have a committee member from that department; students with an approved concentration from another institute of higher education will also have a representative committee member from that discipline/institution. Upon completion of the dissertation, all students will present their research during an oral examination conducted and evaluated by the dissertation committee and open to the public.

Continuous Enrollment

Students must be enrolled in graduate courses in fall and spring semesters at ESU or other approved institutions or be enrolled in LI 949 Continuous Enrollment under the direction of the coordinator or committee chair.

LI 949 Continuous Enrollment	1

Overview of Doctoral Course Requirements

The Graduate School requires that Ph.D. students complete 90 credit hours; 34 credits will be accepted from previous graduate degrees from accredited institutions.

Tier 1	13 credit hours
Tier 2	12 credit hours
Tier 3	12 credit hours
Tier 4	4 credit hours
Tier 5	15 credit hours
Total	56 credit hours

ADMISSIONS

To begin your studies in the School of Library and Information Management, you must be admitted to the Graduate School at Emporia State University.

Please send all materials directly to the ESU Graduate School at:

Graduate School
Emporia State University
1 Kellogg Circle
Campus Box 4003
Emporia, KS 66801-5087

Graduate School Application Process for MLS program, School Library Media Licensure, Archive Certificate, and Master of Science in Informatics

Academic requirements are a BA or BS degree from an accredited four-year institution with an undergraduate GPA of 3.0 for full admissions. Applicants with a GPA under 3.0 may be considered for probationary admission. Applicants are expected to demonstrate competence in written and oral communication.

It is essential that applicants apply and receive acceptance into the ESU Graduate School prior to being considered for acceptance by SLIM. Following acceptance by the ESU Graduate School, prospective students should begin the SLIM admission process.

1. For the Master of Library Science, your degree objective is MLS with a major in Library Science (LIS). For the Master of Science in Informatics, your degree objective is MS with a major in Informatics (INF). For the Archives Studies Certificate, your degree objective is CRT with a major in Archives Studies (ARC). For the Library Media Specialist Licensure, your degree objective is LIC with a major in Library Media Specialist (LM). If you have a postgraduate degree or have taken graduate course work, you must list those institutions as well. You must apply for admission online at <http://www.emporia.edu/grad/appinstr.htm>.
2. Transcripts. Arrange to have an official transcript from each institution attended sent directly to the Graduate Office (see address above or on application). The grade point average that is used for admission purposes is always based on your bachelor's degree. Students are expected to have a grade point average of 3.0 overall or in the last 60 hours of course work toward the initial bachelor's degree. We consider a post-graduate degree, or graduate courses taken, to give us a full picture of your academic record.
3. Letter of reference from two people who know you and your work (academic and/or community work) that address your intellectual capability, ability to express thoughts orally, ability to express thoughts in writing, maturity, and motivation. The letters should also include how long the writers have known you and their relationship to you (teachers, colleague, co-worker, etc.). References may be sealed or open.
4. Current resume.
5. An advising interview.
6. A written two-page statement of objectives, double spaced (details may be found on the SLIM web site <http://slim.emporia.edu> under Programs: Master of Library Science or Master of Science in Informatics).

Each application will be considered by applying the admissions criteria on an individual basis. Academic requirements, for instance, may be waived in favor of applicants of unusual ability and background where rationale for that waiver can be demonstrated. However, only those applicants showing strong evidence of intellectual promise and leadership potential will be admitted.

Graduate School Application Process for Doctoral Students

It is essential that applicants apply and receive acceptance into the ESU Graduate School prior to being considered for acceptance

by SLIM. Following acceptance by the ESU Graduate School, prospective students should begin the SLIM admission process.

The application form is available at <http://www.emporia.edu/grad/appinstr.htm>. For the doctoral program application, your degree objective is PhD and the major is LIM (Library and Information Management). You must apply for admission online at <http://www.emporia.edu/grad/appinstr.htm>.

Other documents to send to the Graduate School are:

- GRE scores (combined score of 340 or more on the verbal and quantitative exam portions)
- Official transcripts sent from each institution you have attended
- TOEFL score as evidence of fluency in English, when appropriate (score of 650) (international students only)

Following admission to the Graduate School, you must submit additional material to the Graduate School for consideration by the SLIM doctoral faculty:

- A sample of written work that demonstrates your scholarly writing ability (published journal article, graduate research paper, etc.)
- A 200-300 word statement outlining your career goals and research interests
- Current resume

In some cases, an applicant who does not meet the above criteria may be admitted on academic probation. Academic probation allows a student the opportunity to demonstrate his/her ability to succeed with graduate level course work.

SLIM Technology Requirements

A comfortable skill level with technology is essential for a successful completion of SLIM's MLS, MS, and Doctoral programs. Technology skills are taught throughout the curriculum. All of SLIM's face-to-face and online classes are hosted on Canvas, a web-based electronic platform that enables students to connect to their courses wherever they are located. Canvas provides a bulletin board for discussion, chat rooms, places to post assignments to the instructor, and places for the instructor to post documents to be read.

To make certain that each student is prepared with the relevant skills for participation in the MLS program, SLIM requires a one-credit-hour, online course, LI513 Information Technology Skills for Graduate Students. This course currently includes sections on using Canvas, online searching, using Microsoft PowerPoint presentation software, and creating a website. For students who are technologically proficient, there is an option to request a waiver of LI513, although even the most competent students find the course valuable.

Hardware, Software & Network Requirements for SLIM Students

SLIM has specific hardware, software and network requirements for students. Requirements for taking part in SLIM classes include:

Required Software:

- **Operating System Software:**
 - **Windows:** Windows 7 (Professional, Ultimate, or Home Premium) preferred. (Windows XP is OK).
 - **Macintosh:** Mac OS X 10.6 or newer preferred (OS X 10.5 is OK)
- **Office Suite Software:**
 - Windows: Microsoft Office 2010 preferred (2007 is OK)
 - Macintosh: Microsoft Office 2011 preferred (2008 is OK)
- **Tool to read and create PDFs:** e.g., CutePDF Writer, PDFCreator, or Adobe Acrobat Professional
- **Antivirus Software:** Symantec Antivirus software is available FREE to ESU students via <http://techsite.emporia.edu> (click on Students > Software > Symantec Anti-Virus for Home Use; you will be prompted to log in using your ESU credentials—be sure to precede your ESU username with “esuad\”)
- **Browser for compatibility with Blackboard:** We highly recommend [Mozilla Firefox](#) (Firefox 3.5.x or higher) for use with Blackboard on either Windows or Macintosh platforms. Other acceptable browsers are IE 8 for Windows, and Safari 4 or 5 for Mac OS. For more info, see [Blackboard’s detailed information on supported browsers](#). Google’s Chrome browser is **not supported** at this time.

SOCIAL SCIENCES

Web: <http://www.emporia.edu/socsci/>
Phone: 620-341-5461

Amanda Miracle, Graduate Program Director
Shannon Hall, Post-Baccalaureate Teacher Certification,
Teachers College

Graduate Faculty

Professors: Charles Brown, Philip Kelly, Ellen Hansen, Christopher Lovett, Gregory Schneider, Karen Manners Smith.

Associate Professors: John Barnett, C. Edward Emmer, Deborah Gerish, Darla Mallein, Brian Miller, Michael Smith, Joyce Thierer.

Assistant Professors: Amanda Miracle.

The Department of Social Sciences offers the Master of Arts (MA) in History with concentrations in thesis, non-thesis, public history, and social sciences education. We also offer a program for post-baccalaureate teacher licensure in Social Sciences.

MA Degree, History

The MA program in History at Emporia State University is designed to transform students of history into historians. The program is intended to both broaden and to sharpen students' study of the subject. The MA degree may be obtained by following one of four degree concentrations: thesis option, non-thesis option, public history option, social sciences education option. In all of these options, those who successfully complete this program are highly motivated, interested in the factual and theoretical aspects of the field, and able to demonstrate through a variety of written and oral forms their commitment to excellence. Working together, the faculty and students create an atmosphere in which the requisite skills in critical thinking, research, and writing are taught, explained, nurtured, and evaluated. The program produces graduates who attain a level of performance and expertise that allows them to move on to additional graduate studies, teaching, archival work, public history, or other activities related to the discipline.

Admission Requirements

Minimum admission requirements (NOTE: meeting these minimums does not guarantee admission.)

- bachelor's degree with overall GPA of 3.0;
- at least 12 hours of coursework in history, with 3.0 GPA in these courses;
- writing sample deemed “Satisfactory” by Graduate Committee.

Applicants for the MA program in History must submit to the Graduate School:

- a completed application form;
- a 1- to 2-page statement of purpose;
- 2 letters of recommendation from college instructors or employers addressing the applicant's aptitude for graduate study;
- thesis, non-thesis, or public history option: a writing sample;
- social sciences education option: a sample lesson plan.
- The statement of purpose should briefly discuss the applicant's career goals and scholarly interests. The applicant should explain how these scholarly interests align with faculty expertise in the department.

- The writing sample will be evaluated for basic writing competence, analytical ability, and engagement with primary and secondary historical sources. Any one of the following examples can be used to fulfill this application requirement:
 - Paper of 4–10 pages from an upper-division college course, preferably in history, though papers from humanities or social sciences courses are also acceptable.
 - Book review (3–6 pp., 1000–2000 words): Summarize and evaluate a recent history study of your choosing. History journals and scholarly sites such as H-Net list new books as they are published. H-Net's Review Guidelines (<http://www.h-net.org/reviews/guidelines.php>) provide a standard overview of history book reviews.
 - Research proposal (4–6 pp. including brief bibliography, 1500–2000 words): Develop a proposal for a research project suitable for a scholarly article of 25–30 pages or for a thesis of 60–90 pages using library and/or online resources. Submit a brief proposal a) defining your research question, b) explaining its significance, and c) listing no more than 5 primary and 5 secondary sources.
- The sample lesson plan must be tied to state standards. It should include behavioral objectives, materials needed to teach the lesson, an introductory activity, detailed procedures that explain the learning activities, and a description of how the objectives will be assessed. Applicants should also provide a rationale for their objectives, activities, and assessment.
- Applicants may use the same letters of recommendation for GTA applications (see below).
- The Graduate Committee will evaluate the applicant's capacity for advanced study in history based on writing ability, overall GPA, history GPA, and recommenders' comments. The Graduate Committee will also consider whether the applicant's scholarly interests align with those of faculty in the department. If the applicant does not meet the minimums outlined above, the Graduate Committee can consider up to 12 hours of graduate coursework in history taken at ESU under non-degree-seeking status or 9 hours of graduate coursework in history taken at another institution.
- Each member of the Committee will independently evaluate the applicant's admission file, rating the writing sample as "Satisfactory" or "Unsatisfactory" and recommending rejection, full admission, conditional admission, or probationary admission.
 - full admission: no restrictions
 - conditional: used for graduating seniors, who must obtain a bachelor's degree before admission. Their final GPA must be evaluated, and if necessary they will be admitted on a probationary basis.
 - probationary: students must achieve a 3.0 GPA in their first 6 or first 9 hours of study. The Graduate Committee members should indicate a level of probation in their recommendation.
- The Graduate Committee will then make a decision about the applicant's status. Members may collectively decide to override the requirement of 12 hours in History or other aspects of the minimum requirements. The Graduate Committee will propose a course of action, which all members will vote upon. The proposed course of action must receive at least 2 out of 3 votes to pass. The Graduate Program Director will notify the Graduate Office and the applicant of the Committee's decision.

Graduate Assistantship Awards and Renewals

- The Department of Social Sciences offers teaching assistantships to students in the History MA program. Graduate Teaching Assistants (GTAs) usually work with faculty teaching introductory courses in geography, US history, or world history. Assistantships may extend through the full academic year (fall and spring semesters) or for one semester only. The number of positions and the salary amounts are dependent on annual funding; typically the department has five to six openings per academic year. GTAships are generally limited to 4 semesters and must be renewed each academic year.
- GTAs must hold a bachelor's degree (BA, BS, or BSE) from an accredited college or university at the time they take up their duties. In addition to other policies stipulated by the Graduate Policy Handbook, they must be admitted, enrolled full-time in the History MA program, and available to work in person at the Emporia campus for the duration of their appointment.
- Award and renewal decisions on Graduate Teaching Assistantships are made every spring semester for the fall and spring semesters of the next academic year.
 - Returning GTAs should notify the MA Coordinator by February 1 if they wish to renew their position. Renewal applications should include a self-reflective letter and a letter of recommendation from a professor who has supervised their assistantship. These materials will be made available to all tenured and tenure-track History faculty.
 - New applicants should submit assistantship applications to the Graduate School by March 15. Applications received after this date will be considered if positions remain unfilled.
- The Graduate Committee will review renewal and new applications by April 1.
 - The Graduate Committee will consider each renewal application on the basis of the applicant's graduate coursework and teaching record. They will then vote on each renewal request, which must receive a plurality of votes to be granted.
 - The Graduate Committee will consider each new application on the basis of the student's undergraduate record and graduate record, if any. Each committee member shall rank new applicants. The Graduate Program Director will tabulate the rankings and distribute them to committee members, who will then vote on which applicants will receive full-year or part-year positions. They will also vote on a ranked list of alternates.
 - The Graduate Program Director, in consultation with faculty who supervise GTAs, will assign GTAs for the upcoming academic year.
- If a GTA's semester GPA falls between 2.5 and 3.0, the Graduate Committee will determine on a case-by-case basis whether that GTA may retain their position. If the semester GPA falls below 2.5, the Graduate School will automatically terminate the position, as per their official Graduate Policy Handbook.
- All GTAs are required to attend the department orientation session held just prior to the start of classes in August.

Program Structure

- Graduate students elect to pursue one of four options within the MA program. Beyond the stipulations below, they will have latitude in choosing classes that meet their interests and career goals, with the approval of the Graduate Program Director.
- All students must take the following courses in their first 12 hours of graduate study:
 - HI504, Intro to Grad Studies (1–3 hours);
 - 1 readings seminar (HI710 or HI740, 3 hours);
 - HI701, US Historiography to 1877 (3 hours) or HI702, US Historiography since 1877 (3 hours)
- At least 22 hours must be earned in courses numbered 700 and above.
- Other coursework can include additional readings seminars, research seminars, directed readings courses, or internships.
- Students may apply a maximum of 6 hours of directed readings to their degree plan. These classes function like an independent study: students find an instructor who agrees to oversee their work in a 1- or 2-credit course. In exceptional circumstances, students may ask the Graduate Program Director for permission to take a 3-credit directed readings.
- Students must obtain approval from the Graduate Program Director before enrolling in courses from outside the department or in 3-credit directed readings courses.
- When students complete 12 hours of graduate study, they reach a decision point for the four degree options.
 - All students must apply to the Graduate Committee for degree candidacy, indicating their chosen degree option and their advisory committee. Students may not enroll for classes beyond these 12 hours until they have filed the form.
 - The 3 faculty members on the advisory committee will evaluate the student's thesis/project and defense or written and oral exams. Students select the members with guidance from the Graduate Program Director. Only full-time tenured or tenure-track History faculty may serve as chairs.

MA in History—Thesis Option:

Historiography seminars 6 hrs. required;

HI 701	3
HI 702	3

Research seminars 6 hours required:

HI 815	6

Readings seminars 6 hours required:

HI 710 or HI 740	6

3 hours required:

**HI 504	2
HI 505	1

Electives:

*Other Electives (can include courses outside history) 9

Thesis:

HI 890	6

Total Required 36

*Students work with advisor to choose appropriate coursework outside history.

** Students may take HI 504 twice, for up to 3 hours of credit.

MA in History—Non-Thesis Option:

Historiography seminars 6 hrs. required;

HI 701	3
HI 702	3

Research seminars 6 hours required:

HI 815	6

Readings seminars 6 hours required:

HI 710 or HI 740	6

3 hours required:

**HI 504	2
HI 505	1

*Other electives (can include courses outside history) 14

Master's Exam 1 hour required:

HI 895	1

Total Required 36

*Students work with concentration advisor to choose appropriate course work outside history.

**Students may take HI 504 twice, for up to 3 hours of credit.

MA in History – Public History Concentration:

Historiography Seminars (6 hours required):

HI 701	3
HI 702	3

Research seminars (6 hours required)

HI 815	6

Readings seminars (6 hours required)

HI 710	3
HI 740	3
HI 504	2
HI 505	1
HI 590	3
HI 891	3
OR	
HI 892	3

*Other electives (can include courses outside history) 3

MA Project

HI 894	6

Total Required Hours 36

*Students work with concentration advisor to choose appropriate coursework outside history.

MA in History – Social Sciences Education Concentration

Historiography Seminars (6 hours required):

HI 701	3
HI 702	3

Readings seminars (6 hours required)

HI 710	3
HI 740	3
*Specialty area(s)	12
SS 740	3
ED/EL 865	3
IT 700	3
MA Project	
HI 894	3
Total Required Hours	36

Satisfactory Progress

- Satisfactory progress entails a minimum GPA of 3.0. For all graduate courses at all levels, B- or above constitutes a passing grade while a C+ or below constitutes a failing grade. If a student earns a failing grade in a required course, the course must be retaken.
- After students admitted on probation have completed a minimum of 6 hours of graduate study, the Graduate Committee will decide if they are making satisfactory progress so that probationary status can be repealed.
- Students who fail to achieve a minimum GPA of 3.0 in any semester will be put on probationary status by the Graduate School.
- In all cases of probationary status, that status must be repealed before candidacy can be granted.

Graduation Requirements

- Courses taken to fulfill undergraduate deficiencies do not count toward graduate program requirements.
- Students in the thesis and public history options complete a thesis or research project. They select 3 faculty members for their advisory committee when they have completed 12 hours of graduate study and apply for degree candidacy. They submit a thesis/project proposal when they have completed 18 hours of graduate study.
 - When the student has produced a satisfactory version of the thesis/project, the student and the advisory committee chair will establish a timetable for its defense and final revision. The student will then submit thesis copies to the remaining members of the committee.
 - Committee members will meet with the student for an oral defense of the student's research, historiographical framework, methodology, and argument. All committee members may suggest final changes for the thesis.
 - The advisory committee will evaluate the thesis/project individually by commenting on the above areas. They will then vote as a group on whether to accept the thesis/project pending revisions. At least 2 of the 3 members must vote that the thesis was satisfactory.
 - The committee will then submit their completed Thesis/Project/Exam Assessment forms on the thesis/project and defense to the Graduate Program Director. The student must also complete a Graduating Candidate Survey and submit it to the Graduate Program Director or the Department Chair. At that point, the Graduate Program Director will file the thesis signature

page (approved either by advisory committee members or by the Department Chair) and a Final Examination card with the Graduate Office, indicating that the student has concluded all necessary steps for the degree.

- Non-thesis students will take 4 examinations (3 written and 1 oral) from the members of their advisory committee in their last semester of study to demonstrate their mastery of content, historiography, and research methodology.
 - Students select 3 faculty members for their advisory committee when they have completed 12 hours of graduate study and apply for degree candidacy.
 - By the sixth week of the semester, each member of the advisory committee will submit several questions for these examinations to the committee chair, who will forward them to the student. Before each written exam, the faculty member responsible for that exam will choose 1 question from those submitted; other questions may be reserved for the oral exam.
 - Students will have 3 hours to complete each written exam, to be taken in the tenth week of the semester. Each member of the advisory committee will evaluate all written exams individually on a Thesis/Project/Exam Assessment form before the oral examination, commenting on the student's performance in terms of content, critical thinking, knowledge of historiography, and clarity of expression.
 - The advisory committee will then vote on the student's written performance. At least 2 of the 3 members must vote that the student's performance was satisfactory and that the student may proceed to the oral examination. If the student's performance was not satisfactory, the student may retake any unsatisfactory written examination once, either in that semester or in a later semester, and the committee will re-evaluate as above.
 - Students will have one hour to complete the oral examination, to be taken no later than fourteenth week of the semester. Committee members may ask students to expand upon their written answers and/or ask questions that were not selected for a written exam. Then the advisory committee will evaluate the student's performance as a group by vote; at least 2 of the 3 members must vote that the student's performance was satisfactory. The committee will also individually complete Thesis/Project/Exam Assessment forms and submit these evaluations to the Graduate Program Director. If the student's performance was not satisfactory, the student may retake the oral examination once, either in that semester or in a later semester, and the committee will re-evaluate performance as above.
 - Students must pass both types of exams to receive the degree. They must also complete a Graduating Candidate Survey and submit it to the Graduate Program Director or the Department Chair. At that point, the Graduate Program Director will file a Final Examination card with the Graduate Office, indicating that the student has concluded all necessary steps for the degree.
- Social science education students complete a pedagogical project and a portfolio.
 - The student and Graduate Program Director will select members of the advisory committee when the student applies for degree candidacy upon completion of 12 hours of graduate study. The GPD will serve as the chair; the

student may select the other 2 members of the committee. The members of the committee must represent the student's specialty area(s); e.g. if American history and geography are selected as the specialty areas, then the student must choose a committee member from each of those areas. If the student has only one specialty area, at least one committee member must be from that subject area. The faculty members on this committee will approve the project proposal and evaluate the student's oral defense of his or her research project.

- Students choose a topic and prepare a project proposal when they have completed 18 hours of graduate study. The advisory committee must approve this proposal. When the student has produced a satisfactory version of the proposal, the student and the DGP will establish a timeline for the project's completion, defense, and final revision. Students must pass an oral defense on their project when they near completion of the degree. At the time of the oral defense, committee members will vote as a group whether or not to accept the project pending recommended revisions. At least 2 of the 3 committee members must vote that the project was satisfactory. The DGP will be responsible for submitting the committee's final evaluation to the Chair of the Social Sciences.
- Students must also compile a portfolio that contains at least 7 papers and/or projects: 4 from their specialty area(s), 1 from Seminar in Teaching Social Sciences, 1 from ED865, and 1 from the required technology course. Students will submit the portfolio on the day of defense. Included in the portfolio will be a self-reflective letter that demonstrates an understanding of the integration of the social sciences and describes how the student has met the goals of the program, i.e., how the student has improved his or her skills as a Critical Thinker, Creative Planner, and Effective Practitioner.
- The student must also complete a Graduating Candidate Survey and submit it to the Graduate Program Director or the Department Chair. At that point, the Graduate Program Director will file a Final Examination card with the Graduate Office, indicating that the student have concluded all necessary steps for the degree.

appropriate facility; instructors, internship supervisors at the facility, and students must also agree upon the course parameters.

- Students must earn a passing grade in Intro to Public History before taking an internship.
- Students may apply no more than a total of 6 internship hours from Emporia State University or any other accredited institution toward degree requirements.

Post-baccalaureate Teacher Licensure

Post-baccalaureate students desiring to teach social sciences in the secondary schools should contact Shannon Hall, the Licensure Officer in the Teachers College.

Revalidation of Courses

Graduate students have 7 years to complete their MA degrees. Under exceptional circumstances, students may petition for a 1-year extension. The program will not revalidate courses that fall outside this 8-year deadline.

Dual Degree with Library & Information Management

Students simultaneously pursuing a History MA and an M.L.S. at ESU's School of Library and Information Management (SLIM) can apply up to 6 hours of SLIM coursework toward the History MA and up to 6 hours of history coursework toward the M.L.S., but the total number of hours shared between the two programs cannot exceed 10 hours.

Archives and Museum Internship

- Students interested in internships should contact the appropriate instructor at least 24 weeks (1.5 semesters) before the semester in which they intend to start the internship. The instructors need advance notice to place students at an

FACULTY

(FULL-TIME)

Michael D. Shonrock, Ph.D., University of Kansas, President, 2012.

JAMES S. ABER, Ph.D., University of Kansas, Professor, Physical Sciences, 1980.

ESSAM A. ABOTTEEN, Ph.D., Oklahoma State University, Associate Professor, Mathematics, Computer Science & Economics, 1986.

AHMAD ABU SHANAB, M.S., Arab Academy of Banking, Assistant Professor, School of Business, 2014.

LINDA ADAMS-WENDLING, Ph.D., University of Kansas, Chair/Professor, Newman Division of Nursing, 2013.

NANCY M. ALBRECHT, Ed.D., Kansas State University, Professor, School Leadership/Middle & Secondary Teacher Education, 2001.

GWENDOLYN J. ALEXANDER, Ph.D., University of Arizona, Dean & Richel Distinguished Professor/Professor, Library & Information Management, 2007.

ALIVIA J. ALLISON, Ph.D., University of Missouri-Kansas City, Assistant Professor, Physical Sciences, 2012.

CATHERINE A. AYANTOYE, Ph.D., University of Northern Colorado, Assistant Professor, Elementary Education, Early Childhood, & Special Education, 2014.

MELISSA M. BAILEY, Ph.D., University of Alabama, Associate Professor, Biological Sciences, 2008.

JORGE L. BALLESTER, Ph.D., University of Texas, Professor, Physical Sciences, 1990.

JOHN H. BARNETT, Ph.D., University of Arkansas, Associate Professor, Social Sciences, 2006.

JAMES L. BARTRUFF, M.F.A., University of Montana, Director/Professor, Theatre/Communication & Theatre, 2004.

DENNIS M. BASSETT, D.M.A., Ohio State University, Assistant Professor, Music, 2011.

KAREN A. BATES, Ph.D., University of Kansas, Associate Professor, Elementary Education, Early Childhood, & Special Education, 2010.

MICHAEL E. BIRD, M.F.A., University of Kansas, Instructor, Art, 2012.

LENDI L. BLAND, M.S., Emporia State University, Instructor, Elementary Education, Early Childhood, & Special Education, 2000.

PAUL D. BLAND, Ph.D., Kansas State University, Professor, School Leadership/Middle & Secondary Teacher Education, 2000.

CHRISTOPHR N. BLANKENSHIP, Ph.D., Northern Illinois University, Assistant Professor/Director, English, Modern Languages, & Journalism, 2012.

MARJORIE A. BOCK, Ed.D., University of Kansas, Professor, Elementary Education, Early Childhood, & Special Education, 2008.

GARY T. BRATTIN, D.M.A., University of Washington, Assistant Professor, Music, 2014.

JOAN D. BREWER, Ph.D., Kansas State University, Associate Dean/Professor, The Teachers College/Health, Physical Education & Recreation, 2001.

ROY BRIGGEMAN, M.A., Emporia State University, Director/Instructor, Intensive English, 1982.

CHARLES S. BROWN, Ph.D., University of Oklahoma, Associate Chair/Professor, Philosophy/Social Sciences, 1987.

ANGIE BRUNK, M.L.S., Indiana University, Assistant Professor, University Libraries & Archives, 2012.

TIM G. BURNETT, Ph.D., University of Kansas, Associate Professor, Biological Sciences, 2002.

MICHAEL S. BUTLER, Ph.D., Auburn University, Associate Professor, Health, Physical Education & Recreation, 1995.

EVANDRO D. CAMARA, Ph.D., University of Notre Dame, Associate Professor, Sociology, Anthropology, & Crime & Delinquency Studies, 1993.

NANCY C. CARROLL, M.S.W., University of Kansas, Instructor, Sociology, Anthropology & Crime & Delinquency Studies, 2013.

HEATHER C. CASWELL, M.S., Kansas State University, Assistant Professor, Elementary Education, Early Childhood, & Special Education, 2011.

ROBERT B. CATLETT, M.A., University of Nebraska, Assistant Professor/Director, Mathematics & Economics/Center for Economic Education, 1976.

STEPHEN E. CATT, Ph.D., Ohio University, Chair/Professor, Communication & Theatre, 1977.

KALYAN CHAKRABORTY, Ph.D., Utah State University, Professor, School of Business, 2000.

MOHAMMAD I. CHOWDHURY, Ph.D., University of Missouri-Columbia, Professor, School of Business, 1997.

EDWIN J. CHURCH, Ed.D., Wichita State University, Professor, School Leadership/Middle & Secondary Teacher Education, 2005.

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