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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 Studies and Lifelong Learning

- **Housing**
  - Director of Residential Life

- **International Student Admissions & Advisement**
  - Assistant Vice President, International Education

- **Library Information**
  - Director of Library Services

- **Lifelong Learning, Off-Campus, TELENET 2, Interactive TV, and Internet Classes**
  - Director of Lifelong Learning

- **Placement of Students and Alumni**
  - Director of Career Services

- **Scholarships**
  - Scholarship Coordinator (ESU Foundation)

- **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

### FALL SEMESTER, 2004
- August 23: Classes begin
- September 6: Labor Day, holiday
- November 11: Veterans' Day, holiday
- November 24-28: Thanksgiving vacation
- December 10: Last day of classes
- December 13-17: Final Examinations
- December 18: Commencement

### SPRING SEMESTER, 2005
- January 12: Classes begin
- January 17: Martin Luther King Day, holiday
- March 21-27: Spring break
- May 6: Last day of classes
- May 9-13: Final Examinations
- May 14: Commencement

### SUMMER SESSION, 2005
- June 6: Classes begin
- July 4: Independence Day, holiday
- August 5: End of session

### FALL SEMESTER, 2005
- August 22: Classes begin
- September 5: Labor Day, holiday
- November 11: Veterans' Day, holiday
- November 23-27: Thanksgiving vacation
- December 9: Last day of classes
- December 12-16: Final Examinations
- December 17: Commencement

### SPRING SEMESTER, 2006
- January 11: Classes begin
- January 16: Martin Luther King Day, holiday
- March 20-26: Spring break
- May 5: Last day of classes
- May 8-12: Final Examinations
- May 13: Commencement

### SUMMER SESSION, 2006
- June 5: Classes begin
- July 4: Independence Day, holiday
- August 4: End of session

### FALL SEMESTER, 2006
- August 21: Classes begin
- September 4: Labor Day, holiday
- November 10: Veterans' Day, holiday
- November 22-26: Thanksgiving vacation
- December 8: Last day of classes
- December 11-15: Final Examinations
- December 16: Commencement

## 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
- Richard “Dick” Bond, Overland Park
- Janice DeBauge, Emporia
- William R. Docking, Arkansas City
- Lewis “Lew” Ferguson, Topeka
- Frank Gaines, Hamilton
- Nelson Galle, Manhattan
- James “Jim” Grier, Wichita
- Donna L. Shank, Liberal
- Deryl Wynn, Kansas City
- Reginald L. Robinson, President and CEO

### OFFICERS OF THE UNIVERSITY
- Dr. Kay Schallenkamp, President
- Dr. John O. Schwenn, Vice President for Academic Affairs
- Mr. Raymond A. Hauke, Vice President for Administration & Fiscal Affairs
- Dr. James B. Hirsh, Vice President for Student Affairs

### THE MISSION OF EMPORIA STATE UNIVERSITY
- Emporia State University is a comprehensive Regents university primarily serving residents of Kansas by providing leadership in quality instruction, related scholarship and service. A student-centered institution, its central mission is to develop lifelong learning skills, impart society's cultural heritage, and educate and prepare for both the professions and advanced study. Faculty, staff and students interact in a collegial atmosphere that fosters freedom of inquiry and expression.

- The university provides undergraduate educational opportunities designed to meet the broad goals of basic skill development and general education, as well as the more specific goals of a variety of programs in art and sciences, business, education, and library and information management. Graduate programs serve needs and provide leadership within the region, the state and the Great Plains area. The university offers programs of national distinction in Education and in Library and Information Management and offers the Ph.D. in Library and Information Management. Primary undergraduate and graduate programs include:
  - Its arts and sciences programs and offerings at the baccalaureate and graduate levels provide a solid foundation for further learning, preparation for the many avenues of employment to which the basic disciplines lead, and the advanced knowledge necessary to enable professionals, including teachers, to move ahead in their fields and accept increased responsibilities and challenges.
Its business programs emphasize undergraduate and master's level professional instruction to meet the diverse needs of business, industry, and the schools, while contributing to both the personal and the professional development of students.

Its educational programs at the graduate and undergraduate levels have the necessary breadth and depth to prepare professionals for elementary schools, secondary schools, colleges, universities, and other human-service settings and to foster continuing educational opportunities which promote excellence in education.

Its library and information management programs, the only ones in Kansas, are designed for the preparation and continuing education of professionals for positions in library and information centers in industrial, governmental, educational, and community settings through its certification, MLS, and Ph.D. programs. Its regional program offers courses and the MLS degree in neighboring states. (3-18-93 Board of Regents)

PURPOSE

Teaching —
To provide quality instruction and delivery in the areas of general education, the undergraduate majors, and the various graduate programs.

To provide a variety of traditional and innovative instructional strategies and delivery systems supported by Emporia State University's nationally recognized advising and assessment programs.

Scholarship —
To foster faculty research and creative activities in order to ensure the vitality of the campus community and enhance its instructional programs.

Service —
To support educational advancement and professional leadership, foster economic development and public service, and provide cultural enrichment activities for the region and the state.

General —
To create a collegial atmosphere that fosters freedom of inquiry and expression, increases awareness of cultural diversity, provides broad learning opportunities, encourages flexibility and innovation, and fosters student development in and out of class.

To encourage life-long learning.
To impart society's cultural heritage.
To provide leadership in selected areas of distinction.
To provide a student-centered approach with attention to the needs of persons with special needs and disabilities.

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 Vice President for Student Affairs at 620-341-5267, 323 South Morse 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 in March of 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 248 full time teaching faculty highly 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 21 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. Nearly all of the counties of Kansas are represented among the student body, as well as 40 other states and 49 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 Education Programs, and the North Central Association/Higher Learning Commission 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**

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<th>Name</th>
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<tr>
<td>Faye N. Vowell</td>
<td>1993</td>
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<td>Shane Windmeyer</td>
<td>1994</td>
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<td>Festus Obiakor</td>
<td>1995</td>
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<tr>
<td>Eileen L. Hogan</td>
<td>1996</td>
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<tr>
<td>Helen Nixon</td>
<td>1997</td>
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<tr>
<td>Dale Cushinberry</td>
<td>1998</td>
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<tr>
<td>Marie Miller</td>
<td>1999</td>
</tr>
<tr>
<td>Tom &amp; Mary Bonner</td>
<td>2000</td>
</tr>
<tr>
<td>Nitham Hindi &amp; A. Salim Sehloua</td>
<td>2001</td>
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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

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

Josephin Robledo, Building Services 1990

Jackie Tolbert, Graduate Studies 1991

Lynda O’Mara, Registration 1992

M. Elaine Henrie, Registration 1993

Donna J. Sievert, Graduate Studies & Research 1994

Donna E. Siebuhrt, 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 2003

JONES DISTINGUISHED PROFESSOR

John E. King 1986-1987

John Dunworth 1987-1989


W. Scott Westerman 1992-1993

Natale Sicuro 1993-1994

D. J. Guzzetta 1994-1995

Arnold Moore 1995-1996

Jack D. Skillett 1996-1997

Noreen Daly 1997-1998

Robert E. Glennen 1998-1999

Doris Corbett 1999-2000

Roger Pankratz 2000-2001

Keith Geiger 2001-2002

Richard Lee 2003-2004

CAMPUS AND COMMUNITY

The ESU campus was among the first in the nation to be accessible to the physically challenged. The recently renovated Beach Music Hall and the new Shepherd Music Center provide ESU with one of the premier music education and performance facilities in the state. ESU has recently remodeled and equipped 51 “smart classrooms” across the campus with state-of-the-art multi-media equipment. The campus also includes 200 acres of land and 20 buildings, extensive athletic facilities, including a new student recreation center, five outlying tracks of natural areas, three museums, and numerous recreation areas.

Located in the heart of the beautiful Flint Hills of east-central Kansas, Emporia is a community of approximately 27,000. Located midway between Kansas City and Wichita on Interstate 35, Emporia is an important crossroads and trade area for the east-central Kansas population.

Emporia has a diverse culture which welcomes people of all nationalities. As the founding city of the national holiday Veteran’s Day, and the home of The National Teachers Hall of Fame, Emporia takes time each year to honor those who have dedicated their lives to helping others.

Emporia has excellent cultural, educational, and recreational facilities including two libraries, a museum, ten public schools, a technical college, a community recreation center, golf courses, a zoo, aquatic center, sports fields, a 1200-acre park system, and many nearby lakes and reservoirs. Organizations such as the Emporia Arts Council, Emporia Sports Promotion, Inc., and the...
Recreation Commission provide many special events. Please contact the Emporia Area Chamber of Commerce for information about community facilities and services. See Emporia ONLINE http://www.emporia.com

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/admiss/index.htm

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, three units of natural sciences, and one unit of computer technology.
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 have 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 score of 21 or higher.
OR 2. Rank in the top third of the graduating class.
OR 3. A 2.50 grade point average 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, three units of natural sciences, and one unit of computer technology.

For further information, contact the Office of Admissions.

Alternative 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 transferrable course work will be subject to the transfer admissions requirement.

Admission Requirement
To be considered for unconditional admission, students are required to have a 2.0 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.

2. Complete and official transcripts of all college work taken. These transcripts must show grades for all courses recorded, be submitted from each college attended. Students are encouraged to seek early admission which may necessitate the submission of an incomplete transcript. Complete and official transcripts of all college work attempted at every college where the applicant has enrolled must be on file in the Admissions Office before the first day of classes.

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 courses 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 nonaccredited 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.

“SWARM”

Undergraduate students who have never attended Emporia State University may obtain information from the Admissions Office about “SWARM.” This is a required program for new students which includes academic advising, class selection, registration, and fee payment.

INTERNATIONAL STUDENT ADVISEMENT

The Office of International Education (OIE) is responsible for the Intensive English Program, Study Abroad/Exchange Programs, teaching SS 150 Introduction to American Society, 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. The ESU International Club and International Choir are sponsored in this area and promote international spirit and a sharing of activities among all university students. Many campus and community social and educational activities are sponsored by these groups.

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. The Office of International Education is located in Morse Hall, room 235 SE. Please direct specific questions or requests to this office. Phone: 620/341-5374; fax: 620/341-5918; e-mail: 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 two 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.

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 500 or above will be required to take an English proficiency examination. Those with TOEFL scores between 500 and 520 will take a writing examination only. 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, 1200 Commercial Street, Emporia, KS 66801-5087.

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:

1. All international undergraduate students who have been accepted for admission but who have not submitted at the time of application a TOEFL score of 500 or above 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.

2. Undergraduate students with TOEFL scores between 500 and 520 will need to sit for the writing component only of the IEP placement test. If they are found deficient in their writing skills, they will be placed in an IEP writing course commensurate with their writing skills.

3. Students placed in IEP can advance or become exempt by satisfactorily completing the course(s) in which they are enrolled. They can also exit all but writing courses at the end of a given term by acquiring the prescribed TOEFL score of 500. Students enrolled in or required to enroll in IEP writing courses must submit a score of 520 to be exempt.
UNIVERSITY SCHOLARSHIPS

All undergraduate scholarship recipients must successfully complete 12+ credit hours per semester. Scholarships are awarded based on academic year disbursement (half of annual award for fall semester and half for spring semester). All scholarships are subject to available funds.

FRESHMAN SCHOLARSHIP AWARDS ACADEMIC YEAR 2005-2006

All scholarship recipients must maintain a minimum 2.5 GPA for the fall semester to be eligible for the spring semester award amount.

PRESIDENTIAL ACADEMIC AWARD

Presidential Academic Awards are awards available to incoming first-time freshmen attending ESU full time during the 2005-2006 academic year. Eligibility for this award is based on official ACT composite scores received by ESU prior to the 20th day of class.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 27+</td>
<td>$1,200</td>
</tr>
<tr>
<td>24-26</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

CHALLENGE AWARD

Challenge Awards are awards available to incoming first-time freshmen attending ESU full time during the 2004-2005 academic year who do not qualify for the Presidential Academic Award. Eligibility for this award is based on official ACT composite scores or cumulative high school GPA received by ESU prior to the 20th day of class.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT or GPA 21-23 or 3.5</td>
<td>$ 500</td>
</tr>
</tbody>
</table>

TRANSFER SCHOLARSHIP AWARDS ACADEMIC YEAR 2005-2006

All scholarship recipients must maintain a minimum 2.5 cumulative GPA for the fall semester to be eligible for the spring semester award amount.

TRANSFER PRESIDENTIAL ACADEMIC AWARD

Transfer Presidential Academic Awards are awards available to new transfer students who will be attending ESU full time during the 2005-2006 academic year. Eligibility for this award is based on cumulative GPA on 24+ credit hours or Phi Theta Kappa academic team membership. Official transcript must be received prior to the 20th day of class. Students will receive the largest scholarship for which they are eligible.

PTK International Most Outstanding Member - - $1,200

PTK All-USA Academic Team - - $1,000

or

PTK All-Kansas Academic Team - - $1,000

3.5 GPA - - $500

GUARANTEED GPA SCHOLARSHIP ACADEMIC YEAR 2005-2006

GUARANTEED GPA SCHOLARSHIP AWARD

Guaranteed GPA Scholarships are awards available to students who are continuing undergraduate students. The amount is determined each year by the recipient’s cumulative GPA. Recipients must successfully complete 12+ credit hours per semester and maintain a minimum 2.5 cumulative GPA for the fall semester to be eligible for the spring semester award amount.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 – 3.75</td>
<td>$1,200</td>
</tr>
<tr>
<td>3.74 – 3.50</td>
<td>$1,000</td>
</tr>
<tr>
<td>3.49 – 3.25</td>
<td>$ 500</td>
</tr>
</tbody>
</table>

Note: All continuing students will automatically be considered for awards each year through their first year as a senior. Not receiving a first-year award does not preclude the student from consideration for the following year of eligibility. Second-year seniors and post-baccalaureate students pursuing a second bachelor’s degree will be considered as available funds allow.

NEARR TUITION PROGRAM

Students who qualify for the NEARR tuition program are not eligible for the Presidential Academic Award, Challenge Award, Transfer Presidential Academic Award or the Guaranteed GPA Scholarship.

SCHOLARSHIP APPLICATION PROCESS

All new students are automatically considered for scholarship awards based on the documentation listed below. New students should complete the following steps for consideration:

- Apply for admission.
- Pay the Kansas Board of Regents application fee.
- Submit official ACT composite scores (new freshmen).
- Submit official high school transcript (new freshmen).
- Submit official transcripts of all previous college work attempted/completed.

For additional information or to request an application for admission, please contact your admissions counselor as follows:

Toll free at 1-877-GO-TO-ESU
Email at go2esu@emporia.edu
Online at www.emporia.edu.
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 (FASFA) is required for all federal programs. The priority filing date is March 15.

Applications are available from high school/college counselors, or from the Office of Student Financial Aid, 103 Plumb Hall. You can apply online at www.fafsa.ed.gov. You are encouraged to use this quick and easy way to apply for financial aid.

ATHLETIC GRANTS
Recipients of athletic grants are selected by respective coaches. For additional information, please contact the athletic department at 620/341-5354.

GRANTS
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.

Federal Pell Grants
These federal grants are intended to be used as the foundation of undergraduate students' financial aid packages. The FAFSA is used to apply for Pell Grants.

Federal Supplemental Educational Opportunity Grants (FSEOG)
To be awarded an FSEOG grant, you must show need through the federal need analysis (FAFSA). First priority is given to students who qualify for Pell Grants.

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.

STUDENT EMPLOYMENT

On-Campus Employment
To be eligible for employment, an undergraduate or graduate student must maintain satisfactory academic progress. The Satisfactory Academic Progress policy is located in this section or at this website: http://www.emporia.edu/finaid/policy.htm. 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). Students receiving federal work-study must be enrolled half-time (at least six hours for undergraduate students and at least four hours for graduate students) during fall and spring semesters.

Summer employment under the FWS program is available. All summer student employees are subject to the same general academic and federal financial aid requirements. Summer half-time enrollment for both undergraduate and graduate students is four hours.

Available campus positions are posted online at the following website: http://www.emporia.edu/career/hrhornet.htm. Employment opportunities are also posted on the Student Employment Job Board which is located on the first floor of the Memorial Union (north concourse).

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. Listings are accepted with the understanding that the employer (individual or firm) will not discriminate on the basis of race, sex, creed, religion, national origin or ancestry.

Openings are listed on a bulletin board located on the first floor of the Memorial Union (north concourse) or at the following website: http://www.emporia.edu/career/hrhornet.htm. Students should contact prospective employers directly for these off-campus job opportunities.

Federal Work-Study Program
The university participates in the Federal Work-Study Program which encompasses the America Reads, America Counts, Community Service, and Job Development programs. To qualify for these jobs, students must maintain satisfactory academic progress, and be U.S. citizens, nationals or in this country for other than temporary purposes, and demonstrate need determined by the federal need analysis (FAFSA).

Current student positions for Federal Work Study and Community Service are listed on the website listed above or on a bulletin board located on the 1st floor of the Memorial Union (north concourse). Students contact the prospective employers directly about these job opportunities.

To inquire about tutoring jobs available through America Reads or America Counts, contact the Office of Professional Education Services (OPES) 208 Visser Hall.

Contact the Financial Aid Office about Community Service work positions.

Students who are work-study eligible and have applied for a minimum of three campus jobs and have not secured a position are encouraged to contact the Financial Aid Office, 103 Plumb Hall, about Job Development opportunities.

STUDENT LOANS
The university participates in the subsidized and unsubsidized Federal Robert T. Stafford Student Loan Program (formerly GSL) and the Federal Perkins Loan (formerly NDSL) program. Federal Perkins and Federal Stafford (subsidized) loans require a student to have financial need (established through the FAFSA). The unsubsidized Federal Stafford Loan is not based on need. Student "emergency loans" (up to $25) are granted during periods of enrollment from the Office of the Vice President for Student Affairs, 323 South Morse. During periods of enrollment, full-time students may apply for a loan of up to $250 through the Student Loan Office, 103 “O” 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 the university's Student Affairs Office, 323 S Morse.
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, 103 Plumb Hall. Forms are available in the office or electronically at www.emporia.edu/finaid/form.htm. Documentation from the student's physician(s), military commander, etc., must be provided with the petition explaining the reason for and duration of the anticipated absence.

The Satisfactory Academic Progress Committee determines if there is just cause for approving a financial aid leave of absence. If the financial aid leave is granted:

1. the time period will not exceed 60 days without additional documentation from the physician(s) or other official(s) that an extension is necessary;

2. for purposes of enrollment verification to federal student loan lenders, the student will not be reported as withdrawn from school;

3. when leave is approved, the vice president for student affairs will notify the student's instructors and the registrar; and

4. grades will be awarded at the discretion of the instructors.

It will be the general practice of Emporia State University to grant only one leave of absence per student not to exceed 60 days in length within a 12 month period.

SATISFACTORY ACADEMIC PROGRESS

Emporia State University is committed to the philosophy that students who receive financial aid must make satisfactory academic progress toward the completion of degree requirements.

Full-time undergraduate students should complete at least twelve credit hours per semester at the minimum required cumulative grade point levels.** Credits earned in required developmental courses will count toward satisfactory progress.

For full-time graduate students with federal aid, at least seven hours per semester with a 3.0 (B) average is considered satisfactory progress.

Students are expected to complete their educational objectives in a reasonable length of time: 180 credit hours for undergraduate students and a maximum of 60 credit hours for graduate students. Graduate students with longer programs of study will be considered on an individual basis.

A student who is denied assistance based on the satisfactory academic progress policy may submit a written appeal to the Office of Student Financial Aid. Forms are available in the Financial Aid Office or on the financial aid web site www.emporia.edu/finaid. An appeal should speak to mitigating or extenuating circumstances that affected academic performance. The student will receive written notification of the Satisfactory Academic Progress Committee's decision.

**Contact Office of Student Financial Aid for a copy of the satisfactory academic progress policy. Information is also available at www.emporia.edu/finaid/consumer.htm.

STUDENT RIGHT-TO-KNOW BILL

Persistence and Graduation Rates

Approximately 67% of ESU's first-time, full-time freshmen return for the second year of study. Approximately 45% 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 Director of Institutional Studies, 210 Plumb Hall, 620/341-5304.

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. Failure to fulfill the university’s housing contract or to adhere to the university’s housing regulations will result in the student’s transcript and/or enrollment being withheld. All details relating to the housing policies and services are available from the Department of Residential Life.

The university’s two on-campus living areas have the capacity to house more than 1,100 students. Each room is furnished with beds, study lighting, closets, drawer space, and waste baskets. Each hall provides study areas, laundry rooms, recreation facilities, computer labs, message service and common lounges.

Emporia State Apartments consists of 64 one-bedroom and 32 two-bedroom units, furnished or unfurnished. They are available to all students beyond traditional freshman status. Emporia State University housing facilities are available to all students without regard to age, race, color, religion, gender, marital status (apartments), national origin, handicap or disability status as a Vietnam Era Veteran, sexual orientation or other factors which cannot be lawfully considered, to the extent specified by applicable federal and state laws.

COMPUTING IN RESIDENCE HALLS

In addition to the computer labs in both complexes, university residence halls feature excellent mainframe, e-mail and Internet access through the use of ethernet connections.

Ethernet connections are a dedicated data line with immediate access to the Internet and mainframe. Ethernet connections are both Mac and IBM compatible. The student's computer should have at least Windows 95, a Pentium 200 processor, and an ethernet card (PCI 10T 100, Links or equivalent). Ethernet service is offered exclusively to residence hall students.

RESIDENTIAL LEARNING COMMUNITIES

The Department of Residential Life offers three different learning communities, Honors Residence, Residential Wellness Community, and International Learning Environment. For more information on becoming a member of one of these unique living/learning experiences, please contact the Department of Residential Life.

NON-SMOKING AREAS

All student housing is smoke-free. Neither residents nor their guests may smoke in any residence hall area.

UPPERCLASS FLOORS

These areas are open to students of sophomore standing or above. The intent is to provide an atmosphere conducive to interaction among upperclass residents. These areas are available to both graduate and nontraditional students.

PRIVATE ROOMS

Private rooms are assigned on a space-available basis. Only persons with special medical needs can be granted private rooms based on document disability issues once approval is granted through the Office of Student Disabilities.

EMPORIA STATE APARTMENTS

The 96-unit apartment complex is located five blocks from campus. One and two-bedroom apartments assist families with or without children, single parents, graduate students and nontraditional students by providing pleasant, well maintained housing at the lowest possible cost. Students interested in this option should contact the Department of Residential Life for further details.

FOOD SERVICE

Traditional first year students must select from the All-Access Plan, the 15-Block Plan, or the 10-Block Plan. In addition to these three plans, upperclassmen and transfer residents have a fourth choice, the 7-Block Plan.*

Lakeview Cafeteria is the main eating facility for residence hall students. It offers continuous service Monday - Thursday, 7:00 a.m. to 7:00 p.m. and Fridays 7:00 a.m. - 6:30 p.m. Saturday and Sunday the cafeteria will be open 11:30 a.m. - 1:00 p.m. and 5:00 p.m. - 6:00 p.m. Among the variety of culinary options, students will find a salad bar, fresh pizza (made daily) vegetarian selections, the American Grill, soup station, waffle state, and deli bar.

* Current prices for both room and food plan rates are available by contacting the Department of Residential Life.
FEE INFORMATION

FEE SCHEDULE

The following fee schedule is for the 2004-2005 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 records 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 of any amount not paid when due.

UNDERGRADUATE FEES—2004-2005

1. Undergraduate students enrolled in more than nine credit hours per semester are assessed a total fee of $1,518.00 for the resident student and $4,878.00 for the nonresident student. This total fee includes the following.

<table>
<thead>
<tr>
<th>Non-Resident</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1,205.00</td>
</tr>
<tr>
<td>Educational Opportunity Fund</td>
<td>5.00</td>
</tr>
<tr>
<td>Student Health</td>
<td>52.15</td>
</tr>
<tr>
<td>Student Union Operating</td>
<td>39.60</td>
</tr>
<tr>
<td>Student Union Improvement</td>
<td>7.50</td>
</tr>
<tr>
<td>Student Union Refurbishing</td>
<td>15.00</td>
</tr>
<tr>
<td>Recreational Services/Phys. Educ. Bldg</td>
<td>14.10</td>
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<tr>
<td>Athletic Activity Fee</td>
<td>90.40</td>
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<tr>
<td>Sports Clubs</td>
<td>0.60</td>
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<tr>
<td>Special Events</td>
<td>2.00</td>
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<tr>
<td>Associated Student Government</td>
<td>7.40</td>
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<tr>
<td>Performing Arts</td>
<td>15.85</td>
</tr>
<tr>
<td>Sunflower</td>
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<tr>
<td>Bulletin</td>
<td>8.10</td>
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<tr>
<td>Child Development Center</td>
<td>4.00</td>
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<td>Union Activities Council</td>
<td>8.60</td>
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<tr>
<td>Marching Band Stipend</td>
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<tr>
<td>Quivera</td>
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<tr>
<td>Visual Arts Board</td>
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<tr>
<td>Recreation Facility Fee</td>
<td>29.00</td>
</tr>
</tbody>
</table>

TOTAL PER SEMESTER: $1,518.00 $4,878.00

2. Undergraduate students enrolled in nine credit hours or less per semester are assessed a per-credit hour fee of $118.00 for the resident student and $342.00 for the nonresident student.

GRADUATE FEES—2004-2005

1. Graduate students enrolled in more than six credit hours per semester are assessed a total fee of $1,758.00 for the resident student and $4,942.00 for the nonresident student. This total fee includes the following.

<table>
<thead>
<tr>
<th>Non-Resident</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1,445.00</td>
</tr>
<tr>
<td>Educational Opportunity Fund</td>
<td>5.00</td>
</tr>
<tr>
<td>Student Health</td>
<td>52.15</td>
</tr>
<tr>
<td>Student Union Operating</td>
<td>39.60</td>
</tr>
<tr>
<td>Student Union Improvement</td>
<td>7.50</td>
</tr>
<tr>
<td>Student Union Refurbishing</td>
<td>15.00</td>
</tr>
<tr>
<td>Recreational Services/Phys. Educ. Bldg</td>
<td>14.10</td>
</tr>
<tr>
<td>Athletic Activity Fee</td>
<td>90.40</td>
</tr>
<tr>
<td>Sports Clubs</td>
<td>0.60</td>
</tr>
<tr>
<td>Special Events</td>
<td>2.00</td>
</tr>
<tr>
<td>Associated Student Government</td>
<td>7.40</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>15.85</td>
</tr>
<tr>
<td>Sunflower</td>
<td>9.25</td>
</tr>
<tr>
<td>Bulletin</td>
<td>8.10</td>
</tr>
<tr>
<td>Child Development Center</td>
<td>4.00</td>
</tr>
<tr>
<td>Union Activities Council</td>
<td>8.60</td>
</tr>
<tr>
<td>Marching Band Stipend</td>
<td>2.95</td>
</tr>
<tr>
<td>Quivera</td>
<td>0.25</td>
</tr>
<tr>
<td>Visual Arts Board</td>
<td>1.25</td>
</tr>
<tr>
<td>Recreation Facility Fee</td>
<td>29.00</td>
</tr>
</tbody>
</table>

TOTAL PER SEMESTER: $1,758.00 $4,942.00

2. Graduate students enrolled in six credit hours or less per semester are assessed a per-credit hour fee of $158.00 for the resident student and $424.00 for the nonresident student.

3. 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

Graduate students enrolled during the summer session are assessed a fee of $158.00 per credit hour for the resident student and $424.00 per credit hour for the nonresident student.

Undergraduate students enrolled during the summer session are assessed a fee of $118.00 per credit hour for the resident student and $342.00 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: (l) employees...

**Fees for Academic Year 2005-2006 have not yet been established.
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.”

**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—2004-2005**

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

1. NEARR undergraduate students enrolled in more than nine credit hours per semester are assessed a total fee of $2120.00. NEARR graduate students enrolled in more than six credit hours per semester are assessed a total fee of $2,481.00. This total fee includes the following.

<table>
<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1,807.00</td>
<td>$2,168.00</td>
</tr>
<tr>
<td>Educational Opportunity Fund</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Student Health</td>
<td>52.15</td>
<td>52.15</td>
</tr>
<tr>
<td>Student Union Operating</td>
<td>39.60</td>
<td>39.60</td>
</tr>
<tr>
<td>Student Union Improvement</td>
<td>7.50</td>
<td>7.50</td>
</tr>
<tr>
<td>Student Union Refurbishing</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Recreational Services/Phys. Educ. Bldg</td>
<td>14.10</td>
<td>14.10</td>
</tr>
<tr>
<td>Athletic Activity Fee</td>
<td>90.40</td>
<td>90.40</td>
</tr>
<tr>
<td>Sports Clubs</td>
<td>0.60</td>
<td>0.60</td>
</tr>
<tr>
<td>Special Events</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Associated Student Government</td>
<td>7.40</td>
<td>7.40</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>15.85</td>
<td>15.85</td>
</tr>
<tr>
<td>Sunflower</td>
<td>9.25</td>
<td>9.25</td>
</tr>
<tr>
<td>Bulletin</td>
<td>8.10</td>
<td>8.10</td>
</tr>
<tr>
<td>Child Development Center</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Union Activities Council</td>
<td>8.60</td>
<td>8.60</td>
</tr>
<tr>
<td>Marching Band Stipend</td>
<td>2.95</td>
<td>2.95</td>
</tr>
<tr>
<td>Quivera</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>Visual Arts Board</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Recreation Facility Fee</td>
<td>29.00</td>
<td>29.00</td>
</tr>
</tbody>
</table>

**TOTAL PER SEMESTER:**

<table>
<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,120.00</td>
<td>$2,481.00</td>
</tr>
</tbody>
</table>

2. NEARR Undergraduate students enrolled in nine credit hours or less per semester are assessed a per-credit hour fee of $158.00.

3. NEARR Graduate students enrolled in six credit hours or less per semester are assessed a per-credit hour fee of $219.00.

**SUMMER SESSION FEES**

NEARR undergraduate students enrolled during the summer session are assessed a fee of $158.00 per credit hour.

**LIFELONG LEARNING FEES**

<table>
<thead>
<tr>
<th></th>
<th>Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Undergraduate</td>
<td>$120.00</td>
</tr>
<tr>
<td>Nonresident Undergraduate</td>
<td>$160.00</td>
</tr>
<tr>
<td>Resident Graduate</td>
<td>$160.00</td>
</tr>
<tr>
<td>Nonresident Graduate</td>
<td>$221.00</td>
</tr>
</tbody>
</table>

**OUT-OF-STATE TUITION**

Students taking courses outside the State of Kansas, that are taught face to face, will pay non-resident rates per credit hour plus an area fee of $20.00 per credit hour.

**WORKSHOP AND SHORT COURSE FEES**

Fees for workshops and short courses are assessed and collected as announced in official university publications. These fees must be paid on or before the first day of the workshop or course.

**TUITION POLICY FOR NON-DEGREE SEEKING POST-BAccalaureate STUDENTS**

Post-baccalaureate students who have not been admitted to graduate degree programs will be charged undergraduate tuition rates if ALL courses taken are numbered below the 700 level and are taken for undergraduate credit. If enrolled in any courses numbered 700 or above in any one semester or summer school, students will be charged graduate tuition rates for all courses taken during that term. A non-degree seeking post-baccalaureate student taking graduate level courses for graduate credit will pay graduate fees for all courses during that term.

An undergraduate student may apply a maximum of 12 hours of graduate credit earned in courses numbered 500-699 to a graduate degree program. Approval of the graduate dean
prior to enrollment is required to receive graduate credit for these courses. The graduate faculty of each department determines whether graduate courses previously taken are appropriate for a given graduate degree program.

**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.

**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 2004/Spring 2005 (Regular)

<table>
<thead>
<tr>
<th>IEP Fees</th>
<th>CP Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Course</td>
<td>$1,140</td>
<td>$114</td>
</tr>
<tr>
<td>Two Courses</td>
<td>2,280</td>
<td>228</td>
</tr>
<tr>
<td>Three Courses</td>
<td>3,420</td>
<td>313</td>
</tr>
<tr>
<td>Four Courses</td>
<td>4,560</td>
<td>313</td>
</tr>
</tbody>
</table>

### Fall 2004/Spring 2005 (In-State) Includes Paraguay Partners

<table>
<thead>
<tr>
<th>IEP Fees</th>
<th>CP Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Course</td>
<td>$ 570</td>
<td>$114</td>
</tr>
<tr>
<td>Two Courses</td>
<td>1,140</td>
<td>228</td>
</tr>
<tr>
<td>Three Courses</td>
<td>1,710</td>
<td>313</td>
</tr>
<tr>
<td>Four Courses</td>
<td>2,280</td>
<td>313</td>
</tr>
</tbody>
</table>

### Summer 2004 (Regular)

<table>
<thead>
<tr>
<th>IEP Fees</th>
<th>CP Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Course</td>
<td>$ 770</td>
<td>$ 76</td>
</tr>
<tr>
<td>Two Courses</td>
<td>1,540</td>
<td>152</td>
</tr>
<tr>
<td>Three Courses</td>
<td>2,310</td>
<td>228</td>
</tr>
<tr>
<td>Four Courses</td>
<td>3,080</td>
<td>304</td>
</tr>
</tbody>
</table>

### Summer 2004 (In-State) Includes Paraguay Partners

<table>
<thead>
<tr>
<th>IEP Fees</th>
<th>CP Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Course</td>
<td>$ 385</td>
<td>$ 76</td>
</tr>
<tr>
<td>Two Courses</td>
<td>770</td>
<td>152</td>
</tr>
<tr>
<td>Three Courses</td>
<td>1,155</td>
<td>228</td>
</tr>
<tr>
<td>Four Courses</td>
<td>1,540</td>
<td>304</td>
</tr>
</tbody>
</table>

**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.

**STUDENT IDENTIFICATION CARD FEE**
Original or Replacement Card .................................. $10.00

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**
Undergraduate Paper Application Fee ......................... $30.00
Undergraduate Online Application Fee ......................... $30.00
Graduate Degree Program or Certification Application Fee ...................... 30.00
Ph.D. Program Application Fee .................................. 40.00
Advanced Standing Examination Fee ............................ 5.00
Admissions Processing Fee ........................................ 10.00

SWARM (New Student Program)
Student fee ......................................................... $45.00
First guest or parent ............................................. 20.00
Each additional guest or parent ................................ 5.00

Special Examination Fee ........................................... $5.00
Competency Test Fees ............................................ 40.00

International Student Application Processing Fee ............... 50.00
Graduate International Student Application Proc. Fee ............ 75.00

Loans and Related Interest
and Charges ....................................................... as appropriate when authorized

International Student Exchange Program (ISEP) Fee
Per Academic Semester ........................................... $200.00
Per Short-term Exchange, longer than one month, less than a semester ................................ 50.00
Any program less than 4 weeks .................................. 0.00

ESU Academic Agreement Fee
Per Academic Semester ........................................... $100.00
Per Short-term Exchange, longer than one month, less than a semester ................................ 25.00
Any program less than 4 weeks .................................. 0.00

Child Development Center Fees:

<table>
<thead>
<tr>
<th>Program</th>
<th>1 to 2.5 years</th>
<th>2.5 to 6 years</th>
<th>Summer School 6 to 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Day</td>
<td>18.00</td>
<td>16.00</td>
<td>85.00/wk</td>
</tr>
<tr>
<td>Half Day</td>
<td>11.00</td>
<td>12.00</td>
<td>95.00/wk</td>
</tr>
</tbody>
</table>

Child Development Center fees are subject to change.
* “Student” rate applies to parent/guardian enrolled in at least 12 undergraduate hours or 6 graduate hours. (Students enrolled in the final semester before graduating are an exception. Please inquire with the director if this situation applies.)

---

**Fees for Academic Year 2005-2006 have not yet been established.**
**Reservation deposit is refundable or applied to the next semester UNLESS:**
- child’s scheduled hours are reduced at any time during the semester
- child is withdrawn from CDC before the end of the semester
- monthly bill is not paid in full after the 3rd late notice due date
- tuition fees are not paid in full before the end of the semester

**NOTE:** Please see the Director of the CDC for information regarding the deposit refund policy if withdrawal occurs before the semester starts and the overall withdrawal policy.

Contact CDC for specific information concerning:
- Pick up and drop off services
- Late payment penalties and return check policy
- Fines for early drop off/late pick up times

Butcher School Preschool Fees (per month):
- MWF ½ day ........................................ $87.00
- TTH ½ day ........................................ 67.00

Registration fees:
- New children ....................................... $20.00
- Returning children ................................ 15.00

Reading and Academic Success Center:
- Less than one-half semester ...................... $10.00
- One-half semester or more ........................ 15.00

Music Lessons - Academy of Music
See separate fee schedule.

Strong Interest Test ................................ 8.01

COPS/CAPS Test ..................................... 5.34

Copy Fees (per copy):
- Library Services ................................. $ .10
- Instructional Media Center ....................... .10
- Word Processing Center ......................... .10
- Library Science .................................. .10
- Microform Reader/Printer ....................... .10
- Copies of public documents ..................... at cost

Library Misuse Fee:
- Fines for overdue books (per day *maximum of $50.00) . $30
- Lost book charges (per book or item)
  - General Collection —
    - Replacement cost + $15 processing fee.

**Fees for Academic Year 2005-2006 have not yet been established.
Semester
LATE ENROLLMENT FEES**

Penalty for Late Payment of Fees:

Day Classes - Full Time Students

First day of classes of the semester ........ $25.00
Second day of classes of the semester ...... 30.00
Third day of classes of the semester ...... 35.00
After third day of classes through 20th day .... 40.00
After 20th day of classes .................. 50.00

Day Classes - Part Time Students

First through fifth day of classes ............ $15.00
Sixth through 20th day of classes ............ 25.00
After 20th day of classes .................. 50.00

Evening and Saturday Classes

Second class meeting to third class meeting ... 15.00

**Fees for Academic Year 2005-2006 have not yet been established.

*All Physical Education Building use fees subject to tax at 6.8%

PAYMENT OF FEES

Students who do not pay fees or do not make arrangements to pay prior to the first day of class for each semester will be assessed a late fee as indicated below. Classes offered by arrangement can have a late fee. Refer to appropriate class schedule. (NOTE: Classes “by arrangement” must be paid prior to the beginning of the semester to avoid cancellation and/or late fees.)

Penalty for Late Payment of Fees:

Day Classes - Full Time Students

First day of classes of the semester ........ $25.00
Second day of classes of the semester ...... 30.00
Third day of classes of the semester ...... 35.00
After third day of classes through 20th day .... 40.00
After 20th day of classes .................. 50.00

Day Classes - Part Time Students

First through fifth day of classes ............ $15.00
Sixth through 20th day of classes ............ 25.00
After 20th day of classes .................. 50.00

Evening and Saturday Classes

Second class meeting to third class meeting ... 15.00

**Fees for Academic Year 2005-2006 have not yet been established.
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.)

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.

DIRECT FEE PAYMENT PROCESS

A billing statement will be mailed to each pre-enrolled
unpaid student. Students enrolled after the billing statement date
will NOT receive a billing statement in the mail and must make
arrangements for fee payment to avoid late fees. The billing
statement includes payment information for tuition, waivers,
housing, financial aid, and scholarship awards. The billing
statement also includes any holds on a student’s record. The
student’s fee payment cannot be processed until these holds are
resolved.

A payment agreement form will be included in the mailing.
The payment options include financial aid, installment, defer-
ment, check, credit card, and third party billing. One or more
options may be selected. The student’s signature is required to
process the form. By signing the form, the student authorizes the
payment options selected and that the student has read and
understands the rights and responsibilities which are printed on
the back of the payment agreement form. A self-addressed
envelope is provided with a requested return date.

The payment agreement forms will be processed by Cashier-
ing Services. Any student not in paid or deferred status by the
time specified in the current semester class schedule (approxim-
ately two days before the first day of class) will be dropped
from scheduled classes and will have to repeat the registration
process.

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

Included in the mailing will be a personal record update card
which needs to be completed and returned with the payment
agreement form.

FEE INSTALLMENT PLANS

The tuition and fees installment plan is designed for students
who do not have adequate financial aid or the personal resources
to pay tuition and fees in a lump-sum payment. Application for
the installment plan must be made on the Payment Agreement
Form or in person.

The installment plan is a three-payment plan with the initial
payment being approximately 33 percent of total fees plus a $25
administrative fee. The balance is paid in two installments which
are due approximately September 27 and October 27 in the fall
semester and February 25 and March 25 in the spring semester.
A late fee of $25 will be assessed for each payment not made by
the due date.

NON-MILITARY REFUND POLICY

Students Paying by the Hour

Students paying by the hour and/or having classes that are

less than a full term should inquire with the Office of Cashiering
Services about refund amounts. Each course will be refunded
separately from any other course. The refund is based on
calendar days and is prorated based on the full-time percentage.
This applies to the Fall, Spring, and Summer terms.

Students Paying Full-Time Rate

After the drop/add period for the Fall and Spring semesters,
students paying full-time rates follow the schedule listed below
regardless of when the class begins or meets. The first day for the
calendar days is the official date that school begins. Refunds for
full-time students are based on the following:

<table>
<thead>
<tr>
<th>Withdrawal date</th>
<th>Refund Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st calendar day through 15th calendar day</td>
<td>100%</td>
</tr>
<tr>
<td>16th calendar day through 36th calendar day</td>
<td>50%</td>
</tr>
<tr>
<td>37th calendar day through end of semester</td>
<td>None</td>
</tr>
</tbody>
</table>

NOTE: The first $ 20.00 of all fee payments is NON-REFUND-
ABLE for withdrawals made on or after the first day of classes.

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.

**Fees for Academic Year 2005-2006 have not yet been established.**
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.

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.

The Student Senate is the legislative branch of Associated Student Government and is comprised of 25 student senators representing all academic departments. The executive branch consists of the president and vice-president of ASG and four committee chairs. ASG elections are held in the spring.

Associated Student Government provides the following services to Emporia State University students:
- Legal counseling, 2:30-4:30, Tuesday/Thursday Center for Student Involvement
- Corky’s Cab
- Adopt-A-Campus

Active representation by students in the governmental system benefits all students and the university. Associated Student Government is located in the Center for Student Involvement, first floor of the Memorial Union. For further information, please call 620/341-5481 or visit the following website http://www.emporia.edu/asg/home.html.

BIOFEEDBACK CENTER
The Biofeedback Center, 211 South Morse Hall, offers instruments to measure the body’s response to stress. With practice, the relaxation response replaces the stress response in anxiety-producing situations like: tests, first dates, fine arts performances, and job interviews. For more information visit our website at http://www.emporia.edu/biofeedback/ or call 620/341-5221.

CAREER SERVICES
The mission of Career Services is to assist ESU students and alumni in acquiring, discovering, and applying knowledge responsibly and to prepare for future employment through self-assessment, career exploration, work experience, and personal development.

Students are urged to visit Career Services early in their academic program. A career counselor is available to assist students in self-assessment and career exploration. Sophomores and juniors are encouraged to pursue internships in their major field of study in order to gain hands-on work experience. All students are urged to take advantage of the many services provided, including: professional development workshops, career fairs, on-line job listings, the electronic resume database, and campus interviews.

For students wishing to work part-time while in school, the Hire-A-Hornet website www.emporia.edu/career/hornetjb.htm lists on-campus and off-campus jobs.

Career Services is located at 433 South Morse Hall. For more information, visit the website at www.emporia.edu/career or call 620/341-5407.

CENTER FOR STUDENT INVOLVEMENT
The Center for Student Involvement is located on the Mainstreet of the Memorial Union. ESU has over 120 recognized student organizations, including honorary, academic, service, religious, recreation, special interest, residential life, and Greek letter organizations. Information for starting a new organization is available in the office and on-line. A brief description and contact information for each recognized student organization are also available in the office, 620/341-5481 and on-line, http://www.emporia.edu/CSI/home.html.

CONFERENCE AND SCHEDULING
The Conference Scheduling 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 located on the first floor of the Union just east of the Bookstore.

COUNSELING SERVICES
Counseling services are provided to students by a professionally trained staff free of charge. Counselors are available by appointment to help in the exploration and understanding of one's self and life in matters of individual, relationship, and vocational concern. All counseling discussions are treated confidentially and referrals for more comprehensive evaluation and treatment may be necessary. An appointment with a counselor can be scheduled by contacting the Student Life and Counseling Center.

Assistance with career planning is also available through special career interest and ability inventories as well as a computerized career guidance system known as the DISCOVER Program. There is a modest fee assessed for testing. Appointments can be arranged by visiting the Student Life and Counseling Center, 211 South Morse Hall, or by calling 620/341-5221.

DART PROJECT
The Drug/Alcohol Abuse Resistance Training Project seeks to support students, faculty, and staff in creating and maintaining a campus environment that encourages and supports healthy lifestyles.

Project services include tobacco cessation, consultations, referrals, interventions, presentations, and research. Our resource center, located in 211 South 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. The DART Project employs a support staff of students each year to assist with project goals. Please contact the DART Project at 620/341-5221 or visit our website at http://www.emporia.edu/dart/.

DEMONSTRATIONS OF DISSENT AND PROTEST
Students or student organizations who wish to express
themselves publicly on issues may use the Union Square, a free forum area, between Plumb Hall and the Memorial Student Union. Arrangements for such use can be made with the Conference and Scheduling Office located in the Memorial Union. Please call 620/341-5443.

**DINING SERVICES**

For student contract board (meal plan) information see Residential Life. Students not living in the Residence Halls may purchase off-campus meal plans as well as use the declining balance function of the Hornet Card as a cash alternative for purchasing food in the Nectar, Hornets Nest, Skyline Room, and Subway. More detailed information may be found in the Student Handbook or may be obtained by calling the University ID Office, 620/341-5859.

**FRATERNITIES AND SORORITIES**

Six fraternities and three sororities have enjoyed a long standing tradition at Emporia State University. They offer a unique opportunity for educational, leadership, and social experiences. All fraternities and sororities (Greeks) emphasize scholarship, community service, and involvement with campus activities. Most of the fraternities and sororities provide living accommodations for upper class students. Additional information is available in the Center for Student Involvement, first level of the Memorial Union. Please visit the following website, www.emporia.edu/esi/greek/greekhome.html.

**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, student computer lab, meeting and banquet rooms, multicultural programs and services, university ID center, check cashing, post office, banking, 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.

**MEMORIAL UNION BOOKSTORE**

Books can be reserved at the beginning of the semester by e-mailing emporia@bkstore.com, phoning 620/341-5214, or stopping in the store, located on the first floor of the Memorial Union. Books will be ready to pick up prior to the start of the semester. The Bookstore will purchase for 50% of the selling price textbooks in good condition that have been ordered to be used the next semester. If the text included a disc or tape, these items must be included. For the protection of all students a photo ID is required when reselling books to the Bookstore.

A full refund is available one week from the first day of classes with receipt and photo ID, if the book is in same condition as purchased. A full refund is available with a drop/add slip up to 30 days from the first day of classes. A 75% refund is available up to 30 days from the first day of classes with receipt and photo ID, pending saleable condition of the textbook. There is no refund on course packs, including lab & observation manuals and modules.

**MULTICULTURAL PROGRAMS AND SERVICES**

Multicultural Programs and Services is located in the Center for Student Involvement on Mainstreet in the Memorial Union. It is the place at Emporia State University where all cultural heritages are celebrated. A comprehensive array of programs address areas of cultural appreciation, prejudice reduction, and racial harmony.

The following student organizations are housed within Multicultural Programs & Services: Black Student Union (BSU), Black Women’s Network (BWN), Hispanic American Leadership Organization (HALO), and People Respecting Individuality & Diversity in Education (PRIDE).

For more information please see the Multicultural Programs and Services website, http://www.emporia.edu/mcc/ or call 620/341-5481.

**NON-TRADITIONAL STUDENT PROGRAM**

The Non-Traditional Student Program is a program designed to serve the needs of non-traditional students at Emporia State University. Emporia State defines non-traditional students in the following ways:

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

The program strives to create awareness of student needs, maintains, a host of resources from the ESU and Emporia communities.

The Non-Traditional Student Program coordinator works within the Division of Student Affairs and is located in 308 South Morse Hall. Please visit our website at http://www.emporia.edu/stuaff/nontrad or e-mail us at ntctr@emporia.edu.

**PROJECT CHALLENGE**

Project Challenge is a student support services federal grant program for eligible ESU students to enhance their educational opportunities.

Project Challenge offers tutorial services for many general education subjects, instruction in basic academic skills, and counseling in several areas: academic, personal, and career planning and preparation. Assistance is also available in applying for financial aid and for graduate school.

For more information call 620/341-5097. You may visit our website at www.emporia.edu/prjchlng/index.html.

**RECREATION PROGRAMS**

The University Recreation Programs Department is dedicated to providing many opportunities to explore recreational and leisure interests to enhance personal fitness and health. The department provides a structured environment for a diversified population to pursue recreational and leisure activities. Programs are offered in intramurals, sport clubs, health promotion and fitness, informal recreation, special events and activities.

In February of 2002, the Student Recreation Center was opened, providing a new and exciting recreational atmosphere to the campus. The new 45,000 sq. ft. fitness center features a 28,000 sq. ft. open recreation area with a three-lane jog/walk track. The free weight and multipurpose exercise areas feature state-of-the-art cardio, variable resistance, and free weight equipment. The aerobic fitness area hosts exercise classes designed to improve cardiovascular conditioning, body toning and shaping, and muscular endurance. The commons social area
features big screen TV’s, foosball, pool, air hockey, electronic darts, shuffleboard and vending machines.

The campus features an Olympic size swimming pool and therapeutic exercise pool, racquetball courts, and locker rooms located in the Health, Physical Education, Recreation, and Athletics (HPER) building. Outdoor facilities include lighted tennis courts, softball fields, track, par exercise course, King and Wilson lakes, and large multipurpose green areas that host a variety of outdoor activities.

For information on program offerings, hours of operation, and sport club activities, contact the Student Recreation Center at 620/341-6778, or visit our website at www.emporia.edu/recsport.

RESIDENTIAL LIFE (See Housing)

SEXUAL ASSAULT PREVENTION PROGRAM

The Sexual Assault Prevention Peer Educator conducts educational presentations in residence halls, Greek houses, and classes with an emphasis on sexual assault and its relationship to alcohol or drug consumption; distributes educational materials, assists in developing brochures and promotion of all services of The Women’s Center. The ESU Women’s Center works closely with SOS of Emporia to conduct appropriate prevention, educational and referral services to the campus community. The Women’s Center is located in the Student Life and Counseling Center, 211 South Morse Hall, 620/341-5221. Counseling for primary or secondary victims of sexual assault is available in the Student Life and Counseling Center.

SINGLE PARENT PROGRAM

The Single Parent Program provides services for students who are single parents through the facilitation of need-based childcare scholarships as well as resources in support of students as they progress toward their educational goals. Applications for the childcare scholarships are available through the Non-Traditional Students Programs coordinator and in the Financial Aid Office. Awards are made on an annual basis depending on funding.

The Single Parent Program, is facilitated through the Non-Traditional Student Program coordinator located in 308 South Morse Hall. Please visit our website at http://www.emporia.edu/stuff/nontrad or e-mail us at ntctr@emporia.edu.

STUDENT BILL OF RIGHTS

Viewing the university as a community, we, the Associated Students of Emporia State University, believe that the entire community should share the responsibility for shaping standards of conduct and the character of services to be provided.

It is recognized that we, as members of this community, must conduct ourselves in a manner which does not violate the rights and freedoms of others. All members of this community, students, faculty and staff of Emporia State University, have the responsibility to uphold the principles within this statement policy.

With this understanding, we establish this Bill of Rights for students. To obtain a copy contact the Center for Student Involvement, 341-5481 or http://www.emporia.edu/asg/sbor.html.

STUDENT CODE OF CONDUCT

As espoused in our Affirmation of Values, Emporia State University is an institution of higher education that seeks to create and uphold high intellectual standards within our 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. The Emporia State University Student Code of Conduct, hereinafter referenced as the Code, was created to establish Judicial Officers, appellate boards, and hearing bodies to investigate and determine the appropriate response to alleged student violations of official university policies, rules, or regulations. It is the overarching code applicable to the behavior of university students.

Prohibited Conduct

Consistent with our affirmed values, any student found responsible for committing the following misconduct is subject to the disciplinary sanctions outlined in Article VI:

1. Intentional disruption or obstruction of teaching, research, administrative proceedings or other university activities.
2. Failure to comply with a reasonable directive or request of university officials or law enforcement officers acting in performance of their duties.
3. Illegal or unauthorized possession or use of firearms, explosives, other objects or chemicals, when used in a dangerous or destructive manner.
4. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct that threatens or endangers the safety of any person.
5. Hazing, defined as any unreasonable requirement or activity of members and/or individuals desiring to be members of an organization or athletic team that endangers the physical well being of the individual, produces physical or mental discomfort, causes embarrassment, humiliation or ridicule or in any way degrades the individual.
6. Acts of dishonesty, including but not limited to the following:
   6.1. Furnishing false information with the intent to deceive any faculty member or staff member.
   6.2. Forgery, improper alteration, or misuse of any university document, record, or instrument of identification.
   6.3. Tampering with the election of any organization.
   7. Misuse or destruction of computing facilities or an information technology resource which includes, but is not limited to: campus computing facilities, residence hall network ports, World Wide Web pages hosted on university web servers, internal or external network connectivity and access to other services and machines:
      7.1. Unauthorized use, attempted unauthorized use, or failure to obey established policies of university computer systems, computer networks, computer software, data files, or other computing facilities.
      7.2. Intentional disruption or obstruction of authorized usage.
      7.3. Theft of or tampering with computer software or data files belonging to others. This shall include violations of copyright laws, trade secrets, and licensing agreements.
      7.4. Impersonation of another person or an information technology resource via electronic media.
8. Attempted or actual theft of and/or damage to property of the university or property of a member of the university community or other personal or public property.
A bill will be provided to their prescriptions and some over-the-counter needs. Prescriptions (i.e., wrist splints). There is free use of crutches or heating pads as needed. Such as pap smears, lab work, and medical equipment (i.e., wrist splints). There is free use of crutches or heating pads as needed.

11. Failure to comply with official university policies, rules or regulations.

12. Abusing the university judicial process for adjudicating alleged misconduct as described in the Code, including but not limited to:

12.1. Failure to obey a request to appear before a hearing body.

12.2. Falsification, distortion or misrepresentation of information before a hearing body.

12.3. Disruption or interference with the orderly conduct of a judicial proceeding.

12.4. Institution of a judicial proceeding knowingly without cause.

12.5. Interfering with an individual’s proper participation in or use of the judicial system.

12.6. Attempting to influence the impartiality of a member of a hearing body prior to the judicial proceeding.

12.7. Harassment and/or intimidation of a member of a hearing body prior to, during, and/or after a judicial proceeding.

12.8. Failure to comply with the sanction(s) imposed under the Code.

12.9. Influencing or attempting to influence another person to commit an abuse of the judicial system.

For More Information

For further information, contact Judicial Affairs at 620/341-5264 or http://www.emporia.edu/stuaff/judicial.html.

STUDENT HEALTH CENTER

The Student Health Center’s mission is to educate students as lifelong learners, to assume primary responsibility for their health, and to access the medical system once they leave ESU. Confidentiality is assured by law.

Since student fees primarily fund the Health Center, there is no charge for the initial sick visit to see the doctor, nurse practitioner, or nurse. Small fees will be charged for additional services such as pap smears, lab work, and medical equipment (i.e., wrist splints). There is free use of crutches or heating pads as needed.

Health insurance assignments, other than Student Resources, the Kansas Regent’s Plan for state universities, are not accepted. For further information about Student Resources, contact them at http://www.student-resources.net. A bill will be provided to students to submit to their insurance carriers if they so choose; only cash, checks, credit cards or ESU declining balance cards are accepted as payment. Payment is expected at the time of service.

For more information, see http://www.emporia.edu/she/.

ESU PHARMACY

The ESU Pharmacy offers students a low cost source for their prescriptions and some over-the-counter needs. Prescriptions are also honored from hometown physicians or dentists. Available medications meet most of the needs of our students. Special items are ordered on request. Since the pharmacy is funded solely by prescription sales, there is a small charge for prescriptions. Payment for prescriptions is expected at the time of service.

How to find us.......

The Health Center and Pharmacy are located on the west side of the Memorial Union, off Union Square.

HOURS OF OPERATION

During the school year

Health Center, 8am-5pm, Monday through Friday
(Closed during winter and spring breaks)
Pharmacy, 8am-4pm, Monday, Tuesday, Thursday & Friday
12-4pm, Wednesday
(Closed during winter and spring breaks)

During the Summer

Health Center, 8am-4pm, Monday through Friday
Pharmacy, 8am-4pm, Tuesday & Friday only

Telephone: (24 hour answering machine)
Health Center: 620/341-5223
Pharmacy: 620/341-5867,
Fax: 620/341-5045

For emergency treatment, call; Newman Hospital 620/343-6800. For more information, see http://www.emporia.edu/shc/

STUDENT HEALTH EDUCATION PROGRAMS

The ESU Student Health Center offers a number of Health Education Outreach activities. Ongoing programming includes awareness activities such as “AIDS Awareness Week,” “Sexual Responsibility Week,” “Safe Spring Break Week,” and the annual Health Fair. Special “Immunization Clinics” are held throughout the year. CPR classes are offered each semester, and include certification through the American Heart Association. The Student Health Center staff is available to do special programming by request, such as informal talks in the residence halls, guest lectures in various health-related classes on-campus, and presentations to the Greek associations.

STUDENT HEALTH INSURANCE

Emporia State University offers health insurance at economical rates to students. The insurance carrier for 2005-2006 is Student Resources. 1-800-237-0903. Their website is, http://www.student-resources.net.

Brochures are available in the Student Health Center and several other offices on-campus.

A student insurance representative is available on-campus. Contact the Student Health Center for further information at 620/341-5223.

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, vending purchase card, on and off-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 $10 and can be obtained in the University ID Office, located in the Memorial Union next to Lyon County State Bank. 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.

**STUDENT LIFE AND COUNSELING CENTER**

The Student Life and Counseling Center, 211 South Morse Hall, offers a wide variety of personal growth; self-exploration; and individual, academic, and career counseling services to the campus community. See [http://www.emporia.edu/counseling/](http://www.emporia.edu/counseling/) or call 620/341-5221.

**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.

**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 Vice President for Student Affairs, 323 South Morse Hall 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](http://www.emporia.edu/stuaff/vahome.htm).

**WOMEN'S CENTER**

The Women’s Center strives to provide support for the academic, personal and career success of women; to advocate for and support women students who experiencing discrimination, abuse, or harassment; to bring to the attention of the university the problems and issues of women students, including sexual harassment, treatment in the classroom, institutionalized sexism, and other conditions that impede women’s personal and academic development; to enhance an understanding of women’s issues and motivate both women and men toward greater involvement in these issues.

The Sexual Assault Prevention Program was created to enhance students’ awareness and understanding of the factors which contribute to sexual assault, to assist students in examining their attitudes and beliefs about sexual assault, and advocate for and support primary and secondary victims of sexual assault.

Because rape is not solely a women’s issue, men are encouraged to utilize the resources in the Sexual Assault Prevention Program office to find support for themselves, to increase their knowledge of sexual assault issues, and to be supportive of sexual assault prevention programs.

Crisis and long-term counseling for primary or secondary victims of sexual assault is available in the Student Life and Counseling Center. Call 620/341-5221 for an appointment or come to 211 South Morse Hall. Students can also receive counseling from the SOS Crisis Helpline, 620/342-1870, or the community mental health center.
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. You have the capability of forwarding your ESU e-mail account to an alternative e-mail provider, e.g., Hotmail, Yahoo, etc., if you so desire. 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. Additional information about using e-mail or storage is available at http://studentaccess.emporia.edu. 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 local, 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.

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

STING (STudent INformation and Grades)

“STING” is available by clicking “Student Access” on ESU’s home page. Anyone can “View The Master Class Schedule” and “Create a Tentative Schedule.”

Currently enrolled students and former students may view their individual information. To use the following functions, log into STING with your student ID and PIN:

- View Your Class Schedule
- View Your Grades (Grades are not mailed.)
- View Your Holds
- View Your Unofficial Transcript
- View Your ESU E-Mail Address
- Change Your PIN.

DIRECTORY INFORMATION

Emporia State University designates the following items as "Directory Information": student name, local and permanent addresses, e-mail address, phone number(s), dates of attendance, classification, enrollment status, major(s), awards, degrees conferred (including dates), past/present participation in officially recognized sports/activities, and physical factors (height and weight of athletes).

Students may withhold disclosure of “directory information” as defined above, to non-institutional persons/organizations. A form for students to use to request withholding this information is available in the Registrar's Office (Plumb Hall 108). Otherwise, ESU assumes that you approve of the disclosure of directory information. Forms must be completed by the end of the second week of the Fall semester in order to be excluded from the Campus Directory, which is published and made available to people outside ESU. Aside from the specific deadline that relates to the Campus Directory in the Fall, a student's request for non-disclosure may be filed anytime. Requests to be excluded from the directory will be honored for only one academic year.

Therefore, requests to withhold directory information must be filed annually.

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 and/or a copy of the Federal Educational Rights and Privacy Act of 1974 (FERPA) brochure, please stop by the Registrar's Office, 108 Plumb Hall, or call 620/341-5211.

ACCESS TO STUDENT RECORDS

In accordance with the 1974 Family Educational Rights and Privacy Act, the university has established a policy concerning access to student records. The entire policy is available upon request from the Registration Office. The following items are included here because of their general interest:

1. Final and midterm grades (when applicable) are provided to students via “STING” (see above). Probation and suspension letters and other correspondence are sent directly to all students.
2. Access to student records by parents or outside agencies is permitted only upon receipt of a written release by the student. Grades will be made available to parents or legal guardians of dependent students who provide a written request and copy of the most recent federal income tax return showing that the student was claimed as a dependent.
3. Students may not have access to parental financial records submitted in support of financial aid applications.
4. With certain exceptions, each student has access to his or her personal and academic records.

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.

If the above highlighted information does not apply, the student may request (from the Registrar in writing) to have a number assigned rather than use the social security number.

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. 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

The minimum load requirement for an individual to be considered a full-time undergraduate student is 12 credit hours. This regulation applies to certain student benefits such as student financial aid. For graduate students, the minimum load for full-time status is seven hours. Graduate assistants are required to enroll in three or more credit hours during the summer term.

In the summer session, a minimum class load of eight hours for undergraduates and seven hours for graduate students is considered full time.

Full-time status for fee purposes is effective for undergraduates taking 10 or more credit hours and graduate students taking seven or more credit hours during the fall and spring semesters.

Summer credit hours are figured on a per hour basis.

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 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.

UNDERGRADUATE CATALOG

You may access Emporia State University’s Undergraduate Catalog at www.emporia.edu/regist/catalog.

STUDENT ADVISING CENTER

All freshman and undeclared students (except some international students) are advised in the Student Advising Center. The advisors are faculty members representing each department of the university which has an undergraduate degree program. The Student Advising Center hours are 8:00 a.m.- 5:00 p.m., Monday through Friday. The center is located in 206 Plumb Hall.

Advisement provided by the Student Advising Center is known as “intrusive advising.” Periodically throughout the semester, students are sent invitations to make appointments with their center advisor.

Center advisors focus particularly on becoming well acquainted with their advisees, making them aware of the services and facilities of the university, and helping them plan an appropriate and satisfying academic program.

Beginning with the sophomore year, students who have chosen a major and are making satisfactory academic progress are assigned an advisor within the appropriate academic department. Undeclared students continue to be advised by the center advisors until a major is selected.

The Student Advising Center also administers the Bachelor of Integrated Studies degree program and coordinates the diagnostic/tutorial program.

For more information, students should call 620/341-5421.

BUSINESS ADVISING CENTER

All students pursuing a degree in business are advised in the School of Business Advising Center, 207 Cremer Hall, except for freshmen who are advised in the Student Advising Center. Business students are classified as pre-business majors (BUP) until junior status has been met and the School of Business admission requirements have been attained. 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 conducted by the Registrar’s Office. 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.

A schedule of classes is available online at this website:
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. You must withdraw through the Office of the Registrar. If you wish to withdraw from all courses, you should contact the Office of the Registrar for information.

When sickness or other emergencies make it impossible for the student to follow this procedure, he/she should see the Vice President for Student Affairs notified immediately. The Vice President may initiate withdrawal procedures when so notified. After the student has missed class for three successive weeks and cannot be contacted, the Vice President may withdraw the student.

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) persistent problematic clinical behavior(s) or performance, or (c) violation of student conduct policies. Failure in a practicum course at any time necessitates the immediate withdrawal of the student from the course. Any withdrawal from a nursing practicum course because of documented occurrence(s) will be
regarded by the nursing department as a “fail” regardless of what designation appears on the transcript. Failure in any practicum course will result in termination from the nursing major with no option to reapply to the NDN.

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

**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 Vice President for Academic Affairs 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 Vice President for Academic Affairs to withdraw with the grade of “W” after 5/8 of the class periods have been completed.

**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 Registrar 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 work loads, 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.

**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 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 the Vice President for 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**

Course work taken on the ESU campus is considered resident credit. Under certain circumstances, resident credit may be earned for off-campus study. The amount of credit for each course is indicated in the class schedule. Lifelong Learning (continuing education) courses taught off campus may be offered for resident credit provided the following conditions are met:

1. The course is specifically approved in advance as an off-campus offering for resident credit by the appropriate department chair and college/school dean (and by the graduate dean if the course carries graduate credit) on the basis that the proposed off-campus course will be equal to the same course taught on campus.

2. The course is directed by a member of the ESU faculty (graduate faculty if the course carries graduate credit) who participates in the instruction of the class and assesses the achievement of the students in the class, recognizing that persons off campus who are suitably qualified may be appointed through normal channels as adjunct faculty members.

**TRANSFER CREDIT**

Degree candidates and transfer students may take work at other 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.
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 have a minimum of a 2.0 (C) cumulative grade point average for all previous credits earned at other two-year and four-year colleges will be admitted unconditionally.

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.

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.

In addition, athletes must obtain the approval of the Faculty Athletic Representative and the Registrar for ESU courses enrolled in after the 20th day of classes or in summer school.

PHYSICAL ACTIVITY CREDIT FOR TRANSFERS

Transfer students must meet the ESU physical activity requirement which consists of the course, Lifetime Fitness plus one physical activity.

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.

CORRESPONDENCE STUDY AND EXTENSION CLASS CREDIT

The Correspondence Study Center located at the University of Kansas offers instruction by mail to those who find it impossible to come to the campus and enter resident classes. Work is offered in most academic fields. Correspondence study is open to any qualified student. Students may not repeat courses by correspondence to raise the grade received in a course previously taken in residence.

Extension credit may be used to fulfill requirements leading toward a bachelor’s degree, although not more than one-fourth of the credit needed for such a degree may be extension credit and correspondence credit combined. Students should read the resident regulation to make sure their pattern of courses fits this regulation. Students may not repeat courses by extension to raise a grade of a course previously taken in residence.

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 Office of Graduate Studies, 313 Plumb Hall. The Senior Request for Graduate Credit card requires the approval of their advisor, course instructor, and Dean of Graduate Studies. For more information, you may call 620/341-5403 or e-mail gradinfo@emporia.educ.

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 BY EXAMINATION

The purpose of credit by examination is to allow an exceptional student to design a college curriculum that better suits his/her needs. By allowing a 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 is 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) The credit may be used to complete the requirements for a degree in a shorter period in that it shall count towards the total number of hours needed for graduation. This credit is acceleration credit. (2) The credit may be used to enrich the student’s college program by allowing time for more advanced courses or for courses in additional areas in that it can be used to meet specific course requirements but cannot be counted towards the hours needed for graduation. This credit is enrichment credit. A student will state at the time of the test or upon enrollment in the university, which ever occurs last, whether he/she wishes acceleration credit or enrichment credit. An acceptable passing score is the same for enrichment credit or acceleration credit. No more than 15 hours of acceleration credit will be allowed on a student’s transcript, however a student can have an unlimited number of hours of enrichment credit. The grade of “P” is used to indicate acceleration credit and the grade of “S” is used to
indicate enrichment credit 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.

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 student. 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.

Graded examinations received from the CEEB by the university are judged by the faculty in the appropriate department. Entering freshmen receiving sufficiently high grades are granted advanced credit equal to the credit allowed in the equivalent course on the campus. No record will be made if below minimum scores are obtained.

Applications to take one or more of these examinations should be addressed to College Board Advanced Placement Examinations, Box 6671, Princeton, New Jersey 08541-6671. Detailed information on each year's schedule and information concerning fees, procedures, and examination centers are described in CEEB's advanced placement examination bulletin.

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 International Education.

GRADES, CREDITS AND STUDENT RECORDS (TRANScritS)

DEFINITION OF SEMESTER HOURS

All credits on official transcripts are certified in terms of the semester hour. A semester hour is the credit given for work in a class which meets through a semester for at least one period of 50 minutes per week or the equivalent. A semester hour consists of a minimum of 800 minutes of classroom contact for lecture courses or its equivalent in independent study. Two hours of laboratory work are generally expected for each semester hour of credit granted.

GRADES AND GRADE POINTS

Grades are assigned the following meaning: A (Superior), B (Good), C (Average), D (Poor), F (Failure), 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 and 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. A "T" indicates that the course was not completed when the grades were processed. A "I" indicates that mastery of the skills taught in a developmental course is in progress. "IP" indicates work for the class is still in progress. These grade extensions are used in certain graduate and undergraduate classes identified by the college/school as requiring 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 SYSTEM

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 are 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 (3/30/04)

COURSE REPEAT GRADE POLICY

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

1. Repeat of a course not taken at ESU with ESU course work. The grade of the course taken at ESU will replace the grade of the course not taken at ESU. However, only the course hours of the course taken at ESU will apply toward the degree.
2. Repeat of a course taken at ESU with a course not taken at ESU. The grade of both courses shall be included in the calculation of the GPA. However, only the course hours in one course may apply toward the degree.
3. Repeat of a course taken at ESU with ESU course work. The grade of the most recent course taken shall replace the grade of the previous course. However, only the course hours in one course may apply toward the degree.
4. Repeat of a course not taken at ESU with a course not taken at ESU. The grade of both courses shall be included in the calculation of the GPA. However, only the course hours in one course may apply toward the degree.

Definition Terms: "ESU course work" is university level course work listed in the ESU catalog and class schedules. "Repeated course work" is course work with the same course number, title and credit hours, or course work which the department chair offering that course determines is the equivalent course. FSB 97002 (3/98)

MIDTERM GRADES
Each instructor will, by the end of the eighth week of each regular semester, evaluate undergraduate students’ progress and send to the Registrar’s Office a midterm grade for each undergraduate student enrolled in the course. 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 send to the Registrar’s Office 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. Midterm grade reports are available to students, advisors, and the Office of the Vice President for Student Affairs via “STING,” STudent INformation and Grades. (Go to the ESU homepage www.emporia.edu and click on Student Access.)

FINAL GRADE REPORTS
The Office of the Registrar is responsible for recording and reporting student grades. Grades are not mailed out. Grade reports are available to students, advisors, and the Office of the Vice President for Student Affairs via “STING,” STudent INformation and Grades. (Go to the ESU homepage www.emporia.edu and click on Student Access.)

STUDENT RECORD (TRANSSCRIPT) 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
In order to graduate, students must have an overall grade point average of 2.00 (transfer work included) and a grade point average of 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:

<table>
<thead>
<tr>
<th>Classification at End of the Semester</th>
<th>Credits Toward Degree</th>
<th>Cumulative GPA at End of the Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen under 30</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>Sophomores 30-59</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>Juniors 60-89</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Seniors 90 or more</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: A=4.0 B=3.0 C=2.0 D=1.0

Only grades A through F count toward hours attempted.

See ESU Course Repeat Grade Policy located elsewhere in this catalog.

PLACED ON PROBATION
When the cumulative grade point average (CGPA) falls below these levels the student will be placed on scholastic probation after attempting a minimum of 12 semester hours.
Scholastic probationary status indicates serious deficiency in the student’s progress toward a college degree. The purpose of scholastic probation is to call attention to the fact that the student is not making satisfactory progress.

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 2.00 GPA the following semester and fails to achieve the required CGPA, he/she will be required to withdraw. Students may apply for immediate reinstatement by completing the appropriate form available in the Registration Office.

If the appropriate committee then denies a request for reinstatement, the student is not eligible for enrollment for the next term. A request for reinstatement for any future term should be in writing and addressed to the Office of the Registrar. Such requests should be received no later than 30 days prior to the date of desired readmission.

ACTIVITY SCHOLARSHIPS
Activity scholarships in the areas of music, theatre and debate are based on talent. Recipients are selected by the respective departments. Contact individual department(s) or your admissions counselor for additional information and criteria.

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. It is based on the work of a single semester. Consequently, there is a new university honor roll announced each semester.
2. It includes only the students in the top 10% of each class.
3. To qualify, the student must complete 12 hours or more of courses evaluated by the A, B, C, D, or F letter grade. The only exception is when the grading scale of a P or N is the only one authorized for certain professional field experience courses required for the major. When this occurs, the department chair responsible for the offering of those courses may, with the approval of the appropriate dean, request of the Office of the Vice President for Academic Affairs that the credit hours of P earned in them be counted toward the 12 or more hours used for honor roll designations, although not counted in the GPA calculation. No more than five credit hours of “P” may be counted toward the honor roll designation each semester.

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.

PHI KAPPA PHI

Phi Kappa Phi, a national honor society, installed a chapter at ESU in the spring of 1980. Its primary objective is to recognize and encourage superior scholarship in all academic disciplines. Good character is an essential supporting attribute for those elected to membership. Eligibility for invitation to membership is reserved for the following: Undergraduate Students -- Seniors ranking scholastically in the top 10 percent of their class and juniors completing at least 72 credit hours and ranking in the top 7.5 percent of their class. Graduate Students -- Students ranking in the top 10 percent of their class. Certain faculty, professional staff, and alumni may also be eligible for membership. Initiation of nominees is usually conducted in conjunction with graduation activities in May. The local chapter also annually sponsors applicants for study abroad scholarships and graduate fellowships.

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 which 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; a required Honors Program Seminar, and 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 six honors courses or activities, one of which must be 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 2002 semester, though current students can also choose to follow these requirements.

**With Honors**

To graduate "with honors" students must complete six 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.
- 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 at least eight weeks 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.
- 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 six 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 additional 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.

**GUIDELINES FOR STUDENTS TESTING INTO DEVELOPMENTAL COURSES**

The following guidelines are intended to help insure that students who need to master the basic skills necessary for academic success do so in a timely manner:

- **A student testing into developmental courses will enroll in those courses during his/her first semester and will re-enroll in each semester until the requirements are completed.**

- **A student enrolled in one or more developmental courses will be limited to a total semester enrollment of thirteen credit hours.** (This applies to new students beginning in Fall 1999 and thereafter.)

- **A student enrolled in a developmental course or courses may not drop or withdraw from such courses unless withdrawing from the university.**

- A student passing a developmental course will receive a grade of "S" (satisfactory). Students not meeting the standards will receive a grade of "U" (unsatisfactory). A student diligently attending a developmental class and meeting the appropriate department's standards, but who has not met all course requirements by the end of the semester, will receive a "I"
indicating that mastery of those skills taught in the course is in progress. The "J" designation will satisfy Financial Aid's Satisfactory Academic Progress policy for only the first term after it is received.

A student who accumulates thirty hours of credit toward a degree and has a cumulative grade point average below 2.0, but who has not satisfied all developmental course requirements, will be allowed to enroll in only four credit hours in addition to the remaining developmental course(s) requirement(s).

The advising responsibility for students with developmental course requirements will remain in the Student Advising Center until the requirements are met.

Appeals for exceptions to any of the above guidelines will be heard by a committee consisting of a representative from each department offering developmental courses and the director of the Student Advising Center.

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 CAPP).

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 132 (Science 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 scottlari@emporia.edu.

WRITING CENTER

Students at all levels, from first year to graduate, can find help with their papers in the Writing Center, 345 Southeast Morse 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 academic vice president to have one of the final examinations moved to a different day. This appeal to the academic vice president 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 Policy and Procedure Manual at www.emporia.edu/esu/handbook. Go to Chapter 7C-01.

RESTRICTION ON USE OF RECORDING INSTRUMENTS IN CLASS
Recording instruments may be used in classes only with the written permission of the instructor of the class.

ACADEMIC RECORD REVIEW (ACADEMIC BANKRUPTCY)
An undergraduate student who in the past accumulated a poor academic record at Emporia State University or any other two- or four-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 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.

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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
At the time the student’s degree objective becomes definite, (and not later than the end of the junior year), the student must complete an application for degree. Application forms may be obtained in departmental offices or the Degree Analysis Office which is located in the Registration Office. When completed, the application must be signed by the student, the advisor, and the department chair and then submitted to the Degree Analysis Office. The application then becomes the official agreement between the student and the university regarding the work which must be completed for the major. A similar application must be completed for a minor, a second teaching field, or a double major.

Once processed, a degree analysis report will be provided to the student and the advisor. The deadlines for degree application are as follows: (Note that these deadlines are approximately 15 months prior to the expected date of graduation.)

October 15 -- Students expecting to receive degrees in December of the following year.
February 15 -- Applications for May of the following year.
June 15 -- Applications for August of the following year.

The Office of the Registrar will attempt to have the degree analysis in the hands of the student so that he/she will have at least two terms remaining to meet any requirements indicated on his/her degree analysis.

It is the student’s responsibility to apply for his/her degree at the appropriate time. The Office of the Registrar will not process a degree analysis report unless an application for the degree has been received.

If the student finds it necessary to change any of the courses indicated on his/her degree analysis, he/she must have the chair of the department sign a “substitution and exemption” card. This card must then be returned to the Degree Analysis Office. If this card is not returned, the student will be held for all courses indicated on his/her degree analysis.

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 Teacher Licensing 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, and achievement of a minimum score on the Principles of Learning and Teaching test. The Kansas State Department of Education has adopted a licensure system and an applicant for an initial conditional license will have to present a passing score for the assessment of knowledge in each teaching field. After July 1, 2002, all applicants for an initial license must submit valid fingerprints cards 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 Teacher Licensing Office located in Room 208, Visser Hall. The Kansas State Department of Education requires a processing fee for an initial Kansas teaching license.

LIFELONG LEARNING
(formerly Continuing Education)

The Office of Lifelong Learning, located in 315 Plumb Hall, is the organizational and managerial support system for extending ESU's resources beyond its campus to those who want to further their education. Lifelong Learning 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, Interactive TV, videotape, IP Video, 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 620/341-5385 or e-mail lifelong@emporia.edu. You may also visit our web site at http://www.emporia.edu/lifelong/

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 lifelong learning courses taken before admittance into a specific program.

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

CORRESPONDENCE STUDY

Available in the Office of Lifelong Learning is the correspondence study bulletin from the University of Kansas which contains complete course information and enrollment procedures.

A student may earn no more than 25 percent of the total required credits for a bachelor's degree through correspondence study. Students may not repeat courses through correspondence study to raise a grade in a course previously taken in residence. Credit earned through correspondence may not be applied toward a master's or specialist's degree.

EVENING AND SATURDAY CLASSES

Each semester the university schedules a number of courses which meet after 4:00 p.m. during the week or on Saturday for the convenience of teachers seeking advancement and/or updating their certification as well as employed persons who wish to continue their college education. Undergraduate and graduate resident credit may be earned. For enrollment and fee information, please contact the ESU Registration Office, Campus Box 4026, 1200 Commercial, Emporia, KS 66801-5087, or call 620/341-5211.
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 Integrated Studies
Bachelor of Music
Bachelor of Music Education
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 124 semester hours of credit in courses numbered 100 and above. (See below.)

2. Among those 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 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 124 semester hours, up to but no more than four 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 124 hours required for the degree even though the total may exceed the limit of four hours.

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.

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.

Students seeking a degree in a teaching field fulfill this requirement when they pass the Pre-Professional Skills Test (PPST) before admission to the teacher education program or by passing the Collegiate Assessment of Academic Proficiency (CAAP). They should take the examinations during their sophomore year. Standards for passing have been established by the Board of Regents. There is no limit to the number of times a student may take the examinations.

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

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

2. 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 as part of a transfer degree with at least a 3.0 cumulative grade point average from an accredited community college.
   - Earning a grade of “C” or higher in any General Education Council approved ESU writing intensive course (requiring at least 5000 words of graded writing).

3. 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 as part of a transfer degree with at least a 3.0 cumulative grade point average from an accredited community college.
   - Earning a grade of “C” or higher in any approved mathematics course beyond MA 110.

4. The reading portion of the requirement may also be fulfilled by achieving a reading score of at least 18 on the ACT Assessment, an equivalent score on any test for which there is a published concordance with the ACT, or completion of the ESU General Education requirements with a grade of “B minus” or better in each course.

5. 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. For the mathematics requirement, students may achieve a grade of “C” or higher in any approved ESU mathematics course beyond MA 110, College Algebra.

6. Those students who are unable to fulfill the requirement in any of the above ways and who have taken either the CAAP or the PPST are required to attend the reading, writing, and/or mathematics laboratories for a semester. In the lab, further diagnostic testing will be performed, remediation efforts will take place, and the student will take an appropriate test again. Passing scores in lab tests do fulfill the competency exam requirement.

Failure to complete the competency examination requirement by the time a student becomes a senior will result in limitations on enrollment.

For additional information pertaining to Assessment and Educational Measurements, please visit the following website: http://www.emporia.edu/aszem/dept.htm.

SECOND BACHELOR’S DEGREE

A student may earn the same degree from ESU more than once, provided that each degree has a different major. The student who wishes to earn a second bachelor’s degree must make application in the Degree Analysis Office, which 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. This 30 hours is 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 four 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.

Application for Degree: Degree application should be made in the Degree Analysis Office at the time the student undertakes his or her program of study.

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 four 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 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 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
Communication

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. These may include four hours maximum of physical activity credit unless additional work is required in the major.

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 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
Communication

BACHELOR OF INTEGRATED STUDIES

NOTE: The BIS degree can also be pursued and completed online. Please refer to the information which follows this item.

The program for the degree Bachelor of Integrated Studies is designed to provide an alternative to conventional degree programs and majors. It provides the mature student an opportunity to design a program of study along the lines of his/her individual interests without necessarily preparing for employment or admission to a graduate or professional school. Although there may be cases wherein an individually designed program may effectively prepare the student for employment or further study, there is no pre-supposed institutional endorsement or recommendation as there is for students who successfully complete institutionally designed programs.

The student must be in good academic standing. A student may be admitted on "academic probation"; however, if the student is subject to "required withdrawal" for academic reasons, admission to the Bachelor of Integrated Studies program must be recommended by a majority vote of a reinstatement committee.

The student must make application for entry into the program with the director of the Student Advising Center. If admitted, an appropriate advisor will be assigned.

Effective January 1, 1989, the student must complete a minimum of 24 semester hours after making application for entry into the program or submit an application for approval of the degree program of study at least one year prior to the date of graduation.
Requirements for the Bachelor of Integrated Studies degree are as follows:

1. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. This 124 hours may include a maximum of four hours in physical activity courses unless such additional credit is a part of the Bachelor of Integrated Studies degree program.
2. The student must complete the general education program.
3. The student must complete a program of study, comprising a minimum of 24 semester hours, designed specifically to serve the individual educational needs of the student.
4. At least 40 hours of credit, 45 hours for students matriculating in the fall of 2003 or later, must be earned in courses numbered 300 or above.
5. The student must have a grade point average of at least 2.00 in all college work attempted. The student must also have a GPA of 2.00 in all work taken at Emporia State University.
6. At least 60 hours must be completed at a four-year college or university.
7. No more than 25% (31 hours) of the total program may be taken in business.
8. The student must pass competency examinations in reading, writing, and mathematics.
9. The student must earn a total of 75 hours of resident credit of which six must be within the final 12 hours, or earn 30 of the final 45 hours in residence of which six of the final 12 must be in residence.

No conventional majors or minors are required. Although some students may concentrate much of their work in a given field, this work will not be viewed as a major or emphasis because the student, rather than the department offering the work, will propose the exact makeup of the program of study.

In the broadest sense, the procedures to be followed in program design and approval include these:

1. The student must schedule an interview with the director of the Student Advising Center and make application for approval of a program of study.
2. The student must schedule an interview with the director of Career Development and Placement Services.
3. The student’s application will be reviewed and, if the student’s goals and proposed program are considered in keeping with the purpose of the degree, the application will be approved and an advisor or advisors appointed. A list of faculty interested in advising students in this program will be provided in consultation with the director of the Student Advising Center.
4. The student will work with the advisor in the development of a final plan of study. Any changes in that program must be approved by the advisor. This plan is submitted for final approval to the director of the Student Advising Center and the student is considered to be qualified for the degree upon satisfactory completion of that plan.

The criteria for the approval of a program are identified in the following broad terms:

a. The student must demonstrate that his or her goals are such that they can be reasonably served by higher education in general, and Emporia State University specifically.

b. The student must demonstrate that he or she has valid reasons for wishing to culminate college study in a degree.

c. The student must demonstrate that existing and conventional degree programs would not satisfy his or her needs or would constitute a deterrent to the eventual realization of the individual’s goals.

The student should contact the director of the Student Advising Center, 206 Plumb Hall, 620/341-5421, for additional information on requirements and/or procedures. You may email the director at goltrabo@emporia.edu. The office e-mail address is SAC@emporia.edu.

Online

BACHELOR OF INTEGRATED STUDIES
DEGREE COMPLETION

The Bachelor of Integrated Studies (BIS) degree is an alternative to conventional degree programs and majors. It provides adult students with a high quality multi-disciplinary and carefully focused course of study that fulfills university requirements while meeting each student's specific goals for a college degree.

How does this online program differ from the on-campus BIS Degree described?

- No on-campus presence required.
- The program of study will be based upon four areas of proficiency: communication, information literacy, problem solving/decision making, and community leadership and tailored to reflect the student's prior experience and current career goals.
- Required capstone course is uniquely designed to allow the student to synthesize knowledge and skills gained in their educational and professional experiences.

What level computer skills are required to enroll?

If you are already surfing the World Wide Web with a web browser, sending e-mail messages to family and friends, and using keyboarding skills sufficient to complete assignments, you have the required basic skills.

How will a course work?

A password-protected website designed specifically for each course will be the WWW meeting place, open 7 days a week, twenty-four hours a day. Course syllabus, lectures, threaded discussions, e-mail groups, and academic resources will be available at this site. Assignments will be submitted via e-mail, while exams can be taken at proctored sites. Courses begin and end on specific dates.

Interested in more information?

New students should contact the Admissions Office at 877-Go-To-ESU or e-mail go2ESU@emporia.edu. Returning students may call the Office of Lifelong Learning at 877-332-4249 or e-mail lifelong@emporia.edu.

BIS Admissions and Application Information visit this website: http://www.emporia.edu/lifelong/bis/admissions.htm

BIS Degree Requirements visit this website: http://www.emporia.edu/lifelong/bis/degree.htm

BACHELOR OF MUSIC

Major In Music: Concentration in 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 four hours maximum of physical activity credit unless additional work is required in the major.
2. The student must complete the general education program.
3. The student must complete the equivalent of 12-13 semester hours credit in one foreign language with at least one course at the sophomore level.
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 level 500 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.

BACHELOR OF MUSIC EDUCATION
1. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. These may include four 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, 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 level 500 in the major instrument or voice.
6. The candidate must perform a joint or full 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 level 500 in the major instrument or voice.
7. 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 124 semester hours of credit in courses numbered 100 or above. These may include four hours maximum of physical activity credit unless additional work is required in the major.
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 pass competency examinations in reading, writing, and mathematics during the junior year or beyond.

Majors For The Bachelor of Science Degree
http://www.emporia.edu/acadaff/departments.htm

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  Nursing
Biology  Physical Science
Chemistry  Physics
Computer Science  Political Science
Earth Science  Psychology
Economics  Recreation
History  Rehabilitation Services Educ.
Info. Resources Studies  Social Sciences
Mathematics  Sociology

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 major programs are offered:

Accounting
Business Administration
  International Business Concentration
Computer Information Systems
Management
Marketing

General requirements for the Bachelor of Science in Business degree are as follows:
1. The student must complete the university's general education program (48-53 hours). Additional non-business courses must be completed to bring the total general education component to at least 50 percent (usually 62 credit hours) of the 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 even though these hours may be offered through the School of Business.
2. The student must complete at least 124 semester hours of credit in courses numbered 100 or above, which may include up to four hours of physical activity credit. The 124 semester hours must include at least 45 hours of course work numbered 300 or above.
3. 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.)
4. 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.

5. The student must have achieved a minimum grade point average of 2.25 at the time of graduation.

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

7. Major: Depending upon the curriculum chosen, a major consists of approximately 60 hours in 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 of the appropriate department.

8. Students may complete a minor in accounting or computer information systems. A general business minor is available for non-business majors. Any transfer student receiving a minor in the School of Business must include a minimum of 9 credit hours of upper-division courses in the minor area.

9. A student who wishes to become a teacher of business subjects should follow a program leading to the degree 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/tc/colhome.htm

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 Early Childhood/Elementary Teacher 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 to function as beginning professional nurses with leadership abilities and caring qualities. 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). The program provides a solid foundation for graduate study.

For further information, please refer to the Department of Nursing section of this catalog, call 620/343-6800, ext. 5641 or e-mail calhounj@emporia.edu. Also please visit the following website: http://www.emporia.edu/ndn/home.htm.

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
Chemistry-Chemical Engineering
Chemistry-Civil Engineering
Earth Science-Civil Engineering
Mathematics-Agricultural/Biological Engineering
Mathematics-Electrical/Computer Engineering
Mathematics-Industrial/Manufacturing Systems Engineering
Mathematics-Mechanical/Nuclear Engineering
Physics-Electrical/Computer Engineering
Physics-Industrial/Manufacturing Systems Engineering
Physics-Mechanical/Nuclear Engineering

University of Kansas
Chemistry-Chemical Engineering
Chemistry-Civil Engineering
Chemistry-Petroleum Engineering
Earth Science-Civil Engineering
Earth Science-Petroleum Engineering
Mathematics-Electrical/Computer Engineering
Mathematics-Mechanical Engineering
Physics-Electrical/Computer Engineering
Physics-Mechanical Engineering
Physics-Engineering Physics

Students in the dual-degree program will normally spend
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/soescl/divis.htm.

PRE-DENTAL

The ESU program emphasizes the minimum requirements of the University of Missouri-Kansas City, which admits 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.

In addition to taking the required courses, pre-dental students are strongly encouraged to acquire a broad and liberal college education. It is therefore recommended that they enroll in as many humanities, science, social science, and behavioral science courses as time will permit. Taking introductory courses in business is also strongly encouraged.

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, 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-NURSING

Students interested in pursuing pre-nursing studies at Emporia State University should refer to the Department of Nursing section of this catalog or contact the pre-nursing advisor in ESU’s Student Advising Center.

PRE-OPTOMETRY

There are fifteen 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. An excellent information booklet for pre-optometry students is available from the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, MO 63141.

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, 60-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. Most 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. An alternative major in psychology is possible since several courses required for a psychology major are part of the pre-physical therapy requirements. A third option is to pursue a BIS degree. Consult the pre-physical therapy advisor (Dr. Leland Sudlow, SH 063) 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.

Experienced faculty advisors at ESU assist students who are interested in pursuing the following fields:

<table>
<thead>
<tr>
<th>Field</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Optometry</td>
</tr>
<tr>
<td>Osteopathy</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>Veterinary Medicine</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
</tr>
</tbody>
</table>

In each of the areas listed above, 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, is listed in this section. It differs from all the other programs in that it is a professional program at the master’s degree level.

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, 235 Southeast Morse Hall, 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 an ISEP coordinator in the Department of Modern Language and Literature or 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

PURPOSE:
Emporia State University is committed to providing a liberal education for all its students. One important component of this liberal education is the completion of all designated general education requirements. This general education core curriculum is the heart of the college experience at ESU and is integral to the students major program. The goals of this general education program reflect the mission of this institution and are common to all student programs, regardless of majors and career goals. The general education curriculum provides the intellectual background and skills necessary to be “an educated person,” as it improves and enhances quality of life.

As a result of completing the general education program, graduates of Emporia State University will be knowledgeable of our pluralistic society and be able to think with breadth and comprehension, to communicate effectively, to understand what it means to be human, and to function with skill and knowledge in the everyday world.

GOALS:
The general education curriculum ensures that students will:
1. Develop proficiency in written and oral communication, and in mathematical computation, reasoning and problem solving. Graduates of ESU must achieve proficiency in basic skills. Our goal is to raise significantly the basic skills of Emporia State University students.
2. Learn the basic concepts and principles, the history, and the mode of inquiry of the various general education disciplines: the fine arts, history, literature and philosophy, the social and behavioral sciences, and the life and physical sciences.
3. Learn how to make connections between the disciplines within the general education curriculum, apply knowledge from the perspective of these disciplines, think critically, analyze issues, and clarify values.
4. Understand cultural diversity in the contemporary world, and increase their awareness and acceptance of similarities and contrasts in people of different cultures, nationalities, religions, races, and genders.
5. Develop a commitment to scholarship, intellectual curiosity, lifelong learning, and the life skills necessary to function as healthy and effective citizens.

GUIDELINES:
1. General education courses are open to all students and, with the exception of basic skills, have no university course prerequisites that are not part of the general education program. Students may be required to take developmental courses to improve their skills in written composition, mathematics, and reading.
2. Basic skills courses must be completed within the student’s first forty-eight hours of college credit. In order to provide maximum integration of the remainder of the general education program and courses within one’s major, classes beyond basic skills should be spread out over the progression of the student’s undergraduate career.
3. All general education courses, beyond basic skills, are surveys in nature, introduce students to the knowledge of the discipline involved, and assist students in achieving the goals of the general education program. Upper division courses used as approved alternatives in fulfilling general education requirements need not be surveys in nature.
4. In order to enhance the integration of communication skills throughout the general education experience, all general education courses, whenever possible, will include writing assignments (journals, term papers, lab reports, etc.) and assignments which require students to make oral presentations (reports, speeches, discussions, etc.)
5. In order to enhance the critical thinking and value clarification abilities of students, all general education courses, whenever possible, will include active learning projects designed to enhance these abilities through such activities as problem solving, research projects, and the discussion of social implications inherent in course material.
6. Courses in the general education program should include significant amounts of hands-on computer experience where appropriate and applicable to the discipline.
7. Each course in the general education program should be demanding, taught by the best available faculty, and consistent with the objectives of its particular role in the total general education curriculum.
8. Students will have the option of completing the basic skills courses through credit by examination. Other courses within the general education program may also offer this option. Procedures for credit by examination will ensure that the goals of general education have been met.
9. The general education program will facilitate appropriate forms of outcome assessment.
10. To ensure that it is rigorous, integrated, and consistent with its primary goals, the general education program should be cohesive and manageable. Course options within categories should be minimized.
11. Emporia State University is committed to this one core curriculum for all students, and no program on campus should be allowed to construct a separate general education curriculum of its own. This single program does provide, however, for an “honors” general education experience that parallels yet goes beyond the requirements of the standard program.

GOVERNANCE:
The overall general education program is the responsibility of the Dean of The College of Liberal Arts & 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 general education. Faculty in the arts and sciences play a key role in the definition and delivery of the general education program.

GENERAL INFORMATION
A student who first enrolled under an earlier program has the
option of completing the general education requirements that were in effect at the time of his or her first enrollment in an accredited college or university, unless either of the following conditions exist:

1. Different requirements have been imposed by external agencies (e.g., accrediting bodies, the Kansas Board of Regents, the Kansas State Board of Education, etc.).

2. The student has not shown reasonable continuity in his or her education. “Reasonable continuity” is defined as at least 25 semester hours of credit in the immediate past five-calendar-year period. However, a student who has made application for a degree and has a degree check on file in the registration office may complete the remaining general education requirements identified on that degree check unless ten years have elapsed since the degree check was filed, or requirements of external agencies make that procedure impossible.

In special cases, the determination of which general education requirements are to be met will be made by the Director of General Education.

The student should check with his or her advisor about possible recent changes in the following requirements. Honors students should note the honors courses listed at the end of this section.

GENERAL EDUCATION REQUIREMENTS

Students whose first enrollment in an accredited college or university occurred in the Fall of 1990 or later must complete this general education core curriculum in order to graduate from Emporia State University.

This General Education CORE Curriculum is common to all student programs regardless of major. However, there are some course specifications unique to majors in each of the areas of Business, Elementary Education, Nursing and Secondary Education; this check-off list clarifies the CORE curriculum and denotes any variations as determined by major or degree requirements. A feature of this program is that the basic skills courses (writing, speech and mathematics) must be completed during the students first 48 hours of undergraduate credit. One should also note the advanced course options and the prerequisites in English and mathematics listed at the end of the document.

Students who first enrolled in a college or university in the Fall of 1996 or after, must complete at least one general education course that has been designated as multicultural intensive. Course sections designated as multicultural intensive are usually sections "M" followed by another letter; frequently they are "MC" sections. Students who have completed their general education program without a multicultural intensive section of a general education course can meet this requirement by taking a course selected from the Ethnic/Gender Studies section of the schedule of classes. This section lists both multicultural intensive sections of General Education courses and upper division courses that will meet the multicultural requirement. Either selection will fulfill the requirement.

GENERAL EDUCATION

CORE CURRICULUM

Specified by Major / College / School
(Effective Fall, 1990)

Please read the above explanation carefully. All students should follow their major requirements in this CORE check-off list. If you are uncertain about your major, follow the requirements for Liberal Arts and Sciences (LAS) majors. (Bachelor of Arts follows Liberal Arts & Sciences requirements except for VI. Literature and Ideas and VIII. Cultural Diversity.)

BASIC SKILLS — (12-18 CREDIT HOURS)

I. Writing - (6 hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MA 110</td>
<td>College Algebra (3)</td>
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II. Speech - (3 hours)

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<tr>
<th>Requirements</th>
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<tr>
<td>MA 110</td>
<td>College Algebra (3)</td>
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III. Mathematics (3-9 hours)

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<tr>
<td>MA 110</td>
<td>College Algebra (3)</td>
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IV. Fine Arts (4-7 hours)

For students entering a university or college for the first time in Fall 2002.

Bachelor of Science, Bachelor of Science in Business, Bachelor of Science in Nursing, Bachelor of Science in Education-Secondary, Bachelor of Science in Information Resource Studies, and Bachelor of Integrated Studies, (4 hours)
* Indicates unique major or degree requirement.

Select two of the following:

**Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music,**
**Bachelor of Music Education (6 hours)**
- MU 226 Music Appreciation (2)  
- AR 105 Art Appreciation (2)  
- TA 125 Theatre Appreciation (2)

**Bachelor of Science in Education-Elementary (6 hours)**
* MU 124 Basic Music  (2)  
... and  
* AR 105 Art Appreciation (2)  
... and  
* TA 125 Theatre Appreciation (2)

**Bachelor of Science in Education-Elementary (6 hours)**
* AR 225 Art History (3)  
... and  
* MU 226 Music Appreciation (2)  
... and  
* TA 125 Theatre Appreciation (2)

**All Art degrees (7 hours)**
* AR 225 Art History (3)  
... and  
* MU 226 Music Appreciation (2)  
... and  
* TA 125 Theatre Appreciation (2)

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**V. History (3 hours)**
- HI 101 World Cultures to 1500 (3)  
- HI 102 Modern World Civilization (3)  
- HI 111 U.S. History to 1877 (3)  
- HI 112 U.S. History Since 1877 (3)

**VI. Literature and Ideas (3-6 hours)**
**LAS, Business, Secondary Education, Psychology, and Information Resource Studies Majors**
- EG 207 Introduction to Literature (3)  
- PI 225 Introduction to Philosophy (3)

**Nursing Majors (3 hours)**
- PI 225 Introduction to Philosophy (3)  
- PI 255 Ethics (3)  
  [Must have a “C” or better]

**Elementary Education Majors (3 hours)**
- EG 207 Introduction to Literature (3)

**Bachelor of Arts (6 hours)**
- EG 207 Introduction to Literature (3)  
- PI 225 Introduction to Philosophy (3)

**VII. Social and Behavioral Science (9-12 hours)**
**LAS and Psychology Majors (9 hours)**
- EC 101 Basic Economics (3)  
  ... and choose two of the following:  
- PO 100 Intro to Government & Politics (3)  
- PY 100 Introductory Psychology (3)  
- SO 101 Introduction to Sociology (3)  
- JO 200 Mass Communication (3)

**Information Resource Studies Majors (9 hours)**
- EC 101 Basic Economics (3)...and  
- PY 100 Introductory Psychology (3)...and  
- SO 101 Introduction to Sociology (3)

**Elementary & Secondary Education Majors (9 hours)**
- EC 101 Basic Economics (3)...and  
- PO 100 Intro to Government & Politics (3)  
- PY 100 Introductory Psychology (3)  
- PY 211 Developmental Psychology (3)

**Nursing Majors (12 hours)**
- EC 101 Basic Economics (3)...and  
- PO 100 Intro to Government & Politics (3)  
  [Must have a “C” or better]...and  
- PY 211 Developmental Psychology (3)  
  [Must have a “C” or better]...and  
- SO 101 Introduction to Sociology (3)  
  [Must have a “C” or better]

**Business Majors (9 hours)**
* BC 103 Economics I (3)  
... and choose two of the following:  
- PO 100 Intro to Government & Politics (3)  
- PY 100 Introductory Psychology (3)  
- SO 101 Introduction to Sociology (3)

**VIII. Cultural Diversity (3-10 hours)**
(Prior to 1996 this section was called “Multicultural Experience.”
These courses should not be confused with courses needed to meet the Multicultural Intensive requirement.)
**LAS, Nursing, Business, Secondary Education, Psychology, and Information Resource Studies Majors**
- AN 110 Introduction to Cultural Anthropology (3)  
- PO 330 International Relations (3)  
- GE 101 World Regional Geography (3)  
  Choose one of the following:  
- GR 110 German I (5)  
- SA 110 Spanish I (5)  
- FR 110 French I (5)

**Bachelor of Arts (10 hours)**
- One Foreign Language (10)

**Elementary & Secondary Education Majors (3 hours)**
* GE 101 World Regional Geography (3)

**IX. Life Science (4-6 hours)**
**LAS, Business, Secondary Education, Psychology, and Information Resource Studies Majors**
- GB 100 General Biology (3)  
- GB 101 Biology Laboratory (1)

**Elementary Education Majors (6 hours)**
- GB 100 General Biology (3)  
* GB 303 Field and Laboratory Biology (3)

**Biology and Nursing Majors (4 hours)**
* GB 140 Principles of Biology (3)  
* GB 141 Principles of Biology Laboratory (1)  
  [Nursing majors must have a “C” or better]

**X. Physical Science (5 hours)**
**LAS, Business, Secondary Education, Psychology, and Information Resource Studies Majors**
Choose one of the following:
- CH 110/111 Introduction to Chemistry/Lab (4/1)  
- ES 110/111 Introduction to Earth Sci./Lab (4/1)  
- PH 110/111 Introduction to Space Sci./Lab (4/1)
*

* Indicates unique major or degree requirement

Elementary Education Majors
* PS 115 Our Physical World (5)

Nursing Majors
* CH 120/121 General Chemistry/Lab (4/1)
  [Must have a “C” or better]

XI. Multicultural Intensive Course Requirement
(one course)
>> For students whose first enrollment was Fall 1996. <<
Students who have completed their general education program without a multicultural intensive section of a general education course can meet this requirement by taking a course selected from the Ethnic/Gender Studies section of the schedule of classes. This section lists both multicultural intensive sections of general education courses and upper division courses that will meet the multicultural requirement. Either selection will fulfill the requirement.

One section of a general education course designated multicultural intensive. Sections are usually designated with an "M" followed by a "C" or other letter.

LIFE SKILLS - (5 CREDIT HOURS)

XII. Physical Education (2 hours)
* PE 100 Lifetime Fitness (1) ... and
* PE Activity Course (1) ... or
* Marching Band (1)

XIII. Applied Science (3 hours)
LAS, Business, Secondary Education, Psychology, and Information Resource Studies Majors
Choose one of the following:
* BU 241 Personal Finance (3) ... or
* SO 261 Marriage and Family (3) ... or
* HL 150 Health for Human Wholeness (3)

Nursing and Elementary Education Majors
* HL 150 Health for Human Wholeness (3)
  [Nursing majors must have a “C” or better]

Bachelor of Arts:
Recommended to have an introductory course in computers or computer programming.

* Indicates unique major or degree requirement.

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 either MA 095, Computation and Algebra Skills Development (3 hours) or MA 098, Intermediate Algebra (3 hours).

Developmental Classes - if needed . . .
* EG 001 Basic Writing
* MA 095 Computation and Algebra Skills Improvement
* MA 098 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
Students are encouraged to consider taking the following "Honors" classes as part of their general education experience.

BC 103 *Z Economics I
BC 104 *Z Economics II
CH 123 *Z Chemistry I
EG 103 *Z Honors Composition I
EG 104 *Z Honors Composition II
EG 207 *Z Introduction to Literature
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
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.

GENERAL EDUCATION
MULTICULTURAL-INTENSIVE COURSES
AN 110 MC, MD, ME - Cultural Anthropology
EG 207 MA, MB - Introduction to Literature
FL 120 MC - Introduction to East Asian Cultures
GE 101 MA, MB, MC, MD, MZ - World Regional Geography
HI 111 MA, MB, MC, MD - U.S. History to 1877
HI 112 MA, MB, MC, MZ - U.S. History Since 1877
MU 226 MC - Music Appreciation
PI 225 MA, MB, MC - Introduction to Philosophy
SO 101 MC, MD - Introduction to Sociology
SP 100 MA, MB, MC, MD - Interpersonal Communication

*All multicultural intensive sections are designated by an “M” followed by a letter.

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 at no charge (except for return postage) to teachers by telephone 620/341-5678 or e-mail catletr@emporia.edu. 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 and Computer Science 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 has achieved the highest standard of affiliation with the National Council on Economic Education (NCEE).

If you have questions or need additional information, see Larry Scott or Rob Catlett in the Department of Mathematics and Computer Science, 141 Science Hall, or call 620/341-5281.

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.

The Director is Jim Stephens, 509 Cremer Hall. You may call 620/341-5657 or e-mail stephenj@emporia.edu. The website is http://www.emporia.edu/business/cie.

SMALL BUSINESS DEVELOPMENT CENTER
The Small Business Development Center, located in the National Teachers Hall of Fame, 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. The Director is Lisa Brumbaugh, 111 NTHF. If you have questions, please call 620/341-5308 or e-mail brumbaul@emporia.edu.

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 contribution to society. New inductees are announced each year at the annual meeting of the Kansas Chamber of Commerce and Industry (KCCI) meeting in Topeka.

Ken Schallenkamp is the executive director and may be reached at 620/341-5510 or stop by 511 Cremer Hall. The Hall of Fame website is http://www.emporia.edu/kbhf.
JONES INSTITUTE FOR EDUCATIONAL EXCELLENCE

The Jones Institute for Educational Excellence, located in the lower level of the Earl Center, is part of The Teachers College. The Institute contributes to the broad goals and mission of the college by providing services such as the following to school districts, state agencies, national organizations and other groups:

- training Reading Recovery personnel
- conducting educational research of pertinence to schools and other educational groups
- assisting with planning and evaluation activities
- writing local, state, and federal grant proposals
- assisting with the efforts of national teacher certification
- assisting with the development of educational policy
- hosting education conferences and workshops
- assisting with curriculum development
- providing assistance with the comprehensive planning and implementation of inservice education
- assisting with staff development activities
- formulating ways and means of establishing more effective home/school partnerships
- promoting university/private sector partnerships
- co-directing professional development for the Kansas Reading First program
- directing a summer future teacher academy for high school students.

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

TECHNOLOGY AND COMPUTING SERVICES

Technology and Computing Services (TCS), located in Cremer Hall 170 and Visser Hall 130, 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.

Located in Cremer Hall 178 (620-341-5555), the TCS Support Desk offers a variety of consulting services and is the central point of contact for troubleshooting software or hardware and submitting work orders for technology-related problems. Some of the services TCS maintains for students are STING (Student Information & Grades), internet access in the residence halls and free student email accounts.

TCS provides services from Visser Hall 130 to include a variety of distance education and media services to Emporia State University faculty, staff, and students. TCS provides classroom and production facilities for interactive distance learning courses. These rooms can also serve as video conferencing facilities for various organizations.

Channel 8, Emporia State University’s channel on Cable One of Emporia, produces and transmits programs through TCS — Instructional Support Services. 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. Included is information supplied by the Lyon County Humane Society regarding lost and found pets and animals for adoption. Information posted on Channel 8 is for non-profit organizations.

Media services include taping of lectures and speakers for classroom use, audio/video production, media duplication, satellite downlinking, a faculty multimedia lab 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. Please call TCS -- Instructional Support Services (620-341-5478) to reserve equipment or post announcements on Channel 8.

Technology and Computing Services is committed to providing customer services for technology-related issues and questions. More information about faculty, staff, and student services can be located at http://www.emporia.edu/tcs.

DISABILITY SERVICES

The Office of Disability Services facilitates and coordinates services and accommodations for students with documented disabilities at Emporia State University. Emporia State has a long history of providing services for people with disabilities. We are committed to meeting the unique needs of the students. The office also promotes a successful transition to college and to work, campus and community resource information, disability awareness, and voter registration information.

The office is an advocate for students. All requests for accommodations and services for accessing Emporia State’s programs and activities need to be made to the office. It may take six to eight weeks for the receipt of accommodations and services. We encourage students to plan ahead so that accommodations and services can be made in a timely fashion.

The Office of Disability Services is located in 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or 620/341-6640 Fax. Contact the office for reference materials. The Relay Service is available for those with communication disabilities and can be reached by calling 711 from a telephone. Please visit our website at www.emporia.edu/disability/ or e-mail us at disabser@emporia.edu.

VOTER REGISTRATION

Emporia State University is committed to the fundamental right to vote by students who are U.S. citizens over the age of 18. The Office of Disability Services serves as a voter registration site at Emporia State. We provide voter registration materials in English and Spanish. Please make requests for accommodations to the office so that we can facilitate student requests. The office is located at 242 SE Morse Hall. We can be reached at 620/341-6637 Voice, 620/341-6646 TTY, 620/341-6640 Fax, or via e-mail disabser@emporia.edu. All requests will be kept confidential. Please see the Office of Disability Services section for additional information on the accommodation process at ESU.

When registering to vote in the state of Kansas, students are registering for national, state and local election participation. If the permanent (home) address is in a county other than Lyon County, students can either continue their voter registration with the permanent county or register in Lyon County. When registration with the student’s permanent county is the preferred
option, students can vote using absentee ballots or going to that county to vote. For additional information related to eligibility and/or address changes and its implications for voting, please contact the office or the County Clerk’s Office in the Lyon County Courthouse at 620/342-5105, 430 Commercial Street, Emporia, KS 66801 or go to the following website: http://www.fec.gov/voteregis/ct.htm. If you have questions, please call the Office of Disability Services.

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 laboratory experiences for future teachers, coaches and administrators of athletics, (2) to provide opportunities for students with advanced physical skills to further develop their skills under competent coaches, and (3) to provide events that are instrumental in educating participants and observers in the moral and ethical values inherent in athletics.

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, and the 1999 NCAA Division II Outdoor Track and Field Championship. ESU is scheduled to host two NCAA Division II outdoor Track and Field Championships again in 2006.

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.

INTERCOLLEGIATE 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).

The seven men’s sports are football, cross country, basketball, tennis, baseball, and indoor and outdoor track and field. The eight sports for women are cross country, volleyball, basketball, softball, tennis, soccer, and indoor and outdoor track and field. Students who desire specific sport information should contact the office of Intercollegiate Athletics.

NORMAN R. EPPINK ART GALLERY

Featuring exhibitions of contemporary and historical art, the Norman R. Eppink Gallery is located on the first floor of King Hall. In addition to offering work obtained from museums and other collections, the gallery shows work of nationally known living artists. The gallery schedules an annual art faculty exhibition and a student exhibition during the spring semester. For more information, please contact the Art Department, 10 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.

The Department of Communication and Theatre produces most of their productions on the stage of the Carl C. Bruder Theatre located in King Hall. Four productions are presented during the academic year on this modern, well-equipped proscenium stage. 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 the 1,277 seat Albert Taylor Hall located in Plumb Hall. The Ronald Q. Frederickson Theatre, located in Roosevelt Hall, is an intimate 120-seat 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.

ORCHESTRA provides opportunities to study and perform string and wind literature.

THE OPERA THEATRE involves the study and performance of appropriate excerpts from opera repertoire. One major opera is staged each year. Opera Theatre also co-produces the annual Homecoming Musical with the Theatre Department.

THE MARCHING HORNETS is a highly energized ensemble composed of 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, the premiere instrumental group is very active in on-campus performances as well as guest appearances and tours. They make regular performance appearances at the annual Kansas Music Educators annual conference workshop.

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 Verdi’s “Requiem” are performed once during each student generation.
THE JAZZ ENSEMBLE, easily the most spirited musical group on campus, performs at “the drop of an invitation.” Standing-room-only audiences are commonplace when the ensemble performs. The Jazz Ensemble features outstanding soloists each year. Past performers have been Doc Severinsen, Lou Marini, Marvin Stamm, Stan Kenton, and Arnie Lawrence.

A CAPPELLA CHOIR — A premier ensemble of auditioned singers, the E-State 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 traditional and contemporary percussion-based compositions. Active as a touring organization, the Percussion Ensemble continues to be at annual KMEA conferences.

EMPORIA ARTS COUNCIL — Town and gown join in the promotion of an entertainment series that brings superb artistic events to the E-State campus. Tickets, at reduced prices for students, admit them to such spectacles as the Chinese Circus, concerts by the Vienna Boys Choir, dancing by the Oakland Ballet, or musical and dramatic productions straight from Broadway.

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 Bennett, 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. There is no charge for the museum.

SCHMIDT NATURAL HISTORY MUSEUM
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 the basement of Breukelman Science Hall. 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. Please call 620/341-5311.

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 projector.

A number of public lectures of general interest are planned for each academic year. There is a nominal charge for admission to these programs. Inquires 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.

WILLIAM ALLEN WHITE LIBRARY
The university library continually endeavors to develop its collections and services to meet the current needs of the students and faculty. The library currently holds more than 799,000 books, government documents, and periodicals; its media resource center provides videotapes, CD’s and other forms of nonprint materials for course instruction, research, and recreation.

Computers are provided throughout the library to enable students to access the online catalog, periodical databases, indexes, the Internet, and other electronic resources. Many of these resources can be accessed off campus as well.

In addition to providing information and materials for course assignments and personal interest, the library offers a relaxed, quiet atmosphere in which to study and read.

Information about Emporia State University’s history and traditions are located in the university archives, Anderson Library, 1220 C of E Drive, 10 blocks west of the main campus.

The staff of William Allen White Library are always ready to assist you in person, by telephone, or by e-mail. Please call 620/341-5207 or 877/613-7323, e-mail libref01@emporia.edu or consult our web page at http://www.emporia.edu/libsv.

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 award 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 2 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.

BLUESTEM PRESS is a publishing component of the Creative Writing Program in the Department of English. The Bluestem Award is a national book contest that yields one winning manuscript of poetry each year. The book is edited, designed, published and released nationally by Bluestem Press.

THE BULLETIN, a twice-weekly newspaper, is edited by students, and supported by student fees. The paper is free to ESU students.

THE BUZZzzz is a monthly newsletter written by the Executive Director for University Advancement to update donors, alumni, and friends on current events and activities.

THE CORK BOARD, sponsored by the Union Activities Council and The Bulletin, is an announcement format for Recognized Student Organizations’ activities which appear in The Bulletin. Entries can be submitted to the Student Organizations and Activities Office by noon on Wednesdays and Fridays.

FLINT HILLS REVIEW is an annual literary journal that features writing by authors of Kansas and the Great Plains, as well as works by emerging and established authors from other regions. The journal is edited by a staff of students enrolled in EG 588, Seminar in Literary Magazine, a course offered each spring by the Creative Writing Program in the Department of English.

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.

THE SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT NEWSLETTER, is sent to current SLIM students, regional students, and alumni. The publication includes alumni news and current activities of the students and faculty.

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 annually by The Teachers College and the Jones Institute for Educational Excellence. The newsletter is distributed to all Teachers College alumni, focuses on Teachers College faculty, student, and programs and is available online from The Teachers College Web site.

THE VIEWBOOK is published annually by the Admissions Office and is distributed to all prospective students.

HERITAGE OF THE GREAT PLAINS is a refereed journal published semiannually by the Center for Great Plains Studies and distributed on a subscription basis.

HORNET NEWS UPDATE, an electronic newsletter of the Alumni Association, is e-mailed every other Monday and provides news about ESU to alumni and friends. The newsletter is provided on a subscription basis.

KANSAS SCIENCE TEACHER is a journal published annually by the Science and Mathematics Education Center. 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.

QUIVIRA is an annual publication edited by students and sponsored by the Creative Writing Program in the Department of English. The journal encourages literary expression through publishing creative writing and art by students of the university.

ROUNDTABLE is a newsletter published monthly 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 ESU Alumni Association magazine, is published three times each year. “Spotlight” is mailed to alumni and friends of the university.

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.

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 recommended by local teacher associations and school faculties. A committee reviews all nominations and selects seven teachers to receive the awards. This committee is composed of representatives from 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, and two
Kansas Master Teachers who serve in the Black Endowed chair position.

**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 (NTHF) 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, teacher resource center, and a recognition program, which recognizes five of the nation's most outstanding PreK-12 educators each year. Since inaugural induction ceremonies in 1992, 65 teachers from 27 states have been enshrined.

The NTHF is the only facility of its kind dedicated to recognizing 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 every major professional education organization.

The Hall of Fame enters the next century by embracing a role as an advocate for the teachers by utilizing Hall of Fame members in educational outreach activities such as virtual teaching experiences, professional development seminars for current teachers, high school summer camps, and mentoring program for early career teachers.

Located on the former College of Emporia campus at 1320 C of E Drive, the Hall of Fame includes a gallery of honored teachers, a Donor's Wall of Fame, a miniatures display of classrooms through the centuries, antique book collection, and other glimpses of our educational heritage. A gift shop is also available. The Hall of Fame is open Monday through Friday from 8 a.m. to 5 p.m. and on Saturdays from 9 a.m. to noon.

A national selection committee representing 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. Individuals may nominate a teacher by visiting the Hall of Fame web site, [www.nthf.org](http://www.nthf.org), or by requesting a nomination form, 1-800-96TEACH, or 620/341-9131.

**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 or 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 will be located in the Butcher Education Center in Summer of 2005.

**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
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 NationBank 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 Student Union Building, a memorial to Emporia State students who served in the armed forces, is a general social center for students and faculty members. In addition to the Colonial Ballroom and rooms for various student and faculty organizations, this well-equipped building houses a kitchen, and three dining facilities -- Lakeview Cafeteria, Hornets Nest, and Skyline Room. A major addition in 1972 doubled the size of the building, which now includes a large bookstore, a modern health services clinic, a convenience store, student computer lab, a recreation center, and a social lecture hall seating 1,000 persons.

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 Vice President of Student Affairs, the Department of Residential Life and other student service administrative offices.

Since The National Teachers Hall of Fame was incorporated in May of 1989 as a 501(c)(3) non-profit organization, 65 educators from 27 states have been inducted. Annual induction ceremonies each June honor the teaching profession by recognizing five outstanding preK-12 educators with more than 20 years experience. Located at 1320 C of E Drive, the Hall of Fame includes inductee photographs and displays, the Donors’ Gallery of Honored Educators, and the Donors’ Wall of Fame. The Hall of Fame is in discussions with other national teacher-organization programs about providing permanent displays for their honored teachers, and a state-of-the-art celebration of teachers exhibit will be constructed in the 35,000-square-foot building over the next several years. The Hall of Fame is open from 8 a.m.-5 p.m. daily, 9 a.m.-noon on Saturday, and by appointment. Admission is free.

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 the 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 of the dean of the College of Liberal Arts & Sciences, the Department of Modern Languages and Literatures, and the Department of Sociology and Anthropology. 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.

TWIN 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.

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 Skillet. 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, and the Jones Institute for Educational Excellence, which publishes research and policy recommendations on a variety of educational topics.

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 Massée Collection, which includes manuscripts, books, and original art work illustrating creative publishing for children, also is located on the ground 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.

KENDIG TRACT. Mr. and Mrs. H.L. Kendig donated more than four acres of land to the university in 1967, and approximately seven acres in 1972, to be used for educational purposes. This property is located directly north of I-35 and just west of Burlingame Road.

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 brome in Kansas; it is located about 15 miles northeast of Emporia (½ mile west and 1 ½ 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.

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 schedule for issuing apparel and announcements is included in the detailed instruction sheet mentioned above as well as on the website.

ATTENDANCE AT COMMENCEMENT
All graduates are to take part in commencement exercises unless excused. All participants are required to arrive on time for line-up and remain to the end of the commencement ceremony. Requests to be excused from participation should be in writing and submitted to the Registrar. 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 Office of Graduate Studies 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 Legal Information Management (MLM), 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 Geospatial Analysis, Information Management, and Legal Information Management are also offered. The policies governing all graduate programs are administered by the Office of Graduate Studies.

Graduate programs are governed by the university’s Graduate Council. Membership on the Graduate Council consists of the chair, or a representative, of the 18 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
Numerous graduate teaching and research assistantships are offered each year. Interested students can complete an online assistantship application located on our web page at the following address: [https://slim.emporia.edu/esugrad/asstshp.htm](https://slim.emporia.edu/esugrad/asstshp.htm), request an application by writing to Graduate Studies, Box 4003, Emporia State University, Emporia, KS 66801-5087, by e-mail at [gradinfo@emporia.edu](mailto:gradinfo@emporia.edu) or by calling 800-950-GRAD.

THE ALUMNI ASSOCIATION

The Alumni Association of Emporia State University traces its history back to 1880. It is the official organization of graduates and former students of Emporia State University. Following their graduation/attendance at Emporia State, students automatically become members of the Alumni Association. At the present time, there are over 50,000 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 publishes Spotlight, the alumni magazine, three times a year; sponsors and helps coordinate reunions; organizes alumni gatherings throughout the state and nation; coordinates Homecoming activities; supports and becomes actively involved in both student recruitment and legislative relation programs; sponsors programs for undergraduates including Senior Night 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 and the Board of Directors who serve three-year terms.

For extensive information, please see the following website [http://www.emporia.edu/saf/alumni/index.html](http://www.emporia.edu/saf/alumni/index.html).

EMPORIA STATE UNIVERSITY FOUNDATION

The Emporia State University Foundation was organized in 1952 as an independent, non-profit corporation to promote the general welfare, development and growth of Emporia State University. The primary purpose of the Foundation is to solicit and manage private funds to support ESU’s mission in teaching, research, and public service.

The Foundation continues to solicit and accept gifts of cash, appreciated property, securities, and gifts-in-kind from individuals, corporations, organizations, and foundations. The Foundation uses these funds for scholarships, study grants, faculty development, education/lectures, construction and renovation of the campus, and other institutional benefits. All charitable contributions to the Emporia State University Foundation are tax deductible as allowed by law.

For more information on the Foundation, please visit this website: [http://www.emporia.edu/saf/foundation/index.html](http://www.emporia.edu/saf/foundation/index.html).
SCHOOL OF BUSINESS

Robert E. Hite, Dean
John C. Rich, Associate Dean

Larry Falcetto, Director, Business Advising Center
Sally McGlone, Business Student Advisor
Ronald Olsson, Coordinator, Richel Business Computer Lab

Department of Accounting & Computer Information Systems
Department of Business Administration and Education

Web Address: http://www.emporia.edu/business/
E-Mail: Busstude@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 the two departments indicated above. Each department is under the direct supervision of a chair. The name of the current chair is listed at the beginning of the section of the catalog dealing with that particular department. All questions concerning any phase of department policies, procedures, or programs should be directed to the chair of the department. Questions of a broader nature should be directed to the associate dean. The chair of each department involves both 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.

MISSION OF THE SCHOOL

VISION
The School of Business will build upon its reputation of high quality to become a leading professional business school in the region.

MISSION
The mission of the School of Business is to prepare students for successful professional careers by offering high-quality business programs in a student-centered learning environment. The School primarily serves undergraduate students from the region, while offering strategically-focused graduate programs. As a teaching institution, the School seeks to excel in teaching, enriched by scholarship and service.

OBJECTIVES
- To develop and deliver high-quality (a) undergraduate business programs built upon an academic foundation in arts and sciences, and (b) strategically-focused graduate business programs.
- To recruit, develop, and maintain faculty who pursue teaching excellence, scholarship, and service to the profession.
- To provide a culture of intellectual inquiry that promotes effective learning.
- To educate and graduate students with knowledge and skills necessary for successful entry to and advancement in their professional careers.
- To promote effective interaction between the School and community.

SCHOOL OF BUSINESS
COUNCIL OF ADVISORS
The School of Business Council of Advisors provides guidance and support for the school in developing its academic programs and support systems. As key stakeholders of the school, the council provides valuable feedback in assessing the effectiveness of the School of Business in achieving its mission and goals. Members of the council are:

Jim Braden, President, Braden Financial Services, Clay Center, KS
Richard “Dick” Brown, Dean Emeritus, University of Wisconsin - Parkside, Ottawa, KS
Brad Cochennet*, COO, Mercy Medical Center, Durango, CO
Bryan P. Collins, Sr. Vice President, General Merchandise Manager, Women’s Shoes, Payless ShoeSource, Topeka, KS
Paul F. DeBauge, President, DeBauge Bros., Emporia, KS
John B. Dicus, President & CEO, Capitol Federal Savings, Topeka, KS
Tom Docking, Partner, Morris, Laing, Evans, Brock, & Kennedy, Chtd., Wichita, KS
Ed Eilert, Mayor, Overland Park, KS
Steven R. Fitzwater, Executive Vice President, COO, CFO, and Secretary (retired), LabOne, Inc., Shawnee, KS
Bill Graves*, President, American Trucking Association (ATA), Alexandria, VA
Don Hazlett*, President, Hazlett & Hazlett, Inc., Topeka, KS
Jerry Hedrick, Managing Partner, Capitol Consulting, Olathe, KS
Ralph Laster*, Private Investor, Lee’s Summit, MO
Jerry Magnuson*, Owner, Express Personnel Services, Lawrence, KS
Robert Malone, Director, VA Eastern Kansas Health Care System, Topeka, KS
Curtis McClinton, President, McClinton Development Co., Inc., Kansas City, MO
John D. McPherson*, President and COO, Florida East Coast Railway, St. Augustine, FL
Thomas Y. Moon*, Chairman and CEO, Worksite America, Bealton, VA
Bruce Moorman, Partner, Grant Thornton LLP, Kansas City, MO
Donald E. Nickelson*, Vice Chairman, Harbour Group Industries, Inc., Vero Beach, FL
Bob Palmer*, Assistant Compliance Director, Koch Petroleum Group, Inc., Wichita, KS
Kim Pember, General Manager, Glendo/GRS Corporation, Emporia, KS
John C. Prather, Vice President, Corporate Relations, Groendyke Transport, Inc., El Dorado, KS
Bob Purinton*, Partner, Purinton, Chance & Mills, LLC, Overland Park, KS
Dan Radakovich, Vice President for Academic Affairs, Johnson County Community College, Overland Park, KS
Carl Ricketts, Vice President, Business Services, Missouri Gas Energy, Kansas City, MO
Calvin T. Roberts, President and CEO, Brotherhood Bank & Trust, Kansas City, KS
Pack St. Clair, Chairman and CEO, Cobalt Boats, Neodesha, KS
Steve Sauder, Consultant, SPS Investments, Emporia, KS
Janet Schalansky, Secretary, Department of Social and Rehabilitation Services, Topeka, KS
James H. Schwartzburg, Executive Vice President, F & L Manufacturing, Lawrence, KS
Gary Sherrer, Entrepreneur in Residence, Kauffman Foundation, Leawood, KS
Ron Thornburgh, Kansas Secretary of State, Topeka, KS
Nestor R. Weigand, Jr.*, Chairman & CEO, J.P. Weigand & Sons, Inc., Wichita, KS
Richard Zahn, President (retired), Schering Laboratories, Oldwick, NJ
* Emeritus Members

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 general requirements for each, can be found in the departmental sections of this catalog. The School's Bachelor of Science in Business 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.

BACCALAUREATE LEVEL PROGRAMS
Bachelor of Science in Business with majors in:
  Accounting
  Business Administration
  International Business (concentration)
  Computer Information Systems
  Management
  Marketing
Bachelor of Science in Education (Secondary)
Business Education teaching field

BACHELOR OF SCIENCE IN BUSINESS
In the School of Business, theories acquired in the classroom are tested via internships, computer-based business decision games, case studies, and seminars and discussions with business practitioners, faculty, and students.

Student organizations and groups include: Accounting Club, Beta Gama Sigma - a national honor society for business students at AACSB-accredited institutions, CIS Club, Delta Pi Epsilon - national honor society for graduate business education students, Marketing Club, MBA Association, 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.

General requirements for the Bachelor of Science in Business 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 of the appropriate department.
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 general education 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, which may include up to four hours of physical education activity credit.
4. 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.
5. A cumulative grade-point average of 2.25 is required to receive the Bachelor of Science in Business degree effective for those entering ESU, another four-year institution, or a community college for the first time as a full-time student in the Fall of 2000 and thereafter.
6. The student must demonstrate competency in reading, writing, and mathematics. Students should take the competency (CAAP) exam during their junior year. The exam is given in March, June and October.

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. Students who have achieved junior status but are pursuing a degree other than the Bachelor of Science in Business or Bachelor of Science in Education, Business Education Teaching Field, must receive formal approval from the School of Business prior to enrolling in upper-level business courses. Students may apply for admission to the School of Business in the semester during which the requirements are being met as long as their enrollment at the time of application will result in meeting all of the admission requirements. 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. Completion of 51 hours
2. Cumulative grade-point average of 2.25, 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 2000 and thereafter.
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 BC 104, Principles of Economics II; IS 213, Management Information Systems; and SP 101, Public Speaking be completed prior to admission to the School of Business. 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. At the time of admission of the student to the School of Business, the student’s major will be changed from Pre-Business to the student’s academic discipline of choice in the School of Business.

MINORS IN THE SCHOOL OF BUSINESS

A student may complete a minor in accounting, computer information systems, 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 Education 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 207A), or by calling 620/341-5523.

ESU IN JOHNSON COUNTY

The School of Business offers majors in accounting, business administration, and management in the Bachelor of Science in Business degree program in Johnson County (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 in Johnson County students have access to placement services, advising, financial aid, and other university services.

BUSINESS CORE

The common business core curriculum includes 13 courses (39 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 (39 hours):
   - BC 104 Principles of Economics II 3 hours
   - IS 113 Intro to Microcomputer Applications 3 hours
   - AC 223 Financial Accounting 3 hours
   - AC 233 Managerial Accounting I 3 hours
   - BU 255 Business Statistics 3 hours
   - BE 330 Business Communications 3 hours
   - FI 330 Fundamentals of Financial Mgmt 3 hours
   - MG 342 Principles of Mgmt & Org Behavior 3 hours
   - BU 353 Legal Environment of Business 3 hours
   - MK 360 Principles of Marketing 3 hours
   - MG 423 Operations Management 3 hours
   - MG 473 Business Policy 3 hours

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 (accounting, business, or computer information systems) 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 EDUCATION TEACHING FIELD

See detailed information about this program in the Department of Business Administration and Education section.

MASTER LEVEL PROGRAMS

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. An 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.

MASTER OF SCIENCE

BUSINESS EDUCATION MAJOR

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 masters in Business Education degree program is accredited by North Central Association of Teacher Education.

CERTIFICATE PROGRAMS

The School of Business awards certificates to individuals who have acquired specialized knowledge in various areas of business by completing a specific group of courses. For example, there is a certificate currently available in International Business. Certificate programs require completion of from 12 to 18 hours. Certificates are not equivalent to a major or minor and are not recorded on the transcript or diploma. Certificate programs are designed primarily for non-business students. For more information about the certificate programs, contact the Office of the Dean of the School of Business.

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.

COMMUNITY SERVICE OFFERINGS

The school offers a variety of undergraduate and graduate courses during evening hours. These courses, of both a general and specialized nature, are designed not only to meet the needs of citizens of the community but also of the local businesses and industries. Short-term, non-credit courses are offered for adults in the community. Information concerning scheduled or desired courses can be obtained by contacting the chair of the appropriate department.

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 Newsletter and the latest activities at the Center website: http://www.emporia.edu/business/ibed/center/.

Center for Insurance Education

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

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 annual meeting of the Kansas Chamber of Commerce and Industry (KCCI) meeting in Topeka. 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/kbhf.

SCHOLARSHIPS FOR SCHOOL OF BUSINESS STUDENTS

Many individuals, businesses and organizations have provided endowed scholarship funds for business students. Among the scholarships are:

Accounting and Computer Information Systems
Accounting Alumni
Accounting Club
Agler & Gaeddert
Jerry & Doris Bedner
Gertrude Behymer
Margaret Green Childers Memorial
Donald Cox
Otha Carol (Mayes) Day Memorial
Lloyd & Geraldine Edwards
Gerald L. & Barbara A. Hunter
Robert & Brenda Lawrenz
KPMG Peat Marwick
Ed & Laura Mae McAntee
Randy E. Newkirk
Lewis Andrews Parks Memorial
David & Mary Pickerill
William & Aloha Preston
Randall and Jan Steinert
Robert Tabor
Ellis R. Wise Memorial

Business
Dwight Andrews Memorial
Esther B. & E. Pauline Annis
John & Roseanne Baldwin
Herman & Grace Baehr
John & Elsie Beavers
Business Alumni
Business Faculty
Joe & Lucille Cannon Business
Ronald & Deborah Butts
Capitol Federal Savings
Cremer Family Memorial
Roe R. Cross Memorial
Homer C. & Lona M. Davey
Charles W. & Elizabeth Dieker
Rida Duckwall
Wallace and Donna Marie Evans
Sarah M. Fair Memorial
Fred & Vivian Fleming
Charles D. & Marjorie Freeman
Leslie J. Freeman
Robert Greenlee
Howard & Eunice Gunkel
Austin Robert Hartsook
Raymond and Bonnie Harvey
Sajjad A. Hashmi
Victor E. Hiett Memorial
Home Lumber & Supply Co.
Adelaide M. Kauzer
Willard Kauzer
Bud Kuhlmann
Elizabeth & Loretto Langley
Loretto A. Langley
Frank B. Mauck
Marcella Mouser
Lee and Marjorie Nelson
Kevin E. O’Connor
Richard & Inez Owen
Randy Pickert Memorial
John H. Rauscher
Eva A. Rhodes
Raymond & Lucille Russell
Saffer Family
Jodie Schartz
James H. Schwartzburg
Russell H. Seacat Memorial
Gary Sherrer
George Walters
Hazel Williams

Business Education
Helen Dow Memorial
L.A. Parke Memorial
Nora S. Stosz
Wayman Family
DEPARTMENT OF ACCOUNTING & COMPUTER INFORMATION SYSTEMS

Larry Falcetto, Interim Chair


http://www.emporia.edu/business/acis.htm

BACHELOR OF SCIENCE IN BUSINESS ACCOUNTING MAJOR

The accounting program is designed to prepare students for careers in public, private or governmental accounting. Majors have the opportunity to prepare for the CPA examination. An accounting internship program is an optional experience available to majors as well.

Degree Pattern for Accounting Majors:

General Education 48 hours*
Business Core Requirements 39 hours
Accounting Major Requirements 22 hours
Electives (Eight of these hours must be in non-business courses.) 15 hours

Business Core Requirements (39 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC 104</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>IS 113</td>
<td>Intro to Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 213</td>
<td>Mgmt Info Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>AC 223</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 233</td>
<td>Managerial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BU 255</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BE 330</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>FS 330</td>
<td>Fundamentals of Financial Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MG 342</td>
<td>Principles of Mgmt &amp; Org Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BU 353</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MK 360</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MG 423</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 473</td>
<td>Business Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Accounting Courses Required (22 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 304</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>AC 313</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 333</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 353</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>AC 413</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>AC 423</td>
<td>Federal Income Tax Accounting I</td>
<td>3</td>
</tr>
</tbody>
</table>

At least one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 503</td>
<td>Managerial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 523</td>
<td>Federal Income Tax Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 563</td>
<td>Advanced Financial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (15 hours):

Electives must include a minimum of 8 hours of non-business courses. Non-business courses may include an additional 3 hours of economics and/or statistics.
*If Personal Finance is taken, an additional 3 hours of non-business courses are required.

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.

BACHELOR OF SCIENCE IN BUSINESS COMPUTER INFORMATION SYSTEMS MAJOR

The computer information systems major is designed to prepare students for careers in business and industry in which utilization of information systems is a major responsibility of the individual. This program has a solid foundation in the business curriculum and emphasizes computer systems and programming on micro-computers as well as large computer systems.

Degree Pattern for Computer Information Systems Majors:

General Education 48 hours*
Business Core Requirements 39 hours
Computer Information Systems Major Requirements 21 hours
Electives (Eight of these hours must be in non-business courses.) 16 hours

Business Core Requirements (39 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC 104</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>IS 113</td>
<td>Intro to Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 213</td>
<td>Mgmt Info Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>AC 223</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 233</td>
<td>Managerial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BU 255</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BE 330</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>FS 330</td>
<td>Fundamentals of Financial Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MG 342</td>
<td>Principles of Mgmt &amp; Org Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BU 353</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MK 360</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MG 423</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 473</td>
<td>Business Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Information Systems (CIS) Required Courses (21 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 283</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 333</td>
<td>Business Computer Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IS 383</td>
<td>Advanced COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 413</td>
<td>Data Base Concepts</td>
<td>3</td>
</tr>
<tr>
<td>IS 523</td>
<td>Information System Design &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 253</td>
<td>Visual Basic Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 343</td>
<td>Web-Based Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 423</td>
<td>C/C++ Client/Server Application Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 503</td>
<td>Telecommunications and Networking Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 505</td>
<td>Special Topics in CIS</td>
<td>3</td>
</tr>
<tr>
<td>IS 513</td>
<td>Information Technology Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>
No more than 3 credits in this section may be earned from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 452</td>
<td>Program Debugging Techniques</td>
<td>1-2</td>
</tr>
<tr>
<td>IS 500</td>
<td>Internship in CIS</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Electives (16 hours):**

Electives must include 8 hours in non-business courses. If IS253 is taken, at least 4 of these hours must be upper level (courses numbered 300 or above).

*If Personal Finance is taken, an additional 3 hours of non-business courses are required.

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 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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 223</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 233</td>
<td>Managerial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 304</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>AC 333</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

**At least one of the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 313</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 353</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>AC 423</td>
<td>Federal Income Tax Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 503</td>
<td>Managerial Accounting II</td>
<td>3</td>
</tr>
</tbody>
</table>

**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. 1 22 205 0 5203—01

**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. 1 22 233 0 5203—01

**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. 1 22 231 05 203—01

**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. 1 22 233 0 5203—01

**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. 1 22 304 0 5203—01

**AC 313. INTERMEDIATE ACCOUNTING II** 3 HRS.

(Prerequisites, AC 304 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. 1 22 313 0 5203—01

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. 1 22 333 0 5203—01

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. 1 22 353 0 5203—01

AC 413. AUDITING 3 HRS.  
(Prerequisites, AC 303, AC 353, BU 255.) 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. 1 22 413 0 5203—01

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. 1 22 423 0 5216—01

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 visitsation, discussion, and writings. 1 22 500 2 5203—01

AC 503. MANAGERIAL ACCOUNTING II 3 HRS.  
(Prerequisites, AC 233 and BU 255.) This course uses accounting information to develop models primarily for short-term decision-making, utilizing computer spreadsheets. Attention is given to the appropriate communication of decision-relevant information. Topics include cost management, the theory of constraints, linear programming, decentralization and transfer pricing, budgeting and project implementation management. 1 22 503 0 5203—02

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. 1 22 505 0 5203—01

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. 1 22 523 0 5216—01

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. 1 22 563 0 5203—01

AC 574. CPA REVIEW—ACCOUNTING AND REPORTING 4 HRS.  
(Prerequisite, 21 semester hours of accounting.) An intensive review of auditing and reporting with an emphasis on professional accounting standards and tax law. It includes a thorough study of typical problems taken from previous uniform CPA Examinations. The course is graded Satisfactory - Unsatisfactory and does not count as credit for any degree. Not for graduate credit. 1 22 574 0 5203—01

AC 581. CPA REVIEW—AUDITING 1 HR.  
(Prerequisite, AC 413 or equivalent.) An intensive review of auditing practices and theory with an emphasis on professional auditing standards. It includes a thorough study of typical problems taken from previous uniform CPA Examinations. The course is graded Satisfactory - Unsatisfactory and does not count as credit for any degree. Not for graduate credit. 1 22 581 0 5203—01

AC 591. CPA REVIEW—BUSINESS LAW 1 HR.  
(Prerequisite, BU 373 or equivalent.) An intensive review of business law with an emphasis on legal concepts especially pertinent to the accounting profession. It includes a thorough study of typical problems taken from previous uniform CPA Examinations. The course is graded Satisfactory - Unsatisfactory and does not count as credit for any degree. Not for graduate credit. 1 22 591 0 5203—01

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. 1 22 805 0 5203—01

AC 833. ADVANCED AUDITING 3 HRS.  
(Prerequisite, AC 413.) Study of how an external audit is performed by a team of auditors. This includes the documentation, testing, an 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. 1 22 833 0 5203—01

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.  
1 22 843 0 5203—01

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. 1 22 853 0 5203—01

COMPUTER INFORMATION SYSTEMS

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 the Internet and Electronic Mail.  
1 25 113 0 1104—01

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 Computer Information Systems program. 1 25 205 0 1101—01

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. 1 25 213 0 1104—01

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. 1 25 253 0 1102—01

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. 1 25 283 0 1103—01

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. 1 25 333 0 1104—01

IS 343. WEB-BASED BUSINESS APPLICATIONS  3 HRS.  
(Prerequisite, IS 113 and junior standing.) This course prepares the student to create and maintain web pages and sites for personal and corporate purposes. Special emphasis is placed on business-related uses of the Internet and Intranets, including electronic commerce and on-line stores. The student is introduced to HTML, DHTML, CSS, CGI, JavaScript, and Java. 1 25 343 0 1104—01

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. 1 25 383 0 1102—01

IS 413. DATABASE CONCEPTS  3 HRS.  
(Prerequisites, 9 hours of IS courses including IS 283 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. 1 25 413 0 1104—01

IS 423. C/C++ CLIENT/SERVER APPLICATION PROGRAMMING  3 HRS.  
(Prerequisite, IS 383 and junior standing.) 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. 1 25 423 0 1102—01

IS 443. OPERATING SYSTEMS AND CONTROL LANGUAGES  3 HRS.  
(Prerequisites, 9 hours in IS courses including IS 283 and junior standing.) A comprehensive study of operating systems and related control languages. Students develop an understanding of the functions and features of popular mainframe and minicomputer systems by participating in computer based projects. 1 25 443 0 1102—01

IS 452. PROGRAM DEBUGGING TECHNIQUES  1-2 HRS.  
(Prerequisites, 9 hours of IS course including IS 213 and junior standing.) The objective of this course is to allow students an opportunity to gain additional experience by assisting students in a lab situation. This lab assistance would involve: diagnostic explanations, clarification of project descriptions, program logic, and operation procedures for microcomputers. 1 25 452 0 1102—01

IS 500. INTERNSHIP IN COMPUTER INFORMATION SYSTEMS  1-4 HRS.  
(Prerequisites, IS 333 and IS 383.) Work experience in computer information systems coordinated through visitation, discussion, and written analysis. Students are employed by business firms, government offices, and nonprofit organizations. 1 25 500 2 1199—99
IS 503. 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. 1 25 503 0 1199—99

IS 505. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS 1-5 HRS.  
This course is for the study of various special topics and experimental course offerings by the Computer Information Systems program. 1 25 505 0 1103—01

IS 513. INFORMATION TECHNOLOGY PROJECT MANAGEMENT 3 HRS.  
(Prerequisite, IS 213.) This course presents 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. 1 25 513 0 1101—01

IS 523. INFORMATION SYSTEMS DESIGN AND DEVELOPMENT 3 HRS.  
(Prerequisites, IS 333, IS 383, and IS 413.) The capstone course for IS majors. Students utilize their business knowledge, knowledge of systems analysis and design techniques, and programming skills to build workable computerized solutions to business problems. 1 25 523 0 1104—01

IS 805. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS 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 computer information systems program. 1 25 805 0 1103—01

IS 872. INFORMATION SYSTEMS FOR MANAGERIAL DECISION MAKING 2 HRS.  
(Prerequisite, background in computing.) 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. 1 25 872 0 1104—01

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. 1 32 103 0 4506—01

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. 1 32 104 0 4506—01

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. 1 32 353 0 4506—01

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. 1 32 361 0 4506—01

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. 1 32 550 0 4506—05

BC 807. MANAGERIAL ECONOMICS 2 HRS.  
(Prerequisites, background in Economics [Macro and Micro] and Statistics.) 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 business decisions including (but not limited to) creation, pricing, and distribution of goods and services. 1 32 807 0 5206—01

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. 1 32 810 4 4506—01
DEPARTMENT OF BUSINESS ADMINISTRATION AND EDUCATION

Associate Professor: William Smith, Chair


*Dean of the School of Business

http://www.emporia.edu/business/bae.htm

BACHELOR OF SCIENCE IN BUSINESS BUSINESS ADMINISTRATION MAJOR

The business administration program provides the student with a broad preparation in business including accounting, business law, computer information systems, economics, finance, management, marketing, and quantitative methods. This major produces a business generalist with the flexibility to qualify for entry-level employment in corporations, small businesses, non-profit institutions, and government.

Degree Pattern for Business Administration Majors:

<table>
<thead>
<tr>
<th>General education requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business core</td>
<td>39 hours</td>
</tr>
<tr>
<td>Business Administration Related Electives</td>
<td>24 hours</td>
</tr>
<tr>
<td>Electives (Eight of these hours must be in non-business courses.)</td>
<td>13 hours</td>
</tr>
<tr>
<td>Total</td>
<td>124 hours</td>
</tr>
</tbody>
</table>

Business Core Requirements (39 hours):

| BC 104 Principles of Economics II | 3 hours |
| IS 113 Intro to Microcomputer Applications | 3 hours |
| IS 213 Mgmt Info Systems Concepts | 3 hours |
| AC 223 Financial Accounting | 3 hours |
| AC 233 Managerial Accounting I | 3 hours |
| BU 255 Business Statistics | 3 hours |
| BE 330 Business Communications | 3 hours |
| FI 330 Fundamentals of Financial Mgmt | 3 hours |
| MG 342 Principles of Mgmt & Org Behavior | 3 hours |
| BU 353 Legal Environment of Business | 3 hours |
| MK 360 Principles of Marketing | 3 hours |
| MG 423 Operations Management | 3 hours |
| MG 473 Business Policy | 3 hours |

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.

Elective Courses (13 hours - Eight of which must be non-business courses):

With advisor's approval, select four courses such as the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 241</td>
<td>Personal Finance</td>
<td>3 hours</td>
</tr>
<tr>
<td>BU 320</td>
<td>Business Law</td>
<td>3 hours</td>
</tr>
<tr>
<td>BU 325</td>
<td>Financial Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>FI 330</td>
<td>International Finance</td>
<td>3 hours</td>
</tr>
<tr>
<td>MG 330</td>
<td>International Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>MK 330</td>
<td>International Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>Other Business or Non-Business electives*</td>
<td>5 hours</td>
<td></td>
</tr>
</tbody>
</table>

*If a student takes Personal Finance (BU 241) for the Applied Science general education requirement and does not take an economics course as three hours of the business administration electives, then eleven elective hours must be non-business courses.

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.

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 (37 hours):

<table>
<thead>
<tr>
<th>Required Courses (12 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 550 Legal Environment of Int’l Business</td>
</tr>
<tr>
<td>FI 433 International Finance</td>
</tr>
<tr>
<td>MG 433 International Management</td>
</tr>
<tr>
<td>MK 433 International Marketing</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

One additional course numbered 300 or above from each of the following disciplines (12 hours):

| BU, FI, MG, & MK |

Two semesters of foreign language (10 hours):

Five (5) hours should be used to meet General Education cultural diversity requirements.

Select ONE course from the following (3 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 425</td>
<td>Politics of the Developing Areas</td>
</tr>
<tr>
<td>PO 427</td>
<td>Government and Politics of Latin America</td>
</tr>
<tr>
<td>SP 350</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>WH 300</td>
<td>Topics in World History</td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT MAJOR

The management program draws knowledge from the areas of general business, computer 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.

Degree Pattern for Management Majors:

<table>
<thead>
<tr>
<th>General education requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business core</td>
<td>39 hours</td>
</tr>
</tbody>
</table>
Business Core Requirements (39 hours):

- BC 104 Principles of Economics II 3 hours
- IS 113 Intro to Microcomputer Applications 3 hours
- IS 213 Mgmt Info Systems Concepts 3 hours
- AC 223 Financial Accounting 3 hours
- AC 233 Managerial Accounting I 3 hours
- BU 255 Business Statistics 3 hours
- BE 330 Business Communications 3 hours
- FI 330 Fundamentals of Financial Mgmt 3 hours
- MG 342 Principles of Mgmt & Org Behavior 3 hours
- BU 353 Legal Environment of Business 3 hours
- MK 360 Principles of Marketing 3 hours
- MG 423 Operations Management 3 hours
- MG 473 Business Policy 3 hours

Management Major Requirements (24 hours):

- MG 433 International Management 3 hours
- MG 443 Organizational Behavior 3 hours
- MG 444 Personnel/Human Resources Management 3 hours

Other Business Courses
Select a minimum of 15 hours from the following:

- BE 540 Electronic Communications 3 hours
- BE 543 Managerial Communications 3 hours
- BU 505 S/T: Law of Commerce 3 hours
- BU 540 Business & Society 3 hours
- BC 353 Money and Banking 3 hours
- BC 550 International Economics 3 hours
- MG 343 Supervisory Management 3 hours
- MG 370 Small Business Management 3 hours
- MG 456 Human Resources Development in Business and Industry 3 hours
- MG 459 Compensation & Benefits 3 hours
- MG 476 Services Management 3 hours
- MG 553 Entrepreneurial Management 3 hours
- MK 451 Consumer Behavior 3 hours
- Other Management Related Course 3 hours

Electives (13 hours - Five of which must be in non-business courses)*

*If a student takes Personal Finance (BU 241) for the Applied Science general education requirement, then eight of these elective hours must be non-business courses.

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.

BACHELOR OF SCIENCE IN BUSINESS MARKETING MAJOR

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.

Degree Pattern for Marketing Majors:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education requirements</td>
<td>48</td>
</tr>
<tr>
<td>Business core</td>
<td>39</td>
</tr>
</tbody>
</table>

Electives (Eight of these hours must be in non-business courses)*

*If a student takes Personal Finance (BU 241) for the Applied Science general education requirement and does not take an economics course as three hours of the marketing electives, then the student must complete eleven hours of non-business courses.

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.

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 increase employment opportunities by complementing their major field of study. 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 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 in room 207, Cremer Hall, or by calling (620)341-5523.
junior high and secondary levels. Students are prepared to teach specialization in teaching business and computer subjects on the Business Education Teaching Field:

the junior-high, middle school, secondary, or post-secondary levels: students interested in business and computer teaching careers at teachers. The following areas of concentration are available for Degree Pattern for Business Education Majors:

Business Education 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 EDUCATION TEACHING FIELD**

BACHELOR OF SCIENCE IN EDUCATION

BUSINESS EDUCATION 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:

**Degree Pattern for Business Education Majors:**

- General education requirements: 52/54 hours
- Business Courses: 40 hours
- Professional Education: 30 hours
- Electives: 2 hours
- 124/126 hours

**Business Education Requirements:**

- IS 113 Intro to Microcomputer Applications: 3 hours
- IS 253 Visual BASIC: 3 hours
- AC 231 Computerized Accounting: 1 hour
- AC 223 Financial Accounting: 3 hours
- BU 353 Legal Environment of Business: 3 hours
- MK 360 Principles of Marketing: 3 hours
- MG 342 Principles of Mgmt & Org Behavior: 3 hours
- BE 330 Business Communications: 3 hours
- MG 370 Small Business Management: 3 hours
- BE 473 Business Curriculum & Teaching Methods: 3 hours
- BE 483 Computer Teaching Methodologies: 3 hours
- BE 303 Multimedia Applications for Business: 3 hours
- BE 344 Office Systems Applications: 3 hours
- BE 540 Electronic Communications: 3 hours

**Other Required Business Courses Listed in General Education:**

- BU 241 Personal Finance: 3 hours
- BC 103 Princ. of Economics I: 3 hours

**Professional Education Requirements:**

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.

Courses offered by the Department of Business Administration and Education:

Prerequisite courses must be completed prior to enrollment in all business courses. Additionally, students must have achieved junior status (60 credit hours) prior to enrolling in classes numbered 300 and above in the School of Business.

**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. 1 24 104 0 5204—01

**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. 1 24 300 0 1313—03

**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. 1 24 303 0 5204—07

**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. 1 24 310 0 1399—99

**BE 330. BUSINESS COMMUNICATIONS**

3 HRS.

(Prerequisite, EG 102 and junior standing.) A study of communications theory and the behavioral approach to problem solving skills in communications. Development of ability to communicate ideas and thoughts in oral and written expression with particular relevance to the world of business. Major emphasis on the skills involved in letter, memo, and report writing. 1 14 330 0 5205—01

**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 and opportunity to evaluate and analyze office systems software through experiential activities. 1 24 344 0 5202—04

**BE 473. BUSINESS CURRICULUM AND TEACHING METHODS**

3 HRS.

(Prerequisites, junior standing and admittance to the School of Business.) This course covers business curriculum development, state and federal funding and program approval processes as well as principles of teaching accounting and basic business courses such as entrepreneurship, marketing, business law, and personal finance. Curricula issues, assessment methods, and careers in business will be reviewed. 1 24 473 0 1313—03
BE 483. COMPUTER TEACHING METHODOLOGIES 3 HRS.
(Prerequisite, IS 113.) This course covers methods and materials used to teach typing/keyboarding, word processing, business communications, computer applications, desktop publishing, job application, workplace skills, and other information technology courses. Implementation of testing and grading procedures and evaluation of instructional materials, software, and hardware for computer classrooms are also covered. 1 24 483 0 1313—21

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, and identify the job duties of students. 1 24 485 0 1313—03

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. 1 24 505 0 1313—03

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 teleconferencing, and telemarketing. 1 24 540 0 5212—04

BE 543. MANAGERIAL COMMUNICATIONS 3 HRS.
(Prerequisite, BE 330 and 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. 1 24 543 0 5202—04

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. 1 24 550 0 5202—04

BE 682. LEGAL REQUIREMENTS FOR CAREER/TECHNICAL PROGRAMS 1 HR.
(Prerequisite, upper-division or graduate standing.) Develops the competencies needed to plan, manage, and evaluate career and technical education programs. Special emphasis is placed on developing program proposals and completing forms and reports. 1 24 682 0 1399—99

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. 1 24 683 0 1399—99

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. 1 24 684 0 1313—01

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 PC’s, laser printers, WINDOWS, LANs, PC to LCD panel connections including identification of components, preventive maintenance, memory problems, power supplies, and diagnostic software. 1 24 701 0 1313—21

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. 1 24 702 0 1313—21

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. 1 24 705 0 1313—03

BE 710. DESIGNING COMPUTER PRESENTATIONS 1 HR.
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. 1 24 710 0 1313—21

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. 1 24 711 0 1313—03

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. 1 24 721 0 1313—21

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. 

1 24 740 2 5214—01

BE 743. BUSINESS REPORT WRITING 2 HRS. 
(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. 

1 24 743 0 2311—01

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. 

1 24 798 0 1313—03

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. 

1 24 805 0 1313—03

BE 810. CORPORATE COMMUNICATIONS 3 HRS. 
(Graduate standing.) 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. 

1 24 810 0 0905—01

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. 

1 24 830 0 1399—99

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. 

1 24 840 0 1313—21

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. 

1 24 850 0 1313—21

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. 

1 24 861 0 1399—99

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. 

1 24 882 0 1313—01

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. 

1 24 883 3 1313—03

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. 

1 24 884 0 1313—03

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. 

1 24 885 0 1313—03

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. 

1 24 890 0 1313—21

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. 

1 24 897 4 1313—03

BE 898. THESIS—M.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. 1 24 898 4 1313—03

BUSINESS

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. 1 21 105 0 5201—01

BU 140. INTRODUCTION TO BUSINESS DYNAMICS 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. 1 21 140 0 5201—01

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. 1 21 241 0 5201—01

BU 255. BUSINESS STATISTICS 3 HRS.
(Prerequisite, MA 110, 161, or 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. 1 21 255 0 5213—02

BU 300. SPECIAL TOPICS IN BUSINESS 1-5 HRS.
(Prerequisite, junior standing.) A course for the study of special topics and experimental course offerings at the undergraduate level in business programs. 1 21 300 0 5201—01

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. 1 21 353 0 5202—99

BU 373. LAW OF COMMERCE 3 HRS.
(Prerequisite, junior 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. 1 21 373 0 5201—01

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. 1 21 490 3 5201—01

BU 505. SPECIAL TOPICS IN BUSINESS 1-5 HRS.
(Prerequisite, junior standing). A course for the study of special topics and experimental course offerings in business. 1 21 505 0 5201—01

BU 528. INTERNSHIP IN BUSINESS 1-5 HRS.
(Prerequisites, 85 credits or more and permission of chair.) 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. 1 21 528 3 5202—01

BU 540. BUSINESS AND SOCIETY 3 HRS.
(Prerequisite, junior 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. 1 21 540 0 5202—01

BU 550. LEGAL ENVIRONMENT OF INTERNATIONAL BUSINESS 3 HRS.
(Prerequisite, junior 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. 1 21 550 0 5201—01

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. 1 21 705 0 5201—01

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. 1 21 758 3 5201—01

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. 1 21 770 0 5213—01

BU 820. QUANTITATIVE ANALYSIS 2 HRS.
(Prerequisite, background in Statistics is required.) This course focuses on the application of quantitative procedures to business decision-making. It covers linear programming, transportation, decision analysis, multiple regression, and analysis of variance with extensive usage of optimization and statistical software packages. 1 21 820 0 5213—99

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. 1 21 858 3 5299—99

FINANCE
FI 330. FUNDAMENTALS OF FINANCIAL MANAGEMENT   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.  1 26 303 0 5208—04

FI 305. SPECIAL TOPICS IN FINANCE  1-5 HRS.   
(Prerequisite, junior standing.) A course for the study of special topics in the finance area for finance and non-finance majors.  1 26 305 0 5208—01

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.  1 26 313 0 5208—07

FI 330. FUNDAMENTALS OF FINANCIAL MANAGEMENT  3 HRS.   
(Prerequisites, 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.  1 26 330 0 5208—01

FI 346. RISK MANAGEMENT  3 HRS.   
(Prerequisite, 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.  1 26 346 0 5208—05

FI 355. REAL ESTATE  3 HRS.   
(Prerequisite, 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.  1 26 355 0 5215—01

FI 410. INTERNSHIP IN FINANCE  1-6 HRS.   
(Prerequisite, 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.  1 26 410 0 5208—01

FI 433. INTERNATIONAL FINANCE  3 HRS.  
(Prerequisites, FI 330 and junior standing.) This course provides students with an understanding of the impact of international transactions on financial decisions. Special emphasis is placed on the need to control exchange rate risk using such alternatives as exchange rate options and futures.  1 26 433 0 5208—01

FI 448. FINANCIAL INSTITUTIONS  3 HRS.   
(Prerequisites, FI 330 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.  1 26 448 0 5208—01

FI 449. INVESTMENT ANALYSIS  3 HRS.   
(Prerequisites, FI 330 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.  1 26 449 0 5208—07

FI 450. LONG-TERM FINANCIAL MANAGEMENT  3 HRS.   
(Prerequisites, FI 330 and junior standing.) This course provides an in-depth examination of the concepts and theories of long-term financial management. Topics include cost of capital, capital budgeting, capital structure, dividend policy, leasing, and long-term financing. Emphasis will be upon the application of the theory to decision making in organizations through the use of cases and other tools.  1 26 450 0 5208—01

FI 451. WORKING CAPITAL MANAGEMENT  3 HRS.   
(Prerequisites, FI 330 and junior standing.) This course covers the role of working capital in financial management. It involves valuation, liquidity management, financial analysis, short-term investing and financing decisions, managing interest rate risk, and applications of the concepts.  1 26 451 0 5208—01

FI 505. SPECIAL TOPICS IN FINANCE  1-5 HRS.  
(Prerequisites, FI 330 and junior, senior, or graduate standing.) A course for the study of special topics and experimental course offerings in the finance area.  1 26 505 0 5208—01

FI 805. SPECIAL TOPICS IN FINANCE  1-3 HRS.   
(Prerequisite, FI 330.) A course at the graduate level for the study of special topics and experimental course offerings in the finance discipline.  1 26 805 0 5208—01

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.  1 26 850 0 5208—01

MG 300. SPECIAL TOPICS IN MANAGEMENT  1-5 HRS.   
(Prerequisite, junior standing.) This course is designed for undergraduate management majors who have an interest in learning about emerging management concepts and issues.  1 27 300 0 5202—02

MG 342. PRINCIPLES OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR  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. 1 27 342 2 5202—01

MG 343. SUPERVISORY MANAGEMENT 3 HRS.
(Prerequisite, 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. 1 27 343 0 5202—01

MG 370. SMALL BUSINESS MANAGEMENT 3 HRS.
(Prerequisites, MK 360, AC 223 or equivalent background approved by instructor, and 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. 1 27 370 0 5207—01

MG 410. INTERNSHIP IN MANAGEMENT 1-6 HRS.
(Prerequisite, junior standing, consent of chair.) An academic offering that provides special employment opportunities 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. 1 27 410 2 5202—01

MG 411. COMPARATIVE MANAGEMENT STUDIES THROUGH INTERNSHIPS 1-3 HRS.
(Prerequisite, junior standing, consent of chair.) 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. 1 27 411 2 5202—01

MG 423. OPERATIONS MANAGEMENT 3 HRS.
(Prerequisites, MG 342, BU 255, 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. 1 27 423 0 5202—05

MG 433. INTERNATIONAL MANAGEMENT 3 HRS.
(Prerequisites MG 342 or equivalent background approved by instructor, 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. 1 27 433 0 5211—01

MG 443. ORGANIZATIONAL BEHAVIOR 3 HRS.
(Prerequisites, MG 342 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. 1 27 443 0 5210—03

MG 444. PERSONNEL/HUMAN RESOURCES MANAGEMENT 3 HRS.
(Prerequisites, MG 342 or equivalent background approved by instructor 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. 1 27 444 0 5210—01

MG 456. HUMAN RESOURCE DEVELOPMENT IN BUSINESS AND INDUSTRY 3 HRS.
(Prerequisites, MG 342 and junior standing.) The basic concepts of employee and management training and development in organizations. Includes a review of learning theories, alternative methods of learning, the characteristics of a learning organization, the lifelong learner, and training in international organizations. 1 27 456 0 5210—01

MG 459. COMPENSATION AND BENEFITS 3 HRS.
(Prerequisites, MG 342 and junior standing.) This course will examine compensation and benefits programs and how they interrelate 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. 1 27 459 0 5201—01

MG 473. BUSINESS POLICY 3 HRS.
(Prerequisites, senior standing; all business core courses must be completed except that MG 423 must be taken prior to or concurrently.) 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. 1 27 473 0 5201—01

MG 476. SERVICES MANAGEMENT 3 HRS.
(Prerequisites, MG 342 or equivalent background approved by instructor, and junior standing.) This course is designed to present the unique management requirements for successful operation of service firms in our global economy. These include an understanding of the distinctive characteristics of service operations, service strategy, service delivery, layout and facility location as well as elements of the service encounter. 1 27 476 0 5299—99

MG 505. SPECIAL TOPICS IN MANAGEMENT 1-5 HRS.
(Prerequisites, MG 342 or equivalent background approved by chair, and junior, senior, or graduate standing.) A course for the study of special topics and experimental course offerings in the management area. 1 27 505 0 5202—01

MG 553. ENTREPRENEURIAL MANAGEMENT 3 HRS.
(Prerequisites, MG 342 and MK 360 or equivalent background approved by instructor, and junior, 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. 1 27 553 0 5207—01
MG 805. SPECIAL TOPICS IN MANAGEMENT 1-3 HRS.  
(Prerequisites, MG 342 or equivalent and either MBA standing or permission of chair.) This course is designed to provide special advanced study in appropriate topics in management theory and/or applications for graduate students. 1 27 805 0 5202—01

MG 833. INTERNATIONAL STRATEGIC MANAGEMENT 3 HRS.  
(Prerequisite, MG 342 or equivalent background approved by chair.) 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. 1 27 833 0 5211—01

MG 841. PLANNING FOR NEW PRODUCT/SERVICE FACILITIES 3 HRS.  
(Prerequisites, BU 255, MG 342, and MK 360.) 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. 1 27 841 0 5202—05

MG 845. MANAGEMENT AND ORGANIZATIONAL THEORY 3 HRS.  
(Prerequisites, MG 342 or equivalent and MBA standing.) A graduate course in the theory supporting organization design and structure. Topics include: organization purpose, dimensions, alternative methods and designs, systems theory, the affects of cycle, size, scope, and transition from a domestic to a global organization. 1 27 845 0 5202—01

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. 1 27 853 0 5202—01

MG 863. SEMINAR IN PERSONNEL/HUMAN RESOURCE MANAGEMENT 3 HRS.  
(Prerequisite, MG 444 or equivalent background approved by instructor.) 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. 1 27 863 0 5210—01

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. 1 27 899 0 5202—01

MARKETING

MK 360. PRINCIPLES OF MARKETING 3 HRS.  
(Prerequisites, one 3 hour Principles of Economics course and 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 orientation of the organization. 1 28 360 0 5214—01

MK 410. INTERNSHIP IN MARKETING 1-6 HRS.  
(Prerequisite, junior standing, consent of chair.) 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. 1 28 410 2 5214—01

MK 420. MARKETING LOGISTICS 3 HRS.  
(Prerequisites, MK 360 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. 1 28 420 0 5202—03

MK 433. INTERNATIONAL MARKETING 3 HRS.  
(Prerequisites, MK 360 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. 1 28 433 0 5214—03

MK 451. CONSUMER BEHAVIOR 3 HRS.  
(Prerequisites, MK 360 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. 1 28 451 0 5214—02

MK 453. MARKETING RESEARCH 3 HRS.  
(Prerequisites, MK 360, 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. 1 28 453 0 5214—02

MK 460. SALES MANAGEMENT 3 HRS.  
(Prerequisites, MK 360 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. 1 28 460 0 5214—01

MK 462. PROMOTIONAL MANAGEMENT 3 HRS.  
(Prerequisites, MK 360 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
design, social impact, objectives, strategies, and the evaluation of
promotional activities. Budget methods, communication techniques,
media analysis, and consumer response are developed for national and
local campaigns. 1 28 462 0 5214—01

**MK 464. MARKETING STRATEGY 3 HRS.**
(Prerequisites, MK 360 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. 1 28 464 0 5214—01

**MK 505. SPECIAL TOPICS IN MARKETING 1-3 HRS.**
(Prerequisites, junior, senior, or graduate classification.) 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. 1 28 505
0 5214—01

**MK 521. SERVICES MARKETING 3 HRS.**
(Prerequisite, MK 360.) 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. 1 28 521 0 5214—01

**MK 820. LOGISTICS MANAGEMENT 3 HRS.**
(Prerequisites, MK 360 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. 1 28 820 0 5202—03

**MK 833. GLOBAL MARKETING STRATEGIES 3 HRS.**
(Prerequisites, MK 360 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. 1 28 833 0 5214—03

**MK 864. MARKETING MANAGEMENT 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 marketing process. Students are required to engage in
critical thinking and expository writing. 1 28 864 0 5214—01

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**COLLEGE OF LIBERAL ARTS AND SCIENCES**

Rodney J. Sobieski, Dean

http://www.emporia.edu/las/lashome.htm

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
- Department of Mathematics, Computer Science, and Economics
- Department of Modern Languages and Literatures
- Department of Music
- Department of Nursing
- Departments of Physical Sciences
- Department of Social Sciences
- Department of Sociology and Anthropology
- Center for Great Plains Studies
- Newman Nursing Library
- Science and Mathematics Education Center

Each department is composed of a faculty responsible for one
or more curricula. In addition, several programs are interdisciplinary in nature in that faculty from various departments cooperate on them. For example, 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, or please call 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 of the
college endeavor to educate students to be leaders and active citizens in increasingly diverse local, national, and international
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 are models of academic and pedagogical excellence which help prepare students for the professions and advanced academic study.

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. Faculty in the college endeavor 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 encourage 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 preparing students for fulfilling lives 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.

**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 areas of art, drama, film, folklore, history, literature, music, and religion; 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/](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 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.
DEPARTMENT OF ART

Associate Professor Elaine O. Henry, Chair


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 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 101</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 102</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>AR 103</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>AR 201</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 235</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>AR 301</td>
<td>Compositional Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 345</td>
<td>20th Century Art History</td>
<td>3</td>
</tr>
<tr>
<td>Approved Art Electives, 300 level or above</td>
<td>14 hours</td>
<td></td>
</tr>
<tr>
<td>Other Approved Art Electives</td>
<td>10 hours</td>
<td></td>
</tr>
</tbody>
</table>

Students must take AR 099, Art Forum, every semester.

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.)

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 101</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 102</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>AR 103</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>AR 201</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 203</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>AR 207</td>
<td>Printmaking I</td>
<td>3</td>
</tr>
<tr>
<td>AR 211</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>AR 216</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>AR 235</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>AR 301</td>
<td>Compositional Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 345</td>
<td>20th Century Art History</td>
<td>3</td>
</tr>
<tr>
<td>Art History Elective</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>Approved Art Electives, 300 level or above</td>
<td>18 hours</td>
<td></td>
</tr>
<tr>
<td>Other Approved Art Electives</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>

Students must take AR 099, Art Forum, every semester.

In addition to the 57 hours required above, students interested in ceramics, 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 316</td>
<td>Ceramics II</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
AR 496 Projects in Ceramics 6 hours
AR 595 Advanced Studio (Ceramics) 6 hours
AR 303 Sculpture II 3 hours

GLASS CONCENTRATION
Additional Requirements (18 hours):
AR 212 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 311 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 208 Photography 3 hours
AR 308 Advanced Photography 3 hours
AR 408 Photography: Color and Studio 3 hours
AR 495 Art Projects (Photography) 3 hours
AR 595 Advanced Studio (Photography) 6 hours

PRINTMAKING CONCENTRATION
Additional Requirements (18 hours):
AR 307 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 303 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.

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.

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 Sciences, 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:
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 201 Life Drawing 3 hours
AR 203 Sculpture I 3 hours
AR 207 Printmaking I 3 hours
AR 211 Painting I 3 hours
AR 216 Ceramics I 3 hours
AR 235 Art History II 3 hours
AR 301 Compositional Drawing 3 hours
Approved Art Electives, 300 level or above 21 hours
Related Field 24 hours

Students must take AR 099 Art Forum every semester.

Students interested in preparing to meet the admission requirements for the MS Degree in Art Therapy program at Emporia State University may devote a substantial part of the course of study to a second field of psychology, and approved art electives in the fields of art education, metals, and weaving.

Art Therapy Preparation:
AR 324 Elementary Art Education 2 hours
AR 334 Secondary Art Education 3 hours
AR 204 Fibers I 3 hours
AR 206 Metals I
PY 100 Introductory Psychology 3 hours
PY 211 Developmental Psychology 4 hours
PY 427 Abnormal Psychology 3 hours
PY 626 Theories of Personality 3 hours
Approved Psychology Electives 11 hours

BACHELOR OF SCIENCE IN EDUCATION
ART TEACHING FIELD
This program is designed to satisfy licensure requirements to teach art in the secondary and/or elementary schools in Kansas. There are four choices available in this degree program: Option A provides preparation for teaching art on the secondary level and another field as well. One of the Option B programs provides more intensive preparation for teaching art at the secondary level in the art field only. Other Option B programs provide preparation for a career as a secondary and/or elementary art teacher or prepare the student for a career as a secondary and/or middle school art teacher.

See the core curriculum general requirements in the General Education section of this catalog. See the professional education requirements in another section of 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.

**OPTION A --**

**Two Teaching Fields, SECONDARY**

In the teaching field chosen in addition to art, the student must meet the teaching requirements of the department involved.

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 Arts Requirements (20 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 101</td>
<td>3 hours</td>
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<tr>
<td>AR 102</td>
<td>3 hours</td>
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<tr>
<td>AR 103</td>
<td>3 hours</td>
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<tr>
<td>AR 201</td>
<td>3 hours</td>
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<td>AR 235</td>
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<tr>
<td>AR 324</td>
<td>2 hours</td>
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<tr>
<td>AR 334</td>
<td>3 hours</td>
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</tbody>
</table>

**Additional Art Requirements (16 hours):**

The student must complete the following courses to meet licensure requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 203</td>
<td>2 hours</td>
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<tr>
<td>AR 204</td>
<td>2 hours</td>
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<tr>
<td>AR 206</td>
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<td>AR 208</td>
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<td>AR 211</td>
<td>2 hours</td>
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<tr>
<td>AR 216</td>
<td>2 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Elective 300 level or above Art Courses</td>
<td>7 hours</td>
</tr>
</tbody>
</table>

Students must take AR 099, Art Forum, every semester with the exception of the senior semesters.

**OPTION B -- One Teaching Field**

**SECONDARY (or) SECONDARY and/or**

**MIDDLE SCHOOL ART EDUCATION (or)**

**SECONDARY and/or ELEMENTARY ART EDUCATION**

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.

Students must take AR 099, Art Forum, every semester with the exception of the senior semesters.

**Basic Art Requirements (23 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR 101</td>
<td>3 hours</td>
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<tr>
<td>AR 102</td>
<td>3 hours</td>
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<tr>
<td>AR 103</td>
<td>3 hours</td>
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<td>AR 201</td>
<td>3 hours</td>
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<tr>
<td>AR 235</td>
<td>3 hours</td>
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<tr>
<td>AR 324</td>
<td>2 hours</td>
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<tr>
<td>AR 334</td>
<td>3 hours</td>
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<tr>
<td>AR 345</td>
<td>3 hours</td>
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</tbody>
</table>

**Additional Art Requirements (21 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AR 203</td>
<td>3 hours</td>
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<tr>
<td>AR 204</td>
<td>3 hours</td>
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<tr>
<td>AR 206</td>
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<tr>
<td>AR 207</td>
<td>3 hours</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR 208</td>
<td>3 hours</td>
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<tr>
<td>AR 211</td>
<td>3 hours</td>
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<tr>
<td>AR 216</td>
<td>3 hours</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AR 206</td>
<td>3 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR 211</td>
<td>3 hours</td>
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<tr>
<td>AR 216</td>
<td>3 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR 206</td>
<td>3 hours</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AR 207</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 211</td>
<td>3 hours</td>
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<tr>
<td>AR 216</td>
<td>3 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR 206</td>
<td>3 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR 207</td>
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<tr>
<td>AR 211</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 216</td>
<td>3 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 206</td>
<td>3 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 207</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 211</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 216</td>
<td>3 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 206</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Elective Art Requirements (11 hours):**

The student chooses 6 or more hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 303</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 304</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 306</td>
<td>3 hours</td>
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<tr>
<td>AR 307</td>
<td>3 hours</td>
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<tr>
<td>AR 308</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 311</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 316</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**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):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 101</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 102</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 103</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 235</td>
<td>3 hours</td>
</tr>
<tr>
<td>AR 324</td>
<td>2 hours</td>
</tr>
<tr>
<td>AR 334</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Additional requirements (6 hours). Choose one of the following tracks:**

**American Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 535</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**European Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 575</td>
<td>2 hours</td>
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<td>Electives</td>
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**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):**

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<th>Course</th>
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<tr>
<td>AR 101</td>
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<td>AR 102</td>
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<td>AR 103</td>
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<td>AR 235</td>
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**Additional requirements (6 hours). Choose one of the following tracks:**

**American Track**

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<th>Course</th>
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<tr>
<td>AR 535</td>
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<td>Electives</td>
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**European Track**

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<tbody>
<tr>
<td>Electives</td>
<td>4 hours</td>
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Courses offered by the Department of Art:

ART

AR 099. ART FORUM 1 HR.
An undergraduate course that provides an overview of the various forms of art. All candidates for the BA, BS, BSE, and BFA majoring in art must attend a required number of art events. A list of the events will be published at the beginning of each semester. Students receive a grade of “S” or “U”. 4 10 099 2 5007—03

AR 101. BASIC DRAWING 2-3 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. 4 10 101 1 5007—05

AR 102. TWO-DIMENSIONAL DESIGN 2-3 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. 4 10 102 1 5004—01

AR 103. THREE-DIMENSIONAL DESIGN 2-3 HRS.
Study of the application of the principles of design and color with an introduction to three-dimensional problems and related media. 4 10 103 1 5004—01

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. 4 10 105 0 5007—01

AR 115. INTRODUCTION TO THE VISUAL ARTS 3 HRS.
(Prerequisite, major or minor in art or permission of instructor.) An introduction to the principles of aesthetics with emphasis on the influence of media, style, and the socio-cultural context of art production. 4 10 115 0 5001—01

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. 4 10 200 1 5007—05

AR 201. LIFE DRAWING 2-3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) In "Life Drawing," the weekly problem-projects use the human figure to develop aesthetic drawings in traditional media. Problems range from the simple gesture-contour to complex compositional abstractions. Work is accomplished in the studio with bi-weekly critiques. 4 10 201 1 5007—05

AR 203. SCULPTURE I 2-3 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 experience working with techniques of subtractive and additive techniques and processes. 4 10 203 1 5007—09

AR 204. FIBERS I 2-3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103, or permission of instructor.) A course designed to introduce the student to loom and off-loom weaving, spinning and natural dyeing. 4 10 204 1 5007—12

AR 206. METALS I 2-3 HRS.
(Prerequisite, AR 101, AR 102, AR 103, or permission required.) 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. 4 10 206 1 5007—13

AR 207. PRINTMAKING I 2-3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) The course is an introduction to the fine art of printmaking. Major printmaking processes are discussed and various processes are explored. 4 10 207 0 5007-10

AR 208. PHOTOGRAPHY 2-3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) A course designed for students with no prior experience in photography. Intended to develop an understanding of the theory of the camera and the photographic process, and enable students to learn to take pictures, develop them, and make enlargements in black and white. 4 10 208 0 5006—05

AR 211. PAINTING I 1-3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) Sketching and painting from natural forms, and experiments in painting media. 4 10 211 1 5007—08

AR 212. GLASS FORMING I 3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) A studio course that presents experiences in glass forming. Students are introduced to skills required to explore basic glass forms via manipulation of hot glass. Procedures used for embellishment, cold working, mixed media and sculptural concepts are investigated. 4 10 212 1 5007—09

AR 216. CERAMICS I 2-3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) An introductory course in the design and construction of functional and sculptural forms in clay. Includes basic study of clay, glazes, and wheel and hand forming processes. 4 10 216 1 5007—11

AR 225. ART HISTORY I: PREHISTORIC TO RENAISSANCE 3 HRS.
A lecture course that presents the history of the visual arts from prehistoric times through successive civilizations to the Renaissance. 4 10 225 0 5007—03

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. 4 10 227 1 5004—02

AR 235. ART HISTORY II: RENAISSANCE TO MODERN 3 HRS.
A lecture course that presents the history of the visual arts, from the Renaissance period to the present, covering the development of architecture, painting, sculpture and the other applied arts.
4 10 235 0 5007—03

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.
4 10 240 1 5004—02

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.
4 10 300 1 5007—99

AR 301. COMPOSITIONAL DRAWING 2-3 HRS.
(Prerequisite, AR 201.) An advanced undergraduate course in structural and analytical drawing. Students will examine works of art from the present and past to determine the visual effects and aesthetic impact. Relationships will be examined between masterpieces and the possible use of these ideas in the development of the individual student's work.
4 10 301 1 5007—05

AR 302. SCULPTURE II 2-3 HRS.
(Prerequisite, AR 203.) Advanced work in sculpture, specialization in two or more media for semester projects.
4 10 302 1 5007—09

AR 303. FIBERS II 2-3 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.
4 10 304 1 5007—12

AR 305. INTRODUCTION TO DIGITAL IMAGING 3 HRS.
(Prerequisite, junior level.) This is an introductory course in Digital Imaging that is specifically designed for the student artist. 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. The student will generally work in Macintosh G3 computers with Adobe Photoshop imaging program. 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.
4 10 305 1 5004—02

AR 306. METALS II 2-3 HRS.
(Prerequisite, AR 206.) Advanced work in metal and other materials with emphasis on individual needs and interests in special techniques and procedures.
4 10 306 1 5007—13

AR 307. PRINTMAKING 2-3 HRS.
(Prerequisite, AR 207.) Problems in the major techniques of printmaking. Discussion of the history of pictorial reproduction and the commercial use of these graphic processes.
4 10 307 0 5007—10

AR 308. ADVANCED PHOTOGRAPHY 2-3 HRS.
(Prerequisites, AR 208 and consent of instructor.) The advanced course in photography is designed for students with experience in basic photographic techniques. It will deal with an advanced level of investigation and experimentation into technical and creative facets of photography on both class and individual level.
4 10 308 0 5006—05

AR 311. PAINTING II 2-3 HRS.
(Prerequisite, AR 211.) Problems in advanced painting.
4 10 311 1 5007—05

AR 312. GLASS FORMING II 3 HRS.
(Prerequisite, AR 212.) 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.
4 10 312 1 5007—09

AR 316. CERAMICS II 2-3 HRS.
(Prerequisite, AR 216.) 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.
4 10 316 1 5007—11

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.
4 10 319 0 4802—01

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.
4 10 324 0 1313—02

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.
4 10 325 0 5007—03

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.
4 10 334 0 1313—02

AR 340. GRAPHIC DESIGN SYSTEMS 3 HRS.
(Prerequisite, AR 240 or permission of instructor.) Introduction level graphic design studio course concerned primarily with fundamental issues and topics in graphic design. The course will build upon understanding from Graphic Design Processes to include critical thinking processes, concept generation, and the formal execution of related ideas as in-depth visual communication.
4 10 340 1 5004—02

AR 341. GRAPHIC DESIGN FORMATS 3 HRS.
(Prerequisite, AR 340 or permission of instructor.) Intermediate level graphic design course concerned with effectively building upon
prerequisite understanding through issues and topics from Graphic Design Processes and Graphic Design Systems. Extensive, inter-media oriented projects ranging from traditional print designs to simple packaging and basic multimedia compositions will be developed throughout the course. 4 10 341 1 5004—02

AR 345. 20TH CENTURY ART 3 HRS.
(Majors or permission of instructor.) A lecture course dealing with the major artistic movements of the 20th Century in Western civilization. survey of sculpture, architecture, painting and applied arts.
4 10 345 0 5007—99

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.
4 10 346 1 5004—02

AR 408. PHOTOGRAPHY: COLOR AND STUDIO 3 HRS.
(Prerequisite, AR 308.) 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.
4 10 408 1 5006—05

AR 411. PAINTING III 2-3 HRS.
(Prerequisite, AR 311.) Individual painting problems.
4 10 411 1 5007—08

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.
4 10 412 1 5007—99

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 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.
4 10 440 1 5004-02

AR 441. ART DIRECTION 3 HRS.
(Prerequisite, AR 440 or permission of instructor.) Advanced, team-oriented graphic design studio course to be 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.
4 10 441 1 5004—02

AR 491. PROJECTS IN PAINTING 3 HRS.
(Prerequisite, AR 411.) Advanced problems for individual development in painting.
4 10 491 3 5007—08

AR 493. PROJECTS IN SCULPTURE 3 HRS.
(Prerequisite, AR 303 or permission of instructor.) Advanced work in sculpture, specialization in two or more media.
4 10 493 3 5007—09

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.
4 10 494 1 5007—12

AR 495. ART PROJECTS 1-3 HRS.
(Prerequisite, permission of instructor.) Advanced work in a field of specialization for which the student can show sufficient background. Student must obtain approval of the instructor under whom he wishes to work prior to enrollment.
4 10 495 3 5007—99

AR 496. PROJECTS IN CERAMICS 2-3 HRS.
(Prerequisite, permission of instructor.) Individual projects in ceramics with emphasis on research and experimentation.
4 10 496 3 5007—11

AR 497. PROJECTS IN PRINTMAKING 3 HRS.
(Prerequisite, AR 307.) Advanced work in the print medium of the student’s choice.
4 10 497 3 5007—10

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.
4 10 499 1 5007—13

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.
4 10 500 1 5007—99

AR 501. ADVANCED DRAWING I 2-3 HRS.
(Prerequisite, AR 301.) 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.
4 10 501 1 5007—05

AR 514. ART EDUCATION 2-3 HRS.
(Prerequisite, permission of instructor.) Individual problems in art education. Not for graduate credit.
4 10 514 1 1313—02

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.
4 10 535 0 5007—03

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. 4 10 540 1 5004—02

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. 4 10 545 0 5007—03

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. 4 10 555 0 5007—03

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. 4 10 565 0 5007—03

AR 575. 19TH CENTURY ART 2 HRS. (Prerequisite, majors or permission of instructor.) Lectures in the major art movements of 19th century Western Art. A survey of painting, sculpture, architecture and applied arts. 4 10 575 0 5007—03

AR 595. ADVANCED STUDIO (SUBJECT TITLE) 2-3 HRS. (Prerequisite, satisfactory completion of nine credit hours of course work in the specific area selected for advanced study.) 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. 4 10 595 1 5002—01

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. 4 10 700 1 5007—99

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. 4 10 701 1 5007—05

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. 4 10 704 0 1313—02

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. 4 10 705 0 5007—99

AR 708. PROBLEMS IN ART FOR RELATED PROFESSIONS: (SUBJECT TITLE) 1-3 HRS. (Prerequisites, AR 101, AR 102, and AR 103; 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. 4 10 708 1 5007—01

AR 711. LABORATORY PROBLEMS IN PAINTING 3 HRS. (Prerequisite, permission of instructor.) Individual problems in painting. 4 10 711 3 5007—08

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. 4 10 712 1 5007—06

AR 713. LABORATORY PROBLEMS IN SCULPTURE 3 HRS. (Prerequisite, permission of instructor.) Individual problems in sculpture. 4 10 713 3 5007—09

AR 714. LABORATORY PROBLEMS IN ART EDUCATION 2 HRS. (Prerequisite, permission of instructor.) Individual problems in art education. 4 10 714 3 1313—02

AR 715. ART APPRECIATION 3 HRS. Designed to expose students to the meanings and purposes of art and its relevance to life. 4 10 715 0 5007—03

AR 716. LABORATORY PROBLEMS IN CERAMICS 3 HRS. (Prerequisite, permission of instructor.) Individual problems in ceramics. 4 10 716 3 5007—11

AR 717. LABORATORY PROBLEMS IN PRINTMAKING 3 HRS. (Prerequisite, permission of instructor.) Individual problems in printmaking. 4 10 717 1 5007—10

AR 719. LABORATORY PROBLEMS IN METALS 3 HRS. (Prerequisite, permission of instructor.) Individual problems in metal work. 4 10 719 1 5007—13

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 OF BIOLOGICAL SCIENCES

Professor John Richard Schrock, Chair (Entomology, Biology Education)


http://www.emporia.edu/biosci/biology.htm

The Department of Biological Sciences offers programs and courses designed to prepare students for a variety of occupations associated with science 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 degree patterns 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 offers as well 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 for all biology courses on the major contract as a part of the graduation requirements as a biology major.

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 150-151 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
- Elective in biology 1 hour

* Biology Core Courses

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

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
- Environmental Biology Concentration
- Microbial and Cellular Biology Concentration
- Zoology Concentration

Consult with an advisor for appropriate courses.

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 (55 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 560-561 Biochemistry I & Lab 5 hours
- CH 620 Elements of Physical Chemistry 3 hours
- CH 760 Advanced Biochemistry 3 hours

Biology Core (24 hours):
- GB 140-141 Principles of Biology & Lab 4 hours
- GB 425-426 General Genetics & Lab 4 hours
- MC 316-317 Microbiology & Lab 4 hours
- MC 520 Molecular Genetics 3 hours
- MC 540-541 Cell Biology & Lab 4 hours
- MC 542-543 Immunology & Lab 5 hours

Electives (6 hours):
- MC 409 or CH 479 “Undergraduate Research” 2 hours
- GB 470 or CH 730 Seminar 1-2 hours
- Other BMB Electives 2-3 hours

Required Associate Courses (15 hours):
- PH 140-141 College Physics I & Lab 5 hours
- PH 143-144 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 11 hours.

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
- MC 150-151 Molecular & Cellular Biology & 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
OR
- BO 750-751 Plant Anatomy & Physiology & Lab 4 hours
- MC 316-317 Microbiology & Lab* 4 hours
- EB 480 Principles of Ecology* 3 hours
GB 425 General Genetics* 3 hours
Upper division electives in biology 14-15 hours
*Biology Core Courses

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
MA 161 Calculus I 5 hours
OR
PY 520 Statistics I 3 hours

Recommendations:
EB 481 Field Ecology and GB 426 Genetics Lab are recommended as electives in biology.
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
BO 542-543 Plant Taxonomy & Lab 4 hours
ZO 540-541 Entomology & Lab 4 hours
OR
ZO 546-547 Invertebrate Zoology & Lab 4 hours
OR
ZO 590-591 Parasitology & Lab 4 hours
ZO 556-557 Natural History of Vertebrates & Lab 4 hours
Approved upper division electives in biology 7 hours
*Biology Core Courses
**Students should enroll in EB409 during the junior year or not later than the first semester of the senior year. Advisor approval is required.

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
MA 161 Calculus I 5 hours
OR
PY 520 Statistics I 3 hours

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 150-151 Molecular & Cellular Biology & 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
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 4 hours
MC 562-563 Pathogenic Microbiology & Lab 5 hours
*Biology Core Courses

Electives (14 hours):
Biology—At least 10 of the 14 hours should be chosen from upper division botany courses and/or
GB 426 General Genetics Lab 1 hour
MC 150-151 Molecular & Cellular Biology & Lab 4 hours
MC 703-704 Mycology & Lab 4 hours

*Students should enroll in EB409 during the junior year or not later than the first semester of the senior year. Advisor approval is required.

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

BACHELOR OF SCIENCE
BIOLOGY MAJOR

ENVIRONMENTAL 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
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
EB 409 Environmental Biology Project** 2 hours
BO 542-543 Plant Taxonomy & Lab 4 hours
ZO 540-541 Entomology & Lab 4 hours
OR
ZO 546-547 Invertebrate Zoology & Lab 4 hours
OR
ZO 590-591 Parasitology & Lab 4 hours
ZO 556-557 Natural History of Vertebrates & Lab 4 hours
Approved upper division electives in biology 7 hours
*Biology Core Courses
**Students should enroll in EB409 during the junior year or not later than the first semester of the senior year. Advisor approval is required.
MA 161 Calculus I 5 hours
OR
PY 520 Statistics I 3 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
MC 150-151 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
ZO 362-363 Human Anatomy & Physiology/Lab OR 3-5 hours
ZO 762 Environmental Physiology
ZO 540-541 Entomology & Lab OR 4 hours
ZO 546-547 Invertebrate Zoology & Lab
ZO 515-516 Vertebrate Structure & Development & Lab OR 4-5 hours
ZO 556-557 Natural History of Vertebrates & Lab
Upper division electives in biology 2-5 hours
*Biology Core Courses

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 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 science 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 passed the PPST exams. 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.

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 (37 hours):
GB 140-141 Principles of Biology & Lab* 4 hours
MC 150-151 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

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 150-151 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
Approved Electives 7 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.
Minor/Second Program Requirements (20 hours):

- **GB 140-141 Principles of Biology & Lab**
  OR
  **MC 150-151 Molecular & Cellular Biology & Lab**

- **MC 316-317 Microbiology & Lab**
  OR
  **BO 212-213 Biology of Plants & Lab**

- **ZO 214-215 Biology of Animals & Lab**
  OR
  Upper division electives in biology

- **GB 100-101 General Biology & Lab**
- **BO 212-213 Biology of Plants & Lab**
- **ZO 214-215 Biology of Animals & Lab**

*Biography Core Courses

Physical Science Requirements (15 hours):

- **CH 123-124 Chemistry I & Lab**
- **CH 126-127 Chemistry II & Lab**
- **PH 140-141 College Physics I & Lab**
- **PH 143-144 College Physics II & Lab**

Earth Science Requirements (8-10 hours):

- **ES 110-111 Introduction to Earth Science & Lab**

One of the following:

- **ES 319 Meteorology**
- **GO 325 Earth History**
- **GO 326 Plate Tectonics**
- **PH 110-111 Introduction to Space Science**

All candidates will complete the following:

- **PS 516 Teaching Physical Sciences in Middle/High Schools**
  OR
  **GB 584 Teaching Biology in Middle & Secondary Schools**

Note: 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**
  OR
  **MC 150-151 Molecular & Cellular Biology & Lab**

- **MC 316-317 Microbiology & Lab**
  OR
  **BO 212-213 Biology of Plants & Lab**

- **ZO 214-215 Biology of Animals & Lab**
  OR
  Upper division electives in biology

*Biography Core Courses

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 program 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**
- **EG 101 English Composition I**
- **EG 102 English Composition II**
- **SP 101 Public Speaking**
- **EC 103 Principles of Economics I**
- **MA 110 College Algebra**
- **MA 112 Trigonometry**
- **CH 123-124 Chemistry I & Lab**
- **CH 126-127 Chemistry II & Lab**
- **PH 110-111 Introduction to Space Science**
- **PH 143-144 College Physics II & Lab**

Science courses available beyond freshman year:

- **BO 212-213 Biology of Plants & Lab**
- **ZO 214-215 Biology of Animals & Lab**
- **MC 316-317 Microbiology & Lab**
- **GB 425-426 General Genetics & Lab**
- **ZO 540-541 Entomology & Lab**
- **BO 750-751 Plant Anatomy & Physiology & Lab**
- **CH 370-371 General Organic Chemistry & Lab**
- **GO 231 Physical Geology**
- **PH 140-141 College Physics I and Lab**
- **PH 143-144 College Physics II and Lab**

*Biography Core Courses

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.

Applicants will be considered on the following basis at the University of Missouri-Kansas City School of Dentistry:

- 60 to 90 college credit hours with a 3.4 or higher science GPA
- 90 to 120 college credit hours with a 2.9 or higher GPA

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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141</td>
<td>Principles of Biology &amp; Lab*</td>
<td>4</td>
</tr>
<tr>
<td>BO 212-213</td>
<td>Biology of Plants &amp; Lab*</td>
<td>4</td>
</tr>
<tr>
<td>ZO 214-215</td>
<td>Biology of Animals &amp; Lab*</td>
<td>4</td>
</tr>
<tr>
<td>MC 316-317</td>
<td>Microbiology &amp; Lab*</td>
<td>4</td>
</tr>
<tr>
<td>ZO 362-363</td>
<td>Human Anatomy &amp; Physiology &amp; Lab</td>
<td>5</td>
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<tr>
<td>GB 425</td>
<td>General Genetics*</td>
<td>3</td>
</tr>
<tr>
<td>EB 480</td>
<td>Principles of Ecology*</td>
<td>3</td>
</tr>
</tbody>
</table>

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 559 Comparative Animal Physiology (3 hours)

Upper division electives in biology (10-12 hours)

*Biology Core Courses

Physical Science Requirements (25 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CH 123-124</td>
<td>Chemistry I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 126-127</td>
<td>Chemistry II &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 370-371</td>
<td>General Organic Chemistry &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>PH 140-141</td>
<td>College Physics I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>PH 143-144</td>
<td>College Physics II &amp; Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

Recommended Courses:
MA 165 Basic Calculus or MA 161 Calculus I or PY 520 Statistics.

PRE-PHYSICIAN ASSISTANT
The program 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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141</td>
<td>Principles of Biology &amp; Lab*</td>
<td>4</td>
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<td>Biology of Plants &amp; Lab*</td>
<td>4</td>
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<tr>
<td>ZO 214-215</td>
<td>Biology of Animals &amp; Lab*</td>
<td>4</td>
</tr>
<tr>
<td>MC 316-317</td>
<td>Microbiology &amp; Lab*</td>
<td>4</td>
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<tr>
<td>ZO 362-363</td>
<td>Human Anatomy &amp; Physiology &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>GB 425-426</td>
<td>General Genetics*</td>
<td>4</td>
</tr>
<tr>
<td>EB 480</td>
<td>Principles of Ecology*</td>
<td>3</td>
</tr>
<tr>
<td>ZO 570</td>
<td>Mammalian Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper division electives in biology (10 hours)

*Biology Core Courses

Physical Science Requirements (20 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CH 123-124</td>
<td>Chemistry I &amp; Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 520</td>
<td>Statistics I</td>
<td>5</td>
</tr>
</tbody>
</table>

Recommended Courses:
MC 549-550 Immunology & Lab 5 hours
GB 325 Bioscientific Terminology 1 hour

PRE-MEDICAL AND PRE-OSTEOPATHIC MEDICINE
The program 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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141</td>
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<tr>
<td>ZO 214-215</td>
<td>Biology of Animals &amp; Lab*</td>
<td>4</td>
</tr>
<tr>
<td>MC 316-317</td>
<td>Microbiology &amp; Lab*</td>
<td>4</td>
</tr>
<tr>
<td>ZO 362-363</td>
<td>Human Anatomy &amp; Physiology &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>ZO 515-516</td>
<td>Vertebrate Structure &amp; Development &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>GB 425-426</td>
<td>General Genetics*</td>
<td>4</td>
</tr>
<tr>
<td>EB 480</td>
<td>Principles of Ecology*</td>
<td>3</td>
</tr>
<tr>
<td>MC 540</td>
<td>Cell Biology</td>
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<tr>
<td>ZO 570</td>
<td>Mammalian Physiology</td>
<td></td>
</tr>
<tr>
<td>ZO 762</td>
<td>Environmental Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Upper division electives in biology (8-9 hours)

Note: CH 560-561 or CH 574-575 may count as biology elective.

*Biology Core Courses

Physical Science Requirements (30 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 123-124</td>
<td>Chemistry I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 126-127</td>
<td>Chemistry II &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 572-573</td>
<td>Organic Chemistry I &amp; Lab</td>
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</tr>
<tr>
<td>CH 574-575</td>
<td>Organic Chemistry II &amp; Lab</td>
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<tr>
<td>PH 140-141</td>
<td>College Physics I &amp; Lab</td>
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<td>MA 161</td>
<td>Calculus I</td>
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<td>MA 165</td>
<td>Basic Calculus</td>
<td></td>
</tr>
<tr>
<td>PY 520</td>
<td>Statistics I</td>
<td></td>
</tr>
</tbody>
</table>

University of Kansas Medical Center 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
- **ZO 362-363 Human Anatomy & Physiology & Lab** 5 hours
- **MC 316-317 Microbiology & Lab** 4 hours
- **GB 425 General Genetics** 3 hours
- **EB 480 Principles of Ecology** 3 hours
- **ZO 570 Mammalian Physiology** 3 hours
- **ZO 762 Environmental Physiology** 3 hours
- **Upper division electives in biology** 11 hours

**Mathematics and Physical Science Requirements (34 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** 3 hours
- **PH 140-141 College Physics I & Lab** 5 hours
- **PH 143-144 College Physics II & Lab** 5 hours
- **MA 165 Basic Calculus** 5 hours
- **MA 161 Calculus I** 5 hours

**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 master’s 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 master’s degree programs at KUMC and WSU are two-year programs. Students applying for these programs must complete the appropriate course requirements indicated below. Students who plan to apply to KUMC 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 prephysical therapy advisor early in his/her career. Pre-physical therapy students should have an alternative plan to fall back on should they not be accepted.

**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** 4 hours
- **MC 150-151 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** 4 hours
- **GB 425 General Genetics** 3 hours
- **EB 480 Principles of Ecology** 3 hours
- **ZO 570 Mammalian Physiology** 3 hours
- **ZO 762 Environmental Physiology** 3 hours
- **Upper division electives in biology** 11 hours

**Mathematics and Physical Science Requirements (34 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** 3 hours
- **PH 140-141 College Physics I & Lab** 5 hours
- **PH 143-144 College Physics II & Lab** 5 hours
- **MA 165 Basic Calculus** 5 hours
- **MA 161 Calculus I** 5 hours

**Psychology Requirements (6 hours):**
- **PY 100 Introduction to Psychology** 3 hours
- **PY 520 Statistics I** 3 hours

**B. Mathematics and Physical Science Requirements (33 hours listed):**
- **MA 110 College Algebra** 3 hours
- **MA 112 Trigonometry** 2 hours
- **— A statistics course** 3 hours
  [PY 520 Statistics I is recommended (K,W)]
- **PH 140-141 College Physics I & Lab** 5 hours
- **PH 142-143 College Physics II & Lab** 5 hours
- **CH 123-124 Chemistry I & Lab** 5 hours
- **CH 126-127 Chemistry II and Lab** 5 hours
- **CH 370-371 General Organic Chemistry & Lab** 5 hours
  (KU requires CH 126-127 or CH 370-371)

**C. Psychology and Sociology Requirements (10 hours listed):**
- **PY 100 Introductory Psychology** 3 hours
- **PY 211 Developmental Psychology** 4 hours
- **SO 101 Introduction to Sociology** 3 hours

**D. General Education Requirements (27 hours listed):**

The biology major must complete the general education requirements as listed in the General Education section of this catalog. Some of these requirements will be fulfilled with the
above courses, leaving 27 additional hours that must be taken for the WSU or KUMC programs. PO 330 or AN 110 are recommended for the multicultural component.

E. Additional KU Requirements:
- Current CPR certification
- GRE Test
- Upper division psychology course (not Educ. Psych.) 3 hours
- PI 255 Ethics 3 hours

F. Additional WSU Requirements (6 hours):
- IS 113 Intro. to Microcomputer Applic. 3 hours
- PI 255 Ethics 3 hours
- Additional social science course 3 hours
  (may be upper division psychology)

Total hours required to fulfill all pre-physical therapy requirements and take a bachelor’s degree with a biology major are: 120 hours for KUMC, 124 hours for WSU, 126 hours for both.

PRE-VETERINARY MEDICINE
The School of Veterinary Medicine, Kansas State University, requires 70 hours of pre-veterinary work. Student wishing to attend KSU or any other veterinary school should consult an appropriate catalog.

Required Courses (63-64 hours):
- EG 101 English Composition I 3 hours
- EG 102 English Composition II 3 hours
- SP 100 Interpersonal Communication 3 hours
- 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 143-144 College Physics II & Lab 5 hours
- GB 140-141 Principles of Biology & Lab* 4 hours
- ZO 214-215 Biology of Animals & Lab* 4 hours
- MC 316-317 Microbiology & Lab* 4 hours
- ZO 515-516 Vertebrate Structure & Development & Lab 5 hours
- GB 425-426 General Genetics* & Lab 4 hours

Electives (12 hours):
- Social Science and/or Humanities

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. 4 16 159 2 2603—01

BO 212. BIOLOGY OF PLANTS 3 HRS.
(Prerequisite, GB 100 or equivalent.) A classroom and laboratory study of anatomical and physiological problems, growth and development, ecology, evolution, and diversity of the plant kingdom. 4 16 212 0 2603—01

BO 213. BIOLOGY OF PLANTS LAB 1 HR.
(Prerequisite, GB 100 or equivalent.) Lab to correspond with BO 212, Biology of Plants, lecture course. 4 16 213 1 2603—01

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. 4 16 259 2 2603—01

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. 4 16 338 0 2603—01

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. 4 16 339 1 2603—01

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. 4 16 409 3 2603—01

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. 4 16 430 0 2603—99

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. 4 16 459 2 2603—01

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. 4 16 542 0 2603—99

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. 4 16 543 1 2603—99

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. 4 16 552 0 2603—01

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. 4 16 553 1 2603—01

BO 748. RANGE MANAGEMENT AND LAB 4 HRS.  
(Prerequisites, BO 212 and BO 213.) 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. 4 16 748 0 0204—09

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. 4 16 750 0 2601—01

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. 4 16 751 1 2601—01

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. 4 16 765 0 2603—09

BO 766. GRASSES LAB 2 HRS.  
(Prerequisite, BO 766 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. 4 16 766 1 2603—09

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. 4 16 809 4 2603—09

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. 4 16 859 2 2603—09

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. 4 16 885 4 2603—09

ENVIRONMENTAL BIOLOGY

EB 159. SPECIAL TOPICS IN ENVIRONMENTAL BIOLOGY 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 environmental biology. 4 17 159 2 2606—03

EB 259. SPECIAL TOPICS IN ENVIRONMENTAL BIOLOGY 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 environmental biology. 4 17 259 2 2606—03

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. 4 17 341 0 2606—03

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. 4 17 351 0 2606—03

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 technoscientific aspects of these problems are examined in lectures and discussions and by the use of video and printed materials. Summer and on demand. 4 17 353 0 2606—03

EB 409. ENVIRONMENTAL 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 environmental biology in which he/she has some interest and competence. 4 17 409 3 2606—03

EB 459. SPECIAL TOPICS IN ENVIRONMENTAL 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 environmental biology. 4 17 459 2 2606—03

**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. 4 17 470 2 2606—99

**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. 4 17 480 0 2606—02

**EB 481. FIELD ECOLOGY** 2 HRS.
(Prerequisite, EB 480 or concurrent.) Field and laboratory methods or sampling plant and animal populations for analysis of community structure and diversity, and for landscape ecology. Interpretation of quantitative ecological data is stressed. Students are expected to have some experience in the identification and recognition of the common flora and fauna of the region. 4 17 481 1 2606—03

**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. 4 17 496 0 2606—03

**EB 536. WILDLIFE MANAGEMENT** 2 HRS.
(Prerequisites, EB 480, EB 481, and ZO 556. EB 537 must be taken concurrently.) Characteristics, life history and ecology of game birds and mammals. Theories and principles of wildlife conservation, management practices, and methods of gathering and interpreting field data. 4 17 536 0 2606—99

**EB 537. WILDLIFE MANAGEMENT LAB** 2 HRS.
(Prerequisite, concurrent with EB 536.) Survey and evaluation of techniques used in research and management of game animals; laboratory and field work; including field project. 4 17 537 1 2606—99

**EB 538. WILDLIFE MANAGEMENT POLICIES** 2 HRS.
(Prerequisites, EB 536 and EB 537.) The art of managing wildlife species within a historical, economic and sociological framework. Basic theories and purposes of wildlife management, emphasizing the interaction and interdependence of all natural resource management. Measurable and incommensurable values of wildlife. Public relations and communications. 4 17 538 0 2606—99

**EB 710. CONSERVATION BIOLOGY** 3 HRS.

**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.

4 15 100 0 2601—01

**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. 4 15 101 1 2601—01

**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. 4 15 140 1 2601—01

**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. 4 15 141 1 2601—01

**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. 4 15 159 2 2601—01

**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. 4 41 170 1 2601—01

**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. 4 15 259 2 2601—01

**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. 4 15 303 1 2601—01

**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. 4 15 325 0 2601—01

**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. 4 15 385 0 1905—01

**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. 4 15 386 2 2699—99

**GB 409. BIOLOGY PROJECTS 1-3 HRS.**
(Prerequisite, consent of instructor.) The student works independent-ly, 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. 4 15 409 3 2601—01

**GB 425. GENERAL GENETICS 3 HRS.**
(Prerequisite, GB 140 and MA 110 or equivalents with C's or better, or consent or 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. 4 15 425 0 2606—13

**GB 426. GENERAL GENETICS LAB 1 HR.**
(Prerequisite, GB 140 and MA 110 or equivalents with C's or better, or consent or instructor.) Laboratory material involving basic genetic experiments in animals, plant, and microorganisms. 4 15 426 1 2606—13

**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. 4 15 459 2 2601—01

**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. 4 15 460 1 2601—01

**GB 470. UNDERGRADUATE SEMINAR 0-1 HR.**
(Prerequisite, permission of instructor.) Course designed to give students the opportunity to discuss recent advances and current issues in biology. Credit in Undergraduate Seminar limited to one hour in a given semester and not more than four hours may be applied toward the biology major. 4 15 470 2 2601—01
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. 4 15 510 1 2606—07

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.
4 15 511 1 2606—07

GB 539. SOIL SCIENCE AND LABORATORY  4 HRS.
(Prerequisites, CH 123; BO 212 and BO 213.) 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. 4 15 539 1
2606—03

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. 4 15 584 0 1313—22

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. 4 15 700 2 2601—01

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. 4 15 709 0 3099—99

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.
4 15 725 0 2601—01

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. 4 15 750 0 2601—01

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. 4 15 752 0
2606—01

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. 4 15 759 2 2601—01

GB 770. SEMINAR IN BIOLOGY  1 HR.
(Prerequisite, consent of instructor.) Designed to inform students and
faculty of research interests of visiting biologists, biology faculty
members, and graduate students. All graduate biology students enroll
for either credit or no credit each semester and summer session in
residence. 4 15 770 2 2601—01

GB 771. SEMINAR IN BIOLOGY  1 HR.
This course is designed to give an introduction to the types of
seminars that scientists typically give at scientific meetings and
seminars. Graduate students will be presenting seminars on the first
and third Tuesdays of each month, while either ESU faculty or
visiting scientists may be presenting seminars on the second and
fourth Wednesdays of each month. 4 15 771 0 2601—01

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. 4 15 801 2 1313—16

GB 802. MODERN DEVELOPMENTS IN
BIOLOGY II  3 HRS.
A continuation of GB 801. 4 15 802 2 1313—16

GB 809. GRADUATE PROJECT IN BIOLOGY  1-3 HRS.
(Prerequisite, consent of instructor.) The student works independent-
ly, 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.
4 15 809 4 2601—01
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. 4 15 859 2 2601—01

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. 4 15 880 4 2601—01

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. 4 15 885 4 2601—01

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. 4 15 890 4 2601—01

MICROBIAL AND CELLULAR BIOLOGY

MC 150. MOLECULAR AND CELLULAR BIOLOGY 3 HRS.
(Prerequisite, Chemistry I or equivalent. MC 151 must be taken concurrently.) Lectures and demonstrations concerning the theory of microscopy, complimentary of structure and function at the cellular level, principles of biochemistry and cell physiology, techniques of analysis of cellular function. Introduction to energy utilization, enzyme action, control mechanisms and cellular genetics. DNA recombinants and theories of cancer are also discussed. 4 18 150 0 2604—99

MC 151. MOLECULAR AND CELLULAR BIOLOGY LABORATORY 1 HR.
(Prerequisite, Chemistry I or equivalent. MC 150 must be taken concurrently.) Laboratory experiences intended to familiarize the student with some of the instrumentation and procedures utilized in the cell biology laboratory. The laboratory exercises provide experiences in buffering, calorimetric analysis, chromatographic techniques, electrophoresis, respirometry, calorimetry and enzyme kinetics. 4 18 151 1 2604—99

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. 4 18 159 2 2605—01

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. 4 18 259 2 2605—01

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 of microbial or cellular biology. 4 18 316 0 2605—01

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. Experiences intended to illustrate fundamental principles of immunology and virology are also performed. Representative fungi, bacteria, protozoa and viruses are observed by the students. 4 18 317 1 2605—01

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. 4 18 409 3 2604—99

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. 4 18 459 2 2605—01

MC 520. MOLECULAR GENETICS 3 HRS.
(Prerequisites, MC 316 or MC 346, 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. 4 18 520 0 2604—02

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. 4 18 540 0 2604—01

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. 4 18 541 1 2604—01

MC 549. IMMUNOLOGY 3 HRS.
(Prerequisites, MC 346 and ZO 362, or equivalents. 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. 4 18 549 0 2605—01

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. 4 18 550 1 2605—01
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. 4 18 560 0 2699—99

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. 4 18 561 1 2699—99

MC 562. PATHOGENIC MICROBIOLOGY  3 HRS.  
(Prerequisites, MC 346 and 347 and 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. 4 18 562 0 2605—01

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. 4 18 563 1 2605—01

MC 701. VIROLOGY  3 HRS.  
(Prerequisites, MC 346, 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. 4 18 701 1 2605—01

MC 702. VIROLOGY LAB  1 HR.  
(Prerequisite, MC 701.) Techniques useful in study of viral replication, isolation, and identification. 4 18 702 1 2605—01

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. 4 18 703 0 2699—99

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. 4 18 704 1 2699—99

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. 4 18 809 4 2605—01

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. 4 18 859 2 2605—01

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. 4 18 885 4 2604—99

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. 4 19 159 2 2607—99

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. 4 19 200 0 2607—06

ZO 201. INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB  1 HR.  
(Prerequisite, concurrent with ZO 200; PE and non-biology majors only.) A laboratory approach to the 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. 4 19 201 1 2607—06

ZO 214. BIOLOGY OF ANIMALS  3 HRS.  
(Prerequisite, GB 100 or equivalent.) Lecture-discussion introduction to the organization of the animal body and its functional systems, to animal environmental relationships, the continuity of life and animal diversity. 4 19 214 0 2607—01

ZO 215. BIOLOGY OF ANIMALS LAB  1 HR.  
(Prerequisite, GB 100 or equivalent.) A laboratory approach to the study of diversity and natural history of selected representative animal phyla. 4 19 215 1 2607—01

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. 4 19 259 2 2607—99

ZO 362. HUMAN ANATOMY AND PHYSIOLOGY  3 HRS.  
(Prerequisites, GB 140; CH 123 and CH 124 or consent of instructor; concurrent with ZO 363.) A course designed for biology majors, including pre-nursing students and others preparing for health professions. Complementarity of structure and function of the following major body systems: skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine. 4 19 362 0 2607—06

ZO 363. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY  2 HRS.
systems. Biology majors must take laboratory in conjunction with ZO 362, Human Anatomy and Physiology. 4 19 363 1 2607—06

**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 processes which represent different points on the wellness/illness function. The disease process is viewed as a distortion of normal biological processes that lead to alterations of body structure and function. Special emphasis on neural pathways involved in behavior, particularly social behavior. 4 19 530 0 2607—01

**ZO 366. HISTOLOGY** 2 HRS.
(Prerequisites, ZO 362 and ZO 363. ZO 541 must be taken concurrently.) A microscopic consideration of mammalian (human, if available) cells, tissues, and organs, with an emphasis on the correlation between structure and function. 4 19 565 0 2606—99

**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. 4 19 409 3 2607—99

**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. 4 19 459 2 2607—99

**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. 4 19 515 0 2607—01

**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. 4 19 516 1 2607—01

**ZO 520. NEUROBIOLOGY** 3 HRS.
(Prerequisite, GB 100, ZO 362.) 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. 4 19 520 0 2606—08

**ZO 521. NEUROBIOLOGY LAB** 2 HRS.
(Prerequisites, ZO 362 and ZO 520 (concurrent).) 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. Background information on each of the techniques will be presented in lecture format during the labs and readings. 4 19 521 1 3024—01

**ZO 530. ANIMAL BEHAVIOR** 2 HRS.
(Prerequisite, ZO 214, ZO 215 or equivalent or consent of instructor. ZO 531 must be taken concurrently.) Lectures concerned with the mechanisms, types, and results of behavior. Emphasis on vertebrate animals, particularly concerning social organization, communication, and ecological behavior. 4 19 530 0 2607—01

**ZO 531. ANIMAL BEHAVIOR LAB** 2 HRS.
(Prerequisite, concurrent with ZO 530.) Field and laboratory experiences which investigate and illustrate the principles of animal behavior, particularly social behavior. 4 19 531 1 2607—01

**ZO 540. ENTOMOLOGY** 2 HRS.
(Prerequisites, ZO 214 and ZO 215 or equivalents. ZO 541 must be taken concurrently.) Biological relationships of insects. Insect morphology, physiology, ecology and classification. Metamorphosis and development of insects. Economic aspects of entomology. 4 19 540 0 2607—02

**ZO 541. ENTOMOLOGY LAB** 2 HRS.
(Prerequisite, concurrent with ZO 540.) Morphology, physiology, and behavior studies. Collection and identification of insects. 4 19 541 1 2607—02

**ZO 546. INVERTEBRATE ZOOLOGY** 3 HRS.
(Prerequisite, 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. 4 19 546 0 2607—01

**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. 4 19 547 1 2604—01

**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. 4 19 556 0 2607—01

**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 ZO 556. 4 19 557 1 2607—01

**ZO 565. HISTOLOGY** 2 HRS.
(Prerequisites, ZO 362 and ZO 363. 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. 4 19 565 0 2606—99

**ZO 566. HISTOLOGY LAB** 2 HRS.
(Prerequisite, concurrent with ZO 565.) A microscopic consideration of mammalian (human, if available) cells, tissues, and organs. 4 19 566 1 2606—99

**ZO 570. MAMMALIAN PHYSIOLOGY** 3 HRS.
(Prerequisite, ZO 363 or consent of instructor.) 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. 4 19 570 0 2607—06

**ZO 580. ORNITHOLOGY** 2 HRS.
(Prerequisite, GB 100 or equivalent. ZO 581 must be taken concurrently.) History, distribution, structure, physiology, and behavior of birds. Lectures, films, and slides. 4 19 580 0 2607—99

**ZO 581. ORNITHOLOGY LAB** 2 HRS.
(Corequisite, concurrent with ZO 580.) Laboratory study of birds, with emphasis on field identification of midwestern birds by song and sight. 4 19 581 1 2607—99

**ZO 590. PARASITOLOGY** 2 HRS.
(Prerequisite, ZO 214 or equivalent or consent of instructor. 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. 4 19 590 0 2606—10

**ZO 591. PARASITOLOGY LAB** 2 HRS.
(Prerequisite, ZO 214 or equivalent or consent of instructor. 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. 4 19 591 1 2606—10

**ZO 717. COMPARATIVE ANIMAL PHYSIOLOGY** 3 HRS.
(Prerequisite, ZO 362 or permission of instructor.) 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. 4 19 717 0 2607—06

**ZO 760. ENDOCRINOLOGY** 3 HRS.
(Prerequisites, MC 150 and ZO 362 or equivalent.) 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. 4 19 760 0 2607—99

**ZO 762. ENVIRONMENTAL PHYSIOLOGY** 3 HRS.
(Prerequisites, ZO 214-215 and EB 480 or equivalent, or consent of instructor; ZO 362 desirable.) 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. 4 19 762 0 2607—06

**ZO 772. ICHTHYOLOGY** 2 HRS.
(Prerequisite, ZO 214 or equivalent or consent of instructor. ZO 773 must be taken concurrently.) The life histories, inter- and intraspecific relationships, ecology, and structure and function of organs and organ systems of fishes, with emphasis upon Kansas fishes and selected fishes of special interest. 4 19 772 0 2606—03

**ZO 773. ICHTHYOLOGY LAB** 2 HRS.
(Prerequisite, ZO 214 or equivalent or consent of instructor. ZO 772 must be taken concurrently.) Collection and identification of fishes, with special reference to the fishes of Kansas. Dissection of a selected species. Principles of taxidermy needed for preserving and mounting fish specimens. 4 19 773 1 2606—03

**ZO 774. FISHERIES MANAGEMENT** 2 HRS.
(Prerequisite, ZO 214 or equivalent or consent of instructor. ZO 772 recommended, but not required. ZO 775 must be taken concurrently.) Principles of controlling fish populations for food and sport. Methods of aging, census methods, collecting devices, and use of fish tags to study fish movements and survival. Diseases encountered in manipulating fish populations. 4 19 774 0 2606—07

**ZO 775. FISHERIES MANAGEMENT LAB** 2 HRS.
(Prerequisite, ZO 214 or equivalent or consent of instructor. ZO 772 recommended, but not required. Must be taken concurrently with ZO 774.) Control and management of fish populations in the field. Experiences in the use of various collecting devices. Practice in scale reading for aging fishes. Tagging and recovery for estimating population structure and survival. Field trips to organizations active in fisheries management. 4 19 775 1 2606—07

**ZO 790. MAMMALOLOGY** 2 HRS.
(Prerequisite, concurrent with ZO 791.) Lectures, discussions, and assigned readings on classification, structure and function, distribution and behavior of mammals. Emphasis on Kansas and North American mammalian fauna. 4 19 790 0 2607—99

**ZO 791. MAMMALOLOGY LAB** 2 HRS.
(Prerequisite, concurrent with ZO 790.) Field and laboratory work on structure and function, identification, composition and population levels, and preservation of local and regional mammalian faunas. 4 19 791 1 2607—99

**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. 4 19 809 4 2607—99

**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. 4 19 859 2 2607—99

**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. 4 19 885 4 2607—99
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, Stage Voice, Dramatic Literature, and American Musical Theatre)


http://www.emporia.edu/comta/

The faculty in the department are widely known for their work in professional organizations as well as their commitment to excellence in the classroom. Several faculty 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 Pfauhm Lecture honors the memory of George R. R. Pfauhm, 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. Students majoring in communication are required to complete a satisfactory Capstone Project. The programs in communication include study in public communication and criticism, interpersonal communication, argumentation and forensics, organizational communication and public relations. The department sponsors a nationally-ranked and highly competitive program in collegiate debate and hosts the nationally prominent annual Pfauhm 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; it is common for more than 12,000 to attend ESU theatre performances annually. There are several productions during the year, including a Main Stage Series during the academic year which features the Homecoming Scholarship Musical, a Second Stage Series of new or experimental productions, and an extremely popular Summer Theatre season of 4 shows in summer stock.

Auditions and technical production crews for all theatre productions are open to all ESU students, regardless of their 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 3 different venues. The Karl C. Bruder Theatre, located in King Hall, is a beautiful 400-seat proscenium theatre which serves as the home for Emporia State Summer Theatre and for many productions during the academic year. Albert Taylor Hall, a proscenium theatre which 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 and is used for Second Stage Series productions and student projects.

The ESU Theatre program is an active participant in the Kennedy Center American College Theatre Festival, normally entering about 4 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 two national winners of the prestigious Irene Ryan Acting Scholarship.

BACHELOR OF ARTS
COMMUNICATION MAJOR

The major in communication under the Bachelor of Arts degree is a 30-semester hour program which is a broad, liberal arts experience as well as an introduction to major facets of communication theory and practice. Students study small group communication, interpersonal communication, and communication analysis. The BA degree with a major in communication is an appropriate degree leading to graduate school in speech communication, law school, or related occupational areas such as public relations, management, sales, communication media, the ministry and public service.

Required Courses (21 hours):

SP 100 Interpersonal Communication

OR

SP 101 Public Speaking

(whichever is not used to meet the General Education Basic Skill requirement)

SP 201 Advanced Public Speaking

SP 303 Organizational Communication

SP 306 Advanced Interpersonal Communication

SP 312 Theories of Communication
Communication Electives (9 hours):
Students in this program are also expected to take 9 hours of elective courses in communication from one of the following areas of concentration: Public Communication, Career and Professional Communication, or Public Relations. Courses from which the 9 hours of electives may be chosen in one area of concentration are listed below.

AREAS OF CONCENTRATION

PUBLIC COMMUNICATION

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<td>SP 222</td>
<td>Argumentation &amp; Debate</td>
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<td>SP 304</td>
<td>Online Communication</td>
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<td>SP 331</td>
<td>Rhetorical Criticism</td>
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<td>SP 350</td>
<td>Intercultural Communication</td>
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<tr>
<td>SP 351</td>
<td>Studies in Public Address</td>
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<td>SP 370</td>
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<td>SP 403</td>
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<td>SP 500</td>
<td>Conflict Resolution</td>
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<td>SP 502</td>
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<td>SP 555</td>
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CAREER AND PROFESSIONAL COMMUNICATION

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PUBLIC RELATIONS

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<td>SP 304</td>
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<td>SP 313</td>
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*Up to six hours of a combination of any of the following may apply:
Cooperative Education
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 select a second program of study in another discipline.

BACHELOR OF FINE ARTS COMMUNICATION MAJOR

The major in communication under the Bachelor of Fine Arts degree is taken by students interested in professional and management positions which call for a high degree of oral communication skills. Typical jobs include those in human resources, public relations, management, sales, communication consulting, training, customer service, negotiation, public information, and speech writing. Students in this program complete one concentration in Public Communication, Career & Professional Communication, or Public Relations. In addition, a cognate area of study must be completed.

Required Courses (21 hours):

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<td>SP 312</td>
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<td>SP 315</td>
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<td>SP 332</td>
<td>Theories of Persuasion</td>
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AREAS OF CONCENTRATION (21 hours):
Select one concentration.

PUBLIC COMMUNICATION

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CAREER AND PROFESSIONAL COMMUNICATION

Required Courses (6 hours):

- SP 403 Communication Training and Development 3 hours
- SP 500 Conflict Resolution 3 hours

Electives (15 hours):

- SP 304 Online Communication 3 hours
- SP 313 Interviewing: Principles & Techniques 3 hours
- SP 325 Nonverbal Communication 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
- SP 555 Contemporary Issues in Free Speech 3 hours

PUBLIC RELATIONS

Required Courses (6 hours):

- SP 305 Principles of Public Relations 3 hours
- SP 405 PR: Cases and Campaigns 3 hours

Electives (15 hours):

- SP 304 Online Communication 3 hours
- SP 313 Interviewing: Principles & Techniques 3 hours
- SP 329 Principles of Radio/Television Broadcasting 3 hours
- SP 350 Intercultural Communication 3 hours
- SP 370 Special Problems in Speech 3 hours
- SP 403 Communication Training and Development 3 hours
- SP 500 Conflict Resolution 3 hours
- SP 502 Group Leadership 3 hours
- SP 555 Contemporary Issues in Free Speech 3 hours

*C see below

Cognate Area (12 hours):

Students will select elective courses with the approval of their advisor. In special circumstances, courses from within the major may be counted in the cognate area with the approval of the chair and the advisor.

*Up to six hours of a combination of any of the following may apply:
- Cooperative Education
- Independent Study
- Internship
- Intercollegiate Forensics

BACHELOR OF SCIENCE IN EDUCATION SPEECH COMMUNICATION TEACHING FIELD

The degree Bachelor of Science in Education with a teaching field in speech communication is a comprehensive program which prepares both theatre and speech students to teach any subject area in theatre or speech (including forensics and debate) in a Kansas high school. Students must maintain an overall cumulative GPA of 2.75, and they should contact their advisor to determine the cumulative GPA requirements necessary on all work taken toward the teaching field.

See the core curriculum general education requirements in the General Education section of this catalog.

OPTION A - Two Teaching Fields

Required Courses (40 hours):

- SP 100 Interpersonal Communication 3 hours
- SP 222 Argumentation and Debate 3 hours
- SP 303 Organizational Communication
  OR
- SP 315 Small Group Communication 3 hours
- SP 312 Theories of Communication 3 hours
- SP 229 Principles of Radio-TV Broadcasting 3 hours
- SP 470 Teaching of Speech 3 hours
- SP 572 Directing Forensic Activities 3 hours
- TA 126 Play Production 3 hours
- TA 128 Acting I 3 hours
- TA 136 Introduction to Design 3 hours
- TA 236 Stagecraft 4 hours
- TA 315 Survey of Dramatic Literature 3 hours
- TA 426 Play Directing 3 hours

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 TA.

COMMUNICATION MINORS

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 3 hours
- SP 101 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 3 hours
- SP 101 Public Speaking 3 hours
SP 201 Advanced Public Speaking 3 hours
SP 303 Organizational Communication 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:

- Intercolligate 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 TA 296 or TA 496 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):
- TA 126 Play Production 3 hours
- TA 128 Acting I 3 hours
- TA 136 Introduction to Theatrical Design 3 hours
- *TA 235 Acting II 3 hours
- TA 236 Stagecraft 4 hours
- TA 315 Survey of Dramatic Literature 3 hours
- *TA 356 Scene Design 3 hours
- *TA 426 Play Directing 3 hours

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:
- TA 110 Stage Movement 3 hours
- *TA 354 Stage Costume History 3 hours
- *TA 454 Costume Design 3 hours
- TA 390 Theatre History I 3 hours
- TA 391 Theatre History II 3 hours

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 FINE ARTS
THEATRE MAJOR
The degree Bachelor of Fine Arts with a major in Theatre provides intense preparation for students desiring to become competent craftsmen and knowledgeable in all areas of theatre. General education requirements are those of LAS majors (non-teaching) and are printed in the undergraduate catalogue and schedule books. Majors are required to audition for productions and contribute to all productions, either as cast members or as production crew members; they will normally be enrolled in TA 296 or TA 496 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 (59 hours):

**Introductory Courses (6 hours) —**
- TA 126 Play Production 3 hours
- TA 136 Introduction to Theatrical Design 3 hours

**Performance Courses (15 hours) —**
- TA 110 Stage Movement 3 hours
- TA 128 Acting I 3 hours
- TA 254 Stage Costuming 2 hours
- TA 266 Stage Makeup 2 hours
- *TA 381 Costume Practicum 1 hour
- *TA 382 Scenery Practicum 1 hour
- and TA 381 or TA 382 (either may be repeated for credit)

**Production Courses (11 hours) —**
- *TA 236 Stagecraft 4 hours
- TA 254 Stage Costuming 2 hours
- TA 266 Stage Makeup 2 hours
- *TA 381 Costume Practicum 1 hour
- *TA 382 Scenery Practicum 1 hour
- TA 390 Theatre History I 3 hours
- TA 391 Theatre History II 3 hours
- TA 350 Shakespeare OR
- TA 385 American Musical Theatre

**History/Literature Courses (18 hours) —**
- TA 305 Script Analysis 3 hours
- TA 315 Survey of Dramatic Literature 3 hours
- *TA 354 Period Styles for the Theatre 3 hours
- TA 390 Theatre History I 3 hours
- TA 391 Theatre History II 3 hours
- TA 350 Shakespeare OR
- TA 385 American Musical Theatre

*These courses have prerequisites.

Electives (11 hours):
Students will work with their advisor to select an additional 5 hours from courses in theatre arts, communication, music, art, and/or dance.

THEATRE MINOR
A minor in theatre may be taken by students who have majors in other disciplines. 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 (16 hours):**

- TA 126 Play Production 3 hours
- TA 128 Acting I 3 hours
- TA 235 Acting II 3 hours
- TA 236 Stagecraft 4 hours
- TA 315 Survey of Dramatic Literature 3 hours

**Elective Courses (3 hours):**

Students select one of the following core courses in consultation with an advisor. The chair of the department gives final approval to all minor programs.

- TA 354 Stage Costume History 3 hours
- TA 355 Acting III 3 hours
- TA 356 Scene Design 3 hours
- TA 426 Play Directing 3 hours

*These courses have prerequisites.*

**Courses offered by the Department of Communication and Theatre Arts:**

**COMMUNICATION**

**SP 022. INTRODUCTION TO DEBATE** 3 HRS. 
(Prerequisite, admission to high school summer debate camp.) An introduction to the theory and practice of interscholastic debate for the inexperienced high school student. 4 95 022 1 2310—01

**SP 072. BASIC ARGUMENTATION** 3 HRS. 
(Prerequisite, admission to high school summer debate camp.) Study of the theory and practice of interscholastic debate for the advanced high school student. 4 95 072 1 2310—01

**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. 4 95 100 0 2310—01

**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. 4 95 101 0 2310—01

**SP 142. INTERCOLLEGIATE FORENSICS I** 1 HR. 
(Prerequisite, consent of instructor. Not for general education credit.) An introduction to tournament techniques and experience designed for those students actively participating in intercollegiate forensic competition. 4 95 142 1 2310—01

**SP 201. ADVANCED PUBLIC SPEAKING** 3 HRS. 
(Prerequisite, SP 101.) A more advanced course than SP 101 for those who desire or indicate a need for additional practical work in public address. Emphasis on extended, more detailed exercises designed to increase the student's proficiency in a wide range of public speaking situations. 4 95 201 0 2310—01

**SP 222. ARGUMENTATION AND DEBATE** 3 HRS. 
This course stresses the theory of argumentation and gives some practical experience in the forms of debate. 4 95 222 0 2310—01

**SP 242. INTERCOLLEGIATE FORENSICS II** 1 HR. 
(Prerequisite, consent of instructor. Not for general education credit.) A continuation of SP 142. 4 95 242 1 2310—01

**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. 4 95 303 0 2310—01

**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. 4 95 304 0 0904—99

**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. 4 95 305 0 0905—01

**SP 306. ADVANCED INTERPERSONAL COMMUNICATION** 3 HRS. 
(Prerequisite, SP 100 or permission of instructor.) 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. 4 95 306 0 2310—01

**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. 4 95 312 0 2310—01

**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. 4 95 313 0 2310—01

**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. 4 95 315 0 2310—01

**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. 4 95 322 0 2310—01

**SP 325. NONVERBAL COMMUNICATION 3 HRS.**
(Prerequisite, SP 100 or SP 101 or permission of instructor.) A study of theories and behaviors of nonverbal communication in communication contexts, that are interpersonal, intergroup, and intercultural. Development of nonverbal communication skills. 4 95 325 0 2310—01

**SP 329. PRINCIPLES OF RADIO/TV BROADCASTING 3 HRS.**
(Prerequisite, SP 100 or SP 101.) 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. 4 95 329 0 0907—01

**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. 4 95 331 0 2310—01

**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. 4 95 332 0 2310—01

**SP 342. INTERCOLLEGIATE FORENSICS III 1 HR.**
(Prerequisite, consent of instructor. Not for general education credit.) A continuation of SP 242. 4 95 342 1 2310—01

**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. 4 95 350 0 2310—01

**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. 4 95 351 0 2310—01

**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. 4 95 360 0 2310—01

**SP 370. SPECIAL PROBLEMS IN SPEECH 1-3 HRS.**
(Not for general education credit. Student may repeat different sections for a maximum of twelve hours of credit with consent of advisor.) Intensive investigation of particular areas in rhetoric and public address. Offered as a class rather than as an individual project. 4 95 370 0 2310—01

**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. 4 95 400 0 2310—01

**SP 403. COMMUNICATION TRAINING AND DEVELOPMENT 3 HRS.**
(Prerequisite, 6 hours in communication or consent of instructor.) 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. 4 95 403 0 2310—01

**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. 4 95 405 0 0905—01

**SP 442. INTERCOLLEGIATE FORENSICS IV 1 HR.**
(Prerequisite, consent of instructor. Not for general education credit.) A continuation of SP 342. 4 95 442 1 2310—01

**SP 470. TEACHING OF SPEECH 3 HRS.**
(Prerequisite, junior standing or consent of instructor. Required of students seeking teacher certification in speech, drama, debate, and forensics. Not for general education credit.) 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. 4 95 470 0 1313—99

**SP 471. INDEPENDENT STUDY** 1-3 HRS.
(Prerequisites, open only to qualified juniors and seniors; outline of project and permission of instructor required before enrolling.) Directed reading and/or research in an area of speech not included in the regularly listed courses. 4 95 471 3 2310—01

**SP 472. INDEPENDENT STUDY (P/NC)** 1-3 HRS.
(Prerequisite, permission of instructor.) 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. 4 95 472 3 2310—01

**SP 473. ACADEMIC INTERNSHIP I** 1, 2 & 3 HRS.
(Minimum of two courses in the area of emphasis and permission of instructor.) 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. 4 95 473 2 1313—31

**SP 474. FIELD INTERNSHIP I** 1, 2 & 3 HRS.
(Completion of a minimum of 60 credit hours. GPA of 2.5, consent of instructor.) 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. 4 95 474 2 2310—01

**SP 475. FIELD INTERNSHIP I** 1, 2 & 3 HRS.
(Completion of a minimum of 60 semester hours, GPA of 2.5, consent of instructor.) 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. 4 95 475 2 2310—01

**SP 490. SEMINAR IN RHETORIC AND COMMUNICATION** 3 HRS.
Examine historical/critical, experimental, and descriptive research in rhetoric 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. 4 95 490 0 2309—01

**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. 4 95 500 0 2310—01

**SP 502. GROUP LEADERSHIP** 3 HRS.
(Prerequisite, consent of instructor. Not for general education credit.) 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. 4 95 502 0 2310—01

**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. 4 95 555 0 2310—01

**SP 570. COMMUNICATION INTERNSHIP I** 3 HRS.
(Prerequisites, minimum of two courses in the area of emphasis and permission of instructor.) Course provides first-hand experience and training in the art of group facilitation. Intern works intensely with one instructor and one class learning how to assist others in improving their communication skills. 4 95 570 2 2310—01

**SP 571. COMMUNICATION INTERNSHIP II** 3 HRS.
(Prerequisites, minimum of two courses in the area of emphasis, SP 570, and permission of instructor.) 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. 4 95 571 2 2310—01

**SP 572. DIRECTING FORENSIC ACTIVITIES** 2-3 HRS.
(Prerequisite, SP 222 or consent of instructor. Not for general education credit.) Strongly recommended for majors and minors who will be directing forensics, leading public discussions or forums, coaching debate, and/or organizing forensic tournaments. 4 95 572 0 2310—01

**SP 573. ACADEMIC INTERNSHIP II** 1, 2 & 3 HRS.
(Minimum of two courses in the area of emphasis, SP 473, and permission of instructor.) Course provides a second instructor-supervised experience for those individuals who wish to further develop 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. 4 95 573 2 1313—31

**SP 574. FIELD INTERNSHIP II** 1, 2 & 3 HRS.
(Completion of a minimum of 75 credit hours including SP 474 or SP 475, GPA of 2.5, consent of instructor.) 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. 4 95 574 2 2310—01

**SP 575. FIELD INTERNSHIP II** 1, 2 & 3 HRS.
(Completion of a minimum of 75 credit hours including SP 474 or SP 475, GPA of 2.5, consent of instructor.) 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. 4 95 575 2 2310—01

**SP 722. DEBATE QUESTION ANALYSIS** 1-3 HRS.
(Of offered only in summer.) Critical analysis of the current high school debate question. A class project is required. 4 95 722 0 2310—01

**SP 730. SEMINAR IN SPEECH** 2-5 HRS.
(A student may repeat different sections of this course for a maximum of 12 hours of credit.) 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. 4 95 730 0 2310—01

**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. 4 95 742 0 2310—01

**SP 830. RESEARCH PROBLEMS IN SPEECH** 2-5 HRS.
(Prerequisite, a student may earn a maximum of five hours credit in this course.) Directed reading and research in a specific field of speech communication. 4 95 830 4 2310—01

**THEATRE ARTS**

**TA 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. All students will be given one production or performance assignment for the current semester. 4 96 101 0 5005—01

**TA 110. STAGE MOVEMENT** 3 HRS.
This course deals in theory and practical exercises with the human body as an expressive tool used in the communication of the theatre art. The performing student's body mechanics and movement restrictions will be analyzed in order to determine individual problems. Classroom exercises and projects will be designed with the intent of developing the student's movement flexibility and character physicalization for performance. 4 96 110 1 5005—01

**TA 117. SUMMER THEATRE PRODUCTION I** 1-4 HRS.
(Prerequisites, admission to the Summer Theatre Company and consent of instructor.) A production course especially designed for students working in summer stock. 4 96 117 1 5505—01

**TA 125. 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. 4 96 125 0 5005—01

**TA 126. PLAY PRODUCTION** 3 HRS.
An introductory 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. 4 96 126 0 5005—01

**TA 128. ACTING I** 3 HRS.
This course explores the basics of acting through analysis and performance of various texts, including dramatic literature, poetry, prose and other genres. 4 96 128 0 5005—03

**TA 136. 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. 4 96 136 1 5005-02

**TA 203. 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. 4 96 203 0 5005—01

**TA 213. 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. 4 96 213 0 2310—01

**TA 217. SUMMER THEATRE PRODUCTION II** 1-4 HRS.
(Prerequisite, admission to the Summer Theatre Company and consent of instructor.) A production course especially designed for students working in summer stock. 4 96 217 1 5005—01

**TA 233. 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. 4 96 233 0 5005—01

**TA 235. ACTING II** 3 HRS.
(Prerequisite, TA 128 or consent of instructor.) This course continues the theory and practical skills needed by the actor. Through improvisational techniques and exercises, the actors explore the use of their voices, bodies, and minds as organic instruments which can effectively communicate the intent of any script. 4 96 235 0 5005—03
TA 236. STAGECRAFT 4 HRS.
(Prerequisite, TA 136.) 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. 4 96 236 1 5005—02

TA 254. STAGE COSTUMING 2 HRS.
A course in costuming to develop an understanding of the process of executing a costume for theatrical productions. This course provides a fundamental knowledge of fabrics, construction and patterning for the stage. Required laboratory periods will develop skills in technical theatre. 4 96 254 1 5005—02

TA 266. 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. 4 96 266 1 5005—01

TA 271. INDEPENDENT STUDY 3 HRS.
(Prerequisite, open only to qualified freshmen and sophomores; outline of project and permission of instructor required before enrolling.) Directed readings and/or research in an area of theatre arts not included in regularly-listed courses. 4 96 271 3 5005—01

TA 296. THEATRE PROJECTS 1-2 HRS.
(Prerequisite, consent of instructor.) Designed for freshmen and sophomores actively participating in University Theatre productions. 4 96 296 5 5005—01

TA 305. SCRIPT ANALYSIS 3 HRS.
This course is an introduction to the crucial practice of reading and understanding plays for the purposes of producing them. It is not a course that focuses on plays as literature, but rather as critical blueprints to be used by directors, designers, actors, and technicians for creating theatrical events. 4 96 305 0 5005—03

TA 306. STAGE MANAGEMENT 2 HRS.
(Prerequisites, TA 126 and TA 136.) 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. 4 96 306 0 5005—01

TA 315. 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. 4 96 315 0 5005—01

TA 317. SUMMER THEATRE PRODUCTION III 1-4 HRS.
(Prerequisites, admission to the Summer Theatre Company and consent of instructor.) A production course especially designed for students working in summer stock. 4 96 317 1 5005—01

TA 326. STAGE LIGHTING 3 HRS.
(Prerequisite, TA 236.) 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 theater productions. 4 96 326 0 5005—02

TA 334. PUPPETRY AND MASKS 3 HRS.
(Prerequisite, TA 233.) 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. 4 96 343 0 5005—01

TA 350. INTRODUCTION TO SHAKESPEARE 3 HRS.
(Cross-listed with EG 330.) Rapid reading of a selection of twelve to fourteen of Shakespeare’s histories, comedies, and tragedies with an emphasis upon critical analysis and interpretation of the plays. 4 96 350 0 2308—01

TA 354. PERIOD STYLE FOR THE THEATRE 3 HRS.
(Prerequisite, TA 254 or consent of instructor.) 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. 4 96 354 0 5005—01

TA 355. ACTING III 3 HRS.
(Prerequisite, TA 235 or consent of instructor.) This course continues the advanced student’s understanding and practice of acting skills. A continuation of TA 128 and TA 235, 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. 4 96 355 1 5005—03

TA 356. SCENE DESIGN 3 HRS.
(Prerequisites, TA 136 and TA 236 or permission of instructor.) 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. 4 96 356 0 5004—05

TA 360. ACTING IN PERIOD STYLES 3 HRS.
(Prerequisite, TA128.) Analysis and performance of selections from Greek Drama, Shakespeare, Restoration, and other periods. 4 96 360 1 5005—01

TA 361. CHILDREN’S THEATRE PRODUCTION 3 HRS.
(Prerequisites, TA 126 or TA 315 and TA 235.) 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. 4 96 361 1 5005—01

TA 363. SURVEY OF DRAMATIC LITERATURE FOR YOUTH 3 HRS.
(Prerequisite, TA 203.) 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. 4 96 363 0 5005—01

TA 366. SCENE PAINTING 3 HRS.
(Prerequisites, TA 136 and TA 236.) 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
TA 376. EDUCATIONAL THEATRE COMPANY 1-2 HRS.
(Prerequisite, TA 110 and permission of the instructor. Audition required.) Educational Theatre Company is a lab class 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. 4 96 396 1 5005—01

TA 417. SUMMER THEATRE PRODUCTION IV 1-4 HRS.
(Prerequisites, admission to the Summer Theatre Company and consent of instructor.) A production course especially designed for students working in summer stock. 4 96 417 1 5005—01

TA 426. PLAY DIRECTING 3 HRS.
(Prerequisites, TA 235 and junior standing.) This course teaches the basic theories of play direction. It also requires each student to produce three short scenes and a final scene of one-act length. Supplemental reading and reports are included as part of discussion periods. 4 96 426 1 5005—01

TA 429. ADVANCED PLAY DIRECTING 3 HRS.
(Prerequisite, TA 426.) This course is an advanced study of play directing where students will have the assignment of selecting, auditioning, casting, and directing extended-length theatre scenes. Among the advanced directing areas covered in this course will be: sustaining dramatic rhythm, and collaboration with designers. 4 96 429 0 5005—03

TA 449. ADVANCED THEATRE DESIGN 3 HRS.
(Prerequisite, at least one of these three: TA 326, TA 356, TA 454.) 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. Among the advanced design areas covered in this course will be: conceptualization of design projects, advanced color treatments. 4 96 449 0 5005—03

TA 454. COSTUME DESIGN 3 HRS.
(Prerequisite, TA 354.) 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. 4 96 454 0 5005—02

TA 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. 4 96 461 0 5005—01

TA 471. INDEPENDENT STUDY 1-3 HRS.
(Prerequisites, open only to qualified juniors and seniors; outline of project and permission of instructor required before enrolling.) Directed reading and/or research in an area of theatre arts not included in the regularly listed courses. 4 96 471 4 5005—01

TA 496. ADVANCED THEATRE PROJECTS 1-3 HRS.
(Prerequisite, consent of instructor.) Designed for juniors and seniors actively participating in University Theatre productions. The student must be carrying major acting, directing, design or management responsibilities. 4 96 496 1 5005—01

**TA 570. THEATRE INTERNSHIP I**  
3 HRS.
(Prerequisites, minimum of two courses in the area of emphasis and permission of the instructor.) Course provides first-hand experience and training in the teaching of an area in theatre arts. 4 96 570 2 5005—01

**TA 571. THEATRE INTERNSHIP II**  
3 HRS.
(Prerequisites, minimum of two courses in the area of emphasis, TA 570, and permission of the instructor.) 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. 4 96 571 2 5005—01
The Department of 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 345 Southeast Morse Hall, 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.

### 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 210</td>
<td>Introduction to Literary Study</td>
<td>3 hours</td>
</tr>
<tr>
<td>At least one course in each of the following areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. American Literature</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>II. English Literature</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>III. World Literature</td>
<td>3 hours</td>
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<tr>
<td>IV. Special Topics</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>V. Literary Criticism/Rhetoric</td>
<td>3 hours</td>
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<tr>
<td>VI. Language/Linguistics</td>
<td>3 hours</td>
<td></td>
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<tr>
<td>VII. Writing</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>

#### 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. A 2.6 GPA in the courses listed below is required for admission to teacher education and student teaching.

#### Required Courses (30 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 210</td>
<td>Introduction to Literary Study</td>
<td>3 hours</td>
</tr>
<tr>
<td>EG 490</td>
<td>Teaching English in the Middle-Level and Secondary School</td>
<td>3 hours</td>
</tr>
<tr>
<td>At least one course in each of the following areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. American Literature</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>II. English Literature</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>III. World Literature</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>IV. Media Literacy (mass media/non-print): JO 200</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>V. Young Adult Literature</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>VI. Literary Criticism/Rhetoric</td>
<td>3 hours</td>
<td></td>
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<tr>
<td>VII. History of the English Language</td>
<td>3 hours</td>
<td></td>
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<tr>
<td>VIII. Writing: EG 301 or EG 280 or JO 301</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>

#### 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

http://www.emporia.edu/english/
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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 490</td>
<td>Teaching English in the Middle-Level and Secondary School</td>
<td>3</td>
</tr>
</tbody>
</table>

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 (24 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JO 200</td>
<td>Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JO 301</td>
<td>Elements of News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JO 302</td>
<td>Advanced Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JO 305</td>
<td>Editing and Layout</td>
<td>3</td>
</tr>
<tr>
<td>JO 490</td>
<td>Teaching Journalism in the Middle Level and Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>JO 501</td>
<td>Law and Ethics of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JO 503</td>
<td>History and Principles of American Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JO 306</td>
<td>Photojournalism</td>
<td>3</td>
</tr>
</tbody>
</table>

**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):**

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Early Literature</td>
<td>EG 220</td>
<td>Early World Literature</td>
<td>3</td>
</tr>
<tr>
<td>EG 230</td>
<td>Early British Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EG 240</td>
<td>Early American Literature</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Later Literature</td>
<td>EG 221</td>
<td>Later World Literature</td>
<td>3</td>
</tr>
<tr>
<td>EG 231</td>
<td>Later British Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EG 241</td>
<td>Later American Literature</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**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 course work 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
   • 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.

**Required Courses (15 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JO 301</td>
<td>Elements of News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JO 302</td>
<td>Advanced Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JO 305</td>
<td>Editing and Layout</td>
<td>3</td>
</tr>
<tr>
<td>JO 501</td>
<td>Law and Ethics of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JO 503</td>
<td>History and Principles of Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.
Courses offered by the Department of English:

**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. 4 37 001 0 2301—01

**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. 4 37 100 1 2301—01

**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. 4 37 101 0 2304—01

**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. 4 37 102 0 2304—01

**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. 4 37 103 0 2304—01

**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. 4 37 104 0 2304—01

**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. 4 37 105 0 2311—01

**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. 4 37 206 0 5006—01

**EG 207. INTRODUCTION TO LITERATURE** 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. 4 37 207 0 2303—01

**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. 4 37 210 0 2308—01

**EG 220. EARLY WORLD LITERATURE** 3 HRS.
(Prerequisite, EG 102 or EG 104.) A survey of world literature through the eighteenth century. 4 37 220 0 2303—01

**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. 4 37 221 0 2303—01

**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. 4 37 230 0 2308—01

**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. 4 37 231 0 2308—01

**EG 240. EARLY AMERICAN LITERATURE** 3 HRS.
(Prerequisite, EG 101.) A survey of the literature of the U.S. from the beginnings until 1865. 4 37 240 0 2307—01

**EG 241. LATER AMERICAN LITERATURE** 3 HRS.
(Prerequisite, EG 101.) A survey of the literature of the U.S. from 1865 until the present. 4 37 241 0 2307—01

**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. 4 37 280 0 2305—01

**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. 4 37 301 0 2304—01

**EG 305. TECHNICAL WRITING** 3 HRS.
Focus on the special problems involved in writing for technical audiences and about technical subjects for non-specialists. 4 37 305 0 2311—01

**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. 4 37 310 0 2303—01

**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. 4 37 338 0 2308—01

**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. 4 37 339 0 2308—01

**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. 4 37 350 0 2307—01

**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. 4 37 355 0 1601—04

**EG 360. WOMEN’S LITERATURE** 3 HRS.
(Prerequisites, completion of 24 credit hours of college coursework before enrollment in EG 360, including EG 101 and EG 102 or equivalents.) Focus on literature written by women and the role of woman as character and author. 4 37 360 0 1601—04

**EG 365. ETHNIC LITERATURES** 3 HRS.
An introduction to ethnic literatures, typically emphasizing texts by U.S. writers. 4 37 365 0 2303—01

**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. 4 37 370 0 2604—01

**EG 375. GRAMMAR FOR WRITERS** 3 HRS.
A survey and review of traditional grammar and its application in writing standard edited American prose. 4 37 375 0 2304—01

**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. 4 37 380 0 2305—01

**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. 4 37 385 0 2305—01

**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. 4 37 390 0 1313—05

**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. 4 37 490 0 1313—05

**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. 4 37 491 0 1313—99

**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. 4 37 501 0 2305—01

**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. 4 37 510 0 2303—01

**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. 4 37 515 0 2301—01

**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. 4 37 520 0 2303—01

**EG 530. 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 from the Department of English office before registration begins. May be repeated for credit with different topics. 4 37 530 0 2308—01

**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 from 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. 4 37 550 0 2307—01

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. 4 37 555 0 2303—01

EG 560. STUDIES IN WOMEN'S LITERATURE 3 HRS.  
(Prerequisite, lower level literature courses or permission of the instructor.) 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. 4 37 560 0 2303—01

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. 4 37 565 0 2307—01

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. 4 37 570 0 1601—02

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. 4 37 575 0 2301—01

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. 4 37 580 0 2305—01

EG 585. ADVANCED POETRY WRITING 3 HRS.  
(Prerequisites, EG 280 and EG 385.) Helps develop individual poetry writing voice through in-depth study of poetry, writing and workshops. 4 37 585 0 2305—01

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. 4 37 588 0 2305—01

EG 592. STUDIES IN YOUNG ADULT LITERATURE 3 HRS.  
(Prerequisite, EG 102.) An introduction to young adult literature, with a special emphasis on how to use it in the English/Language Arts classroom. 4 37 592 0 2303—01

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. 4 37 594 0 2303—01

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. 4 37 596 0 2303—01

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. 4 37 598 0 2303—01

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. 4 37 680 0 2305—01

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. 4 37 710 0 2303—01

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. 4 37 715 0 2301—01

**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. 4 37 720 0 2303—01

**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. 4 37 730 0 2308—01

**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. 4 37 740 0 2307—01

**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. 4 37 750 0 2307—01

**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. 4 37 755 0 2303—01

**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. 4 37 760 0 2303—01

**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. 4 37 765 0 2303—01

**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. 4 37 770 0 1601—02

**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. 4 37 780 0 2305—01

**EG 790. SEMINAR IN PEDAGOGY** 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.)
A seminar providing graduate students with the tools and background necessary to undertake scholarly research in English. Additional emphasis will be on the problems of teaching creative writing. 4 37 790 0 1601—04

**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. 4 37 792 0 2303—01

**EG 794. SEMINAR IN LITERARY GENRES** 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. 4 37 794 0 2303—01

**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. 4 37 796 0 2303—01

**EG 798. SEMINAR IN MAJOR AUTHORS** 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.)
Details of a major author. The author studied will vary from offering to offering. Specific course offerings and descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics. 4 37 798 0 2303—01

**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. 4 37 810 0 2399—99

**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  1 HR.
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.  4 37 895 2 1313—01

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. 4 37 899 4 2399—99

EG 990. ADVANCED STUDIES IN ENGLISH  1-3 HRS.
(Prerequisite, Master’s degree or equivalent, consent of instructor.)
Advanced study of a specialized topic in literature, language,
composition, writing, or pedagogy. May be repeated for credit with
different topics. 4 37 990 4 2399—99

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. 4 38 200 0 0904—01

JO 301. ELEMENTS OF NEWS REPORTING  3 HRS.
An examination of the elements of news reporting, from the
journalist’s role and ethics to interviewing, news gathering, and event
coverage on deadline, using computers. 4 38 301 0 0904—01

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. 4 38 302 0 0904—01

JO 305. EDITING AND LAYOUT  3 HRS.
(Prerequisite, JO 301.) Helps students develop the skills necessary to
edit and design news stories and news pages, including headline
writing and photo editing. 4 38 305 0 0904—01

JO 306. PHOTOJOURNALISM  3 HRS.
Students will receive instruction and experience in photo composition
and camera techniques, as well as in law and ethics relating to photo
publication. Genres of photojournalism will include spot news,
feature and sports photography, and photo essays. Students will also
learn darkroom procedures and digital imaging. 4 38 306 0 0904—01

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. 4 38 490 0 1313—99

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. 4 38 491 0 1313—99

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. 4 38 501 0 0904—01

JO 503. HISTORY AND PRINCIPLES OF AMERICAN
JOURNALISM  3 HRS.
(Prerequisite, JO 305.) Traces journalism in America from its colonial
roots to current technological advances, with special attention to the
names and trends that shape media through the centuries. 4 38 503 0 0904—01

JO 505. STUDIES IN JOURNALISM  3 HRS.
Studies in special topics in journalism. Specific topics vary with each
offering; specific descriptions are available in the Department of
English office before the beginning of registration. 4 38 505 0 0904—01
DEPARTMENT OF
MATHEMATICS AND
COMPUTER SCIENCE

Associate Professor Larry Scott, Chair (Statistics)


Instructors: James Telfer (Mathematics).

http://www.emporia.edu/math-cs/home.htm

The Department of Mathematics and Computer Science 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 and a computer studies endorsement. 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.

Computer Science

BACHELOR OF SCIENCE
COMPUTER SCIENCE MAJOR

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 220</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CS 260</td>
<td>Programming &amp; Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>CS 340</td>
<td>Algorithms &amp; Data Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CS 345</td>
<td>Algorithms &amp; Data Structures II</td>
<td>3</td>
</tr>
<tr>
<td>CS 350</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CS 542</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 555</td>
<td>Principles of Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CS 557</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 561</td>
<td>System Programming</td>
<td>3</td>
</tr>
<tr>
<td>MA 240</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MA 161</td>
<td>Calculus I*</td>
<td>5</td>
</tr>
<tr>
<td>MA 262</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MA 322</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 380</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

*A student not sufficiently prepared for MA 161 may be required to take MA 110 first.

Required Courses (select 6 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 550</td>
<td>Digital Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PH 551</td>
<td>Digital Electronics Lab</td>
<td>2</td>
</tr>
<tr>
<td>CS 501</td>
<td>Advanced Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 552</td>
<td>Principles of Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CS 570</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives:

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 credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 315</td>
<td>Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 320</td>
<td>Computer Networks &amp; Internets</td>
<td>3</td>
</tr>
<tr>
<td>CS 325</td>
<td>HTML Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 410</td>
<td>Seminar in Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CS 480</td>
<td>Independent Study Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CS 486</td>
<td>Coop. Education II: Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CS 523</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CS 760</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CS 762</td>
<td>Optimization Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CS 763</td>
<td>Simulation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CS 765</td>
<td>Numerical Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CS 775</td>
<td>Compiler Design</td>
<td>3</td>
</tr>
<tr>
<td>CS 780</td>
<td>File Structures</td>
<td>3</td>
</tr>
<tr>
<td>MA 263</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MA 335</td>
<td>Differential Equations I</td>
<td>3</td>
</tr>
<tr>
<td>MA 425</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 532</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MA 727</td>
<td>Groups, Rings, and Fields</td>
<td>3</td>
</tr>
<tr>
<td>MA 728</td>
<td>Vector Spaces</td>
<td>3</td>
</tr>
<tr>
<td>MA 733</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MA 734</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>MA 735</td>
<td>Advanced Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MA 736</td>
<td>Advanced Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MA 740</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MA 764</td>
<td>Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IS 323</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 383</td>
<td>Advanced COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 393</td>
<td>BAL (Basic Assembler Language) Programming</td>
<td>3</td>
</tr>
</tbody>
</table>
In addition to the electives listed above, students are encouraged to consult with their advisor about selecting additional courses from computer science, mathematics, statistics, business, economics, physical sciences, and biology to complete the 70 hour major.

**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
- 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

**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 of students who take EC 103, Principles of Economics I, and EC 104 Principles of Economics II. A minimum of 12 hours of upper-level economics courses is required of student who take EC 101, Basic Economics. (Students who have earned credit in EC 101, Basic Economics, should not subsequently enroll in either EC 103 or EC 104.)

**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 (EC 103 and EC 104 or EC 101) 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 45 hours
- 124 hours

**Economics Major Requirements (30 hours):**
- EC 103 Principles of Economics I* 3 hours
- EC 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 3 hours

**Economics Elective Courses**
(Select a minimum of 15 hours)
- EC 351 Labor Economics 3 hours
- EC 353 Money and Banking 3 hours
- EC 361 Current Economic Problems 1-3 hours
- EC 375 Comparative Economic Systems 3 hours
- EC 471 Independent Study 1-3 hours
- EC 501 History of Economic Thought 2-3 hours
- EC 550 International Economics 3 hours
- EC 554 Public Finance 3 hours
- EC 560 Economic Development 3 hours
- EC 701 Seminar in Economics 3 hours
- MA 161 Calculus I OR
- MA 165 Basic Calculus 5 hours

*Students who earned credit in EC 101, Basic Economics, should not subsequently enroll in either EC 103 or EC 104, instead, they may substitute an upper-level economics course. Furthermore, EC 101 or EC 103 may be used to satisfy the requirements of the university’s General Education Program and required courses in the major simultaneously.

**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 31 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 121 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
- 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
- MA 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 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
*A student not sufficiently prepared for MA 161 may be required to take MA 110 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
CS 760 Numerical Analysis  3 hours
CS 762 Optimization Techniques  3 hours
CS 763 Simulation Techniques  3 hours
MA 764 Regression Analysis  3 hours
CS 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 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
*A student not sufficiently prepared for MA 161 may be required to take MA 110 first.

Required Courses (12 hours):
CS 340 Algorithms & Data Structures I  3 hours
CS 345 Algorithms & 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
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 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
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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

CS 760 Numerical Analysis 3 hours
CS 762 Optimization Techniques 3 hours
CS 763 Simulation Techniques 3 hours
MA 764 Regression Analysis 3 hours
CS 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 263 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 110 first.

Required Courses (select 12 hours):
CS 340 Algorithms and Data Structures I 3 hours
CS 345 Algorithms & Data Structure 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
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MA 764 Regression Analysis 3 hours
CS 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.

ELEMENTARY MAJOR

MATHEMATICS CONCENTRATION

In addition to MA 110 and MA 225 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 302 Algebra for the Elementary/Middle School Teacher 3 hours
MA 303 Geometry for the Elementary/Middle School Teacher 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 341 Introduction to Probability and Statistics 3 hours

MIDDLE SCHOOL / JUNIOR HIGH LICENSURE

Students pursuing the Bachelor of Science in Education with an elementary or secondary major in another subject area and 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 302 Algebra for the Elementary/Middle School Teacher 3 hours
MA 303 Geometry for the Elementary/Middle School Teacher 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 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 Phase II.
See the appropriate general education and professional education requirements elsewhere in this catalog.

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 (36 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) may be required if mathematics background is insufficient.

OPTION B - One Teaching Field
Complete the 36 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

COMPUTER STUDIES
The student who desires to teach computer studies courses in secondary or middle/junior high schools should select this plan. ESU does not offer a computer studies teaching field so students who select this option must also complete the requirements for licensure in at least one teaching field.

Required Courses (14 hours):
CS 130 Microcomputer Problem Solving 3 hours
CS 115 Elements of Computer Science OR
CS 220 Introduction to Computer Science* 3 hours
* Recommended course
CS 234 Software Implementation and Programming 3 hours
CS 250 Introduction to Computer Programming 3 hours
CS 472 Teaching Computer Science 2 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
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

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<thead>
<tr>
<th>Semester</th>
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<tr>
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<td>MA 161</td>
<td>Calculus I</td>
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<td>EG 101</td>
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</tr>
<tr>
<td>CS 260</td>
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<td>3 hours</td>
</tr>
<tr>
<td>SP 101</td>
<td>Public Speaking</td>
<td>3 hours</td>
</tr>
<tr>
<td>PE 100</td>
<td>Lifetime Fitness</td>
<td>1 hour</td>
</tr>
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<td>PH 190</td>
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</tr>
<tr>
<td>PH 191</td>
<td>Physics I Lab</td>
<td>1 hour</td>
</tr>
<tr>
<td>PH 192</td>
<td>Physics I Recitation</td>
<td>1 hour</td>
</tr>
<tr>
<td>EG 102</td>
<td>Composition II</td>
<td>3 hours</td>
</tr>
<tr>
<td>PE Activity</td>
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(See summer course note, following second year schedule.)

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<thead>
<tr>
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<tr>
<td>PH 193</td>
<td>Physics II</td>
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<td>Physics II Lab</td>
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</tr>
<tr>
<td>PH 195</td>
<td>Physics II Recitation</td>
<td>1 hour</td>
</tr>
<tr>
<td>MA 263</td>
<td>Calculus III</td>
<td>3 hours</td>
</tr>
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<td>MA 322</td>
<td>Introduction to Linear Algebra</td>
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<tr>
<td>Fine Arts Electives (MU 226, AR 105, TA 125)</td>
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<td><strong>Spring -- 18 hours</strong></td>
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<tr>
<td>MA 335</td>
<td>Differential Equations I</td>
<td>3 hours</td>
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<td>MA 425</td>
<td>Abstract Algebra</td>
<td>3 hours</td>
</tr>
<tr>
<td>CS 501</td>
<td>Advanced Computer Programming</td>
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</tr>
<tr>
<td>EC 103</td>
<td>Principles of Economics I</td>
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<tr>
<td>Social Science Elective</td>
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<tr>
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<tbody>
<tr>
<td><strong>Summer -- 10 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 123</td>
<td>Chemistry I</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 124</td>
<td>Chemistry I Lab</td>
<td>2 hours</td>
</tr>
<tr>
<td>CH 126</td>
<td>Chemistry II</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 127</td>
<td>Chemistry II Lab</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
<td>MA 735</td>
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<tr>
<td>Literature Elective</td>
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<tr>
<td>Multicultural Elective</td>
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<tr>
<td>MA 380</td>
<td>Probability &amp; Statistics</td>
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<tr>
<td>Social Science Elective</td>
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<tr>
<td>History Electives</td>
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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:**

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(See summer course note, following second year schedule.)

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<tr>
<td>MA 335</td>
<td>Differential Equations I</td>
<td>3 hours</td>
</tr>
<tr>
<td>MA 425</td>
<td>Abstract Algebra</td>
<td>3 hours</td>
</tr>
<tr>
<td>CS 345</td>
<td>Algorithms &amp; Data Structures II</td>
<td>3 hours</td>
</tr>
<tr>
<td>CS 501</td>
<td>Advanced Computer Programming</td>
<td>3 hours</td>
</tr>
<tr>
<td>Fine Arts Electives (MU 226, AR 105, TA 125)</td>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td>Technical Elective</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer -- 10 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 123</td>
<td>Chemistry I</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 124</td>
<td>Chemistry I Lab</td>
<td>2 hours</td>
</tr>
<tr>
<td>CH 126</td>
<td>Chemistry II</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 127</td>
<td>Chemistry II Lab</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 735</td>
<td>3</td>
</tr>
<tr>
<td>CS 350</td>
<td>3</td>
</tr>
<tr>
<td>EC 103</td>
<td>3</td>
</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring -- 18 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 380</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 161</td>
<td>5</td>
</tr>
<tr>
<td>EG 101</td>
<td>3</td>
</tr>
<tr>
<td>CS 260</td>
<td>3</td>
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<tr>
<td>SP 101</td>
<td>3</td>
</tr>
<tr>
<td>PE 100</td>
<td>1</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>2</td>
</tr>
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</table>

**Spring -- 17 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 240</td>
<td>3</td>
</tr>
<tr>
<td>MA 262</td>
<td>5</td>
</tr>
<tr>
<td>PH 190</td>
<td>3</td>
</tr>
<tr>
<td>PH 191</td>
<td>1</td>
</tr>
<tr>
<td>PH 192</td>
<td>1</td>
</tr>
<tr>
<td>EG 102</td>
<td>3</td>
</tr>
<tr>
<td>P.E. Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

(See summer course note, following second year schedule.)

**SECOND YEAR**

**Fall -- 17 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 193</td>
<td>3</td>
</tr>
<tr>
<td>PH 194</td>
<td>1</td>
</tr>
<tr>
<td>PH 195</td>
<td>1</td>
</tr>
<tr>
<td>MA 263</td>
<td>3</td>
</tr>
<tr>
<td>MA 322</td>
<td>3</td>
</tr>
<tr>
<td>CS 340</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring -- 19 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 335</td>
<td>3</td>
</tr>
<tr>
<td>MA 380 Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MA 425 Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Electives (MU 226, AR 105, TA 125)</td>
<td>4</td>
</tr>
<tr>
<td>CS 345 Algorithms &amp; Data Structures II</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer -- 10 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 123 Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CH 124 Chemistry I Lab</td>
<td>2</td>
</tr>
<tr>
<td>CH 126 Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CH 127 Chemistry II Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 532</td>
<td>3</td>
</tr>
<tr>
<td>MA 735</td>
<td>3</td>
</tr>
<tr>
<td>EC 103</td>
<td>3</td>
</tr>
<tr>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring -- 18 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 733</td>
<td>3</td>
</tr>
<tr>
<td>MA 764</td>
<td>3</td>
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<tr>
<td>Technical Elective</td>
<td>3</td>
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<tr>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

(Transfer to Kansas State Univ.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 100 Intro Engin Graphic</td>
<td>2</td>
</tr>
<tr>
<td>PH 316 Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PH 410 Elec Circ Anal/Lab</td>
<td>4</td>
</tr>
<tr>
<td>PH 530 Heat &amp; Thermodyn</td>
<td>3</td>
</tr>
<tr>
<td>PH 540 Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>MA734 Complex Variable</td>
<td>3</td>
</tr>
<tr>
<td>CH126/127 Chem II/Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

(Transfer to University of Kansas)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 100 Intro Engin Graphic</td>
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</tr>
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<td>MA734 Complex Variable</td>
<td>3</td>
</tr>
<tr>
<td>CH126/127 Chem II/Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

* 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 and Computer Science:

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 application 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. 4 63 115 0 1101—01

CS 130. MICROCOMPUTER PROBLEM SOLVING 3 HRS.
(Prerequisite, one year of high school algebra.) An introductory study of problem solving using computers, with emphasis on the micro-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 computer. 4 63 130 0 1102—01

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. 4 63 201 0 1101—01

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. 4 63 220 0 1101—01

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. 4 63 234 0 1101—01

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. 4 63 250 0 1102—01

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. 4 63 260 0 1102—01

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. 4 63 315 0 1102—01

CS 320. COMPUTER NETWORKS AND INTERNET 3 HRS.
(Prerequisite, MA 110.) This course answers the basic question, "How do computer networks and Internet 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. 4 63 320 0 1104—01

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. 4 63 325 0 1104—01
CS 340. ALGORITHMS AND DATA STRUCTURES I 3 HRS.
(Prerequisites, CS 220 and CS 250.) 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. 4 63 340 0 1105—01

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. 4 63 345 0 1105—01

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. 4 63 350 0 1102—01

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. 4 63 386 2 1109—99

CS 410. SEMINAR IN COMPUTER SCIENCE 1-4 HRS.
(Prerequisite, permission of mathematics department.) A seminar involving various topics in computer science. 4 63 410 3 1102—01

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 Objects 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. 4 63 444 0 1101—01

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. 4 63 472 0 1313—21

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. 4 63 480 3 1102—01

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. 4 63 501 0 1102—01

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 microcomputers. 4 63 520 0 1101—01

CS 523. ARTIFICIAL INTELLIGENCE 3 HRS.
(Prerequisites, CS 501 and CS 345, or equivalent course work.) This course defines some fundamental concepts of artificial intelligence and discusses methods for solving problems using those concepts. 4 63 523 0 1102—01

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. 4 63 542 0 1101—01

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. 4 63 545 0 1102—01

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. 4 63 552 0 1101—01

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. 4 63 554 0 1101—01

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. 4 63 555 0 1104—01

**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. 4 63 557 0 1104—01

**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. 4 63 561 0 1102—01

**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. 4 63 570 0 1101—01

**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. 4 63 580 0 1105—01

**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. 4 63 584 0 1102—02

**CS 620. COMPUTER NETWORKS AND INTERNET** 3 HRS.
(Prerequisite, MA 110.) This course answers the basic question “How do computer networks and Internet 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. 4 63 620 0 1104—01

**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. 4 63 625 0 1104—01

**CS 760. NUMERICAL ANALYSIS** 3 HRS.
(Prerequisites, MA 322 and MA 262, and CS 260.) Techniques applicable to computers. Numerical solution of equations, interpolation, numerical differentiation and integration, numerical solution of differential equations, and theory of errors in computation. 4 63 760 0 1101—01

**CS 762. OPTIMIZATION TECHNIQUES** 3 HRS.
(Prerequisites, MA 322 and MA 262, and CS 260.) Computer oriented course. Mathematical development of optimization techniques, linear programming, transportation problems, game theory. 4 63 762 0 1101—01

**CS 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. 4 63 763 0 1101—01

**CS 765. NUMERICAL LINEAR ALGEBRA** 3 HRS.
(Prerequisite, MA 322.) Numerical solutions are sought for Linear systems AX = B and the corresponding eigenproblem. Direct and iterative methods are used to solve AX = B, employing various decompositions and modifications. Givens rotations, Householder reflectors, and various modifications of the QR Method are used to solve the eigenproblem. 4 63 765 0 1102—01

**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. 4 63 775 0 1102—01

**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. 4 63 780 0 1105—01

**CS 810. SEMINAR IN COMPUTER SCIENCE** 0-3 HRS.
Directed reading and research in Computer Science. 4 63 810 3 1102—01

**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. 1 30 101 0 4506—01

**EC 305. INTERMEDIATE MICROECONOMICS** 3 HRS.
(Prerequisites, EC 303 and EC 104 or equivalent and junior standing.) 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. 1 30 305 0 4506—01

**EC 306. INTERMEDIATE MACROECONOMICS** 3 HRS.
(Prerequisites, EC 103 and EC 104 or equivalent and junior standing.) 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. 1 30 306 0 4506—01
EC 313. MATHEMATICAL APPLICATION FOR ECONOMICS 3 HRS.  
(Prerequisites, EC 103, EC 104, and college algebra or equivalent and junior standing.) 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. 1 30 313 0 4506—01

EC 351. LABOR PROBLEMS 3 HRS.  
(Prerequisites, EC 103 and EC 104 or equivalent and junior standing.) 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. 1 30 351 0 4506—01

EC 375. COMPARATIVE ECONOMIC SYSTEMS 2-3 HRS.  
(Prerequisites, EC 103 and EC 104 or equivalent and junior standing.) A comparative study of capitalism, socialism, and communism. Theoretical differences among these economic systems, together with their strengths and weaknesses, are examined. 1 30 375 0 4506—01

EC 410. INTERNSHIP IN ECONOMICS 1-6 HRS.  
(Prerequisite, 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. 1 30 410 2 4506—01

EC 471. INDEPENDENT STUDY 1-3 HRS.  
(Prerequisites, 6 hours of economics, plus consent of instructor and the department chair, and junior standing. Does not answer general education requirements.) Special project or readings on a topic initiated by the student and approved by the instructor. 1 30 471 3 4506—01

EC 501. HISTORY OF ECONOMIC THOUGHT 2-3 HRS.  
(Prerequisites, EC 103 and EC 104.) A survey of the growth and development of economics from ancient times to the present. 1 30 501 0 4506—01

EC 554. PUBLIC FINANCE 3 HRS.  
(Prerequisites, EC 103 and EC 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. 1 30 554 0 4506—01

EC 560. ECONOMIC DEVELOPMENT 3 HRS.  
(Prerequisites, EC 103, and EC 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. 1 30 560 0 4506—01

EC 701. SEMINAR IN ECONOMICS 1-3 HRS.  
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. 1 30 701 0 4506—01

EC 740. BUSINESS CYCLES AND FORECASTING 3 HRS.  
(Prerequisites, EC 103 and EC 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. 1 30 740 0 4506—01

MATHEMATICS

MA 049. ARITHMETIC SKILLS IMPROVEMENT 2 HRS.  
(Prerequisite, for students whose APT, a departmental examination for MA 199 scores indicate a need for arithmetic skills prior to re-enrolling in MA 199.) Review of arithmetic skills including addition, subtraction, multiplication, and division of fractions and decimals; percentages and their applications; and geometric concepts such as area and perimeter. 4 62 049 0 2701—01

MA 095. BEGINNING ALGEBRA 3 HRS.  
(Prerequisite, high school graduate; for students whose ACT scores indicate a 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. 4 62 095 0 2701—01

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. 4 62 096 0 2701—01

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. 4 62 098 0 2701—01

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. 4 62 103 0 2701—01
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. 4 62 165 0 2701—01

MA 210. HONOR 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. 4 62 210 0 2701—01

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. 4 62 225 0 2799—99

MA 240. DISCRETE MATHEMATICS  3 HRS.  
(Prerequisites, MA 161, MA 165, or permission of the instructor.) Includes sets, logic, proof, Boolean Algebra, functions and relations, mathematical induction, recursion, graphs. 4 62 240 0 2701—01

MA 262. CALCULUS II  5 HRS.  
(Prerequisite, MA 161 or equivalent.) Theory of limits, continuity, differentiation, integration. Inverses of transcendental functions, chain rule, techniques of integration, improper integral. Sequences and series. 4 62 262 0 2701—01

MA 263. 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. 4 62 263 0 2701—01

MA 291. MATHEMATICAL MODELING  3 HRS.  
(Prerequisite, MA 161 or MA 165.) A study of mathematical modeling, including the modeling process, model fitting, optimization, experimental modeling, dimensional analysis and simulation, simulation, and modeling using the derivative. 4 62 291 0 2703—01

MA 307. MATHEMATICS FOR ELEMENTARY/ MIDDLE SCHOOL TEACHERS I  3 HRS.  
(Prerequisite, must 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. Each student enrolled in this course must complete an arithmetic proficiency test (APT) at a level of 80% or above at the beginning of the semester. For further details,
contact the Department of Mathematics and Computer Science.

MA 308. MATHEMATICS FOR ELEMENTARY/MIDDLE SCHOOL TEACHER II 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. 4 62 313 0 1313—11

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. 4 62 308 0 1313—11

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. 4 62 312 0 1313—11

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. 4 62 315 0 2701—01

MA 316. TECHNICAL CALCULUS II 3 HRS. (Prerequisite, K.G.E. 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. 4 62 316 0 2701—01

MA 317. APPLIED DIFFERENTIAL EQUATIONS 3 HRS. (Prerequisite, K.G.E. 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. 4 62 317 0 2701—01

MA 322. INTRODUCTION TO LINEAR ALGEBRA 3 HRS. (Prerequisites, MA 240 or permission of instructor.) Elementary vector arithmetic and matrix arithmetic. Gaussian Elimination and the Reduced Echelon Form. Solutions of linear systems of equations. Vector geometry in R3. The concepts linear independence, basis, dimension, range, null space, rank, determinants, orthogonality, Triangle and Schwarz’s inequalities, Gram-Schmidt process, and eigenspaces. 4 62 322 0 2701—01

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. 4 62 331 0 2703—01

MA 335. DIFFERENTIAL EQUATIONS 3 HRS. (Prerequisite, MA 262.) Methods of solution of elementary and linear differential equations with applications to geometry and the physical science. 4 62 335 0 2701—01

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. 4 62 341 0 2705—01

MA 380. PROBABILITY AND STATISTICS 3 HRS. (Prerequisite, MA 262 or consent of department.) An introduction to statistical methods with basic probability, distribution theory, confidence intervals, significance tests, and sampling. 4 62 380 0 2705—01

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. 4 62 386 2 2701—01

MA 410. SEMINAR IN MATHEMATICS 0-4 HRS. (Prerequisite, permission of mathematics department.) A seminar involving various topics in mathematics. 4 62 410 0 2799—99

MA 415. INTEGRATED SCIENCE STUDIES 3 HRS. (Prerequisite, consent 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 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. 4 62 415 0 2701—01

MA 421. COLLEGE GEOMETRY 5 HRS. (Prerequisites, MA 161 and MA 240.) Axiomatic Structure of Geometry, Finite Geometries, Geometric Transformations, Euclidean Geometry and Constructions, Hyperbolic and Elliptic Geometry, Projective Geometry, Inversion Theory and Geometric Topology. 4 62 421 0 2701—01

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. 4 62 425 0 2701—01

MA 460. HISTORY OF MATHEMATICS 1 HR. (Prerequisites, MA 161, MA 165, or permission of instructor.) A survey of ancient and modern mathematics. Problems of historical interest. Appreciation of the contributions of mathematics to present civilization. 4 62 460 0 2701—01

MA 470. TEACHING MATHEMATICS IN THE MIDDLE/HIGH SCHOOL 2-3 hrs. (Prerequisite, Phase I or consent of department.) Methods of teaching contemporary content in high school algebra, geometry and general mathematics. Practical experiences in teaching college trigonometry. Studies in research in mathematics education, recommendations of national committees, setting goals, and writing objectives, selecting materials, diagnosis and remediation, techniques of evaluations. 4 62 470 0 1313—11

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. 4 62 480 3 2799—99

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. 4 62 532 0 2705—01

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 for a maximum of six credits. See Schedule of Classes for specific topic and prerequisites when offered. 4 62 591 0 2799-99

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. 4 62 592 0 1313—11

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. 4 62 715 0 2701—01

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. 4 62 721 0 2701—01

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. 4 62 722 0 2701—01

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. 4 62 727 0 2701—01

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. 4 62 728 0 2701—01

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. 4 62 733 0 2705—01

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. 4 62 734 0 2701—01

MA 735. ADVANCED CALCULUS I 3 hrs. (Prerequisite, MA 263.) A rigorous treatment of limits, continuity and differentiation, Riemann integrals, improper integrals, indeterminate forms and special functions. 4 62 735 0 2701—01

MA 736. ADVANCED CALCULUS II 3 hrs. (Prerequisite, MA 735.) Infinite series, power series, Riemann-Stieltjes integrals, partial differentiation, sequences and series of functions, multiple integration, line integrals, differentials. 4 62 736 0 2701—01

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. 4 62 740 0 2701—01

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. 4 62 744 0 2701—01

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. 4 62 745 0 2701—01
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. 4 62 764 0 2705—01

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 for a maximum of six credits. See Schedule of Classes for specific topic and prerequisites when offered. 4 62 791 0 2799—99

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. 4 62 792 0 1313—11

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. 4 62 793 0 1313—11

MA 810. SEMINAR IN MATHEMATICS 0-4 HRS.  
Directed reading and research in a selected field. 4 62 810 3 2799—99

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. 4 62 820 0 2701—01

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. 4 62 825 0 2701—01

MA 830. 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. 4 62 830 0 2701—01

MA 832. DIFFERENTIAL EQUATIONS II 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. 4 62 832 0 2701—01

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. 4 62 847 4 2799—99

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. 4 62 850 4 2799—99

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. 4 62 955 3 2701—01

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. 4 62 957 4 2799—99

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Associate Professor: Elizabeth Locey, Chair (French)

Professor: William Clamurro, (Spanish).
Assistant Professor: Luisa Pérez (Spanish).
Assistant Professors: Richard Chamberlin (German/French), Marco Polo Hernández Cuevas (Spanish), Abdelilah Salim Sehlaoui (ESL). Instructors: Roy Briggeman (IEP), Marianne Curtis (Asian Studies & Chinese), Juan Carlos Herenández Cuevas (Spanish). Lecturers: Michael Graves (ESL), Jared Larson (Spanish) and Renate Kerwick (German). GTA: Thomas Hampe (French)

http://www.emporia.edu/modlan/modland.htm

Degree programs with specialization in French, German or 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.

Equivalency credit ghosting is granted to entering freshmen who have studied language in secondary school and who wish to accelerate their learning experience by completing more advanced course work. Students may earn up to ten hours equivalency credit by completing more advanced courses.

The following are the two undergraduate degrees granted for work in Modern Languages:

Bachelor of Arts
Bachelor of Science in Education (Secondary)
(Independent education majors may choose a modern language as their area of concentration.)
BACHELOR OF ARTS
MODERN LANGUAGE MAJOR

The programs of study in French, German, and Spanish for the degree Bachelor of Arts provide 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. They are 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 programs in French, German, and 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
FRENCH CONCENTRATION

Prerequisites:

FR 110 Beginning French I (or equiv.) 5 hours
FR 111 Beginning French II (or equiv.) 5 hours

Required courses:

FR 213 Intermediate French I 4 hours
FR 214 Intermediate French II 3 hours
FR 339 Reading and Conversation 3 hours
FR 359 Advanced Grammar & Composition 3 hours
FR 379 Civilization of Francophone Countries 3 hours
FL 499 Foreign Language Capstone Seminar 1 hour

Select one:

FR 435 Survey of French Literature I 3 hours
FR 445 Survey of French Literature II 3 hours

Electives:

Select as needed to fulfill 29 hour requirement.
FR 419 Introduction to Fiction 3 hours
FR 429 Introduction to Drama 3 hours
FR 435 Survey of French Literature I 3 hours
FR 445 Survey of French Literature II 3 hours
FR 475 Independent Study 1-4 hours
FR 495 Special Topics in French 3 hours
FR 635 Directed Studies in French 1-3 hours

BACHELOR OF ARTS
MODERN LANGUAGE MAJOR
GERMAN CONCENTRATION

Prerequisites:

GR 110 Beginning German I (or equiv.) 5 hours
GR 111 Beginning German II (or equiv.) 5 hours

Required courses:

GR 213 Intermediate German I 4 hours
GR 214 Intermediate German II 3 hours
GR 339 Reading and Conversation 3 hours
GR 359 German Language Past and Present 3 hours
GR 365 Introduction to Literature 3 hours
GR 379 Civilization of German-Speaking Countries 3 hours
FL 499 Foreign Language Capstone Seminar 1 hour

Electives - select to fulfill 29-hour requirement:
GR 305 Summer Study Abroad in Germany 4 hours
GR 389 Studies in the Cultures of German-Speaking Countries 3 hours

FR 445 Survey of French Literature II 3 hours
FR 475 Independent Study 1-4 hours
FR 495 Special Topics in French 3 hours
FR 635 Directed Studies in French 1-3 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 of the student’s choice.

FRENCH (SECOND PROGRAM OF STUDY)

This program of study is intended to provide students an in-depth familiarity with French. 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 consisting of 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:

FR 110 Beginning French I (or equiv.) 5 hours
FR 111 Beginning French II (or equiv.) 5 hours

Required courses:

FR 213 Intermediate French I 4 hours
FR 214 Intermediate French II 3 hours
FR 339 Reading and Conversation 3 hours
FR 359 Advanced Grammar & Composition 3 hours
FR 379 Civilization of Francophone Countries 3 hours
FR 419 Introduction to Fiction 3 hours
FR 429 Introduction to Drama 3 hours
FR 435 Survey of French Literature I 3 hours
FR 445 Survey of French Literature II 3 hours
FR 475 Independent Study 1-4 hours
FR 495 Special Topics in French 3 hours
FR 635 Directed Studies in French 1-3 hours

Electives:

Select as needed to fulfill 13 hour requirement.
FR 359 Advanced Grammar & Composition 3 hours
FR 379 Civilization of Francophone Countries 3 hours
FR 419 Introduction to Fiction 3 hours
FR 429 Introduction to Drama 3 hours
FR 435 Survey of French Literature I 3 hours
FR 445 Survey of French Literature II 3 hours
FR 475 Independent Study 1-4 hours
FR 495 Special Topics in French 3 hours
FR 635 Directed Studies in French 1-3 hours
GR 435  Survey of German Literature  3 hours
GR 445  Readings in German Literature  3 hours
GR 475  Independent Study  1-4 hours
GR 495  Special Topics in German  2-3 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 of the student’s choice.

**GERMAN (SECOND PROGRAM OF STUDY)**
This program of study is intended to provide students an in-depth familiarity with German. 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 consisting of 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:**
- GR 110  Beginning German I (or equiv.)  5 hours
- GR 111  Beginning German II (or equiv.)  5 hours

**Required courses:**
- GR 213  Intermediate German I  4 hours
- GR 214  Intermediate German II  3 hours
- Select one:
  - GR 339  Reading and Conversation  3 hours
  - OR
  - GR 359  German Language Past and Present  3 hours

**Electives - select as needed to fulfill 13 hour requirement:**
- GR 305  Summer Study Abroad in Germany  4 hours
- GR 339  Reading and Conversation  3 hours
- GR 359  German Language Past and Present  3 hours
- GR 365  Introduction to Literature  3 hours
- GR 379  Civilization of German-Speaking Countries  3 hours
- GR 389  Studies in the Cultures of German-Speaking Countries  3 hours
- GR 435  Survey of German Literature I  3 hours
- GR 445  Readings in German Literature  3 hours
- GR 475  Independent Study  1-4 hours
- GR 495  Special Topics in German  2-3 hours

**BACHELOR OF ARTS**
**MODERN LANGUAGE MAJOR**
**SPANISH CONCENTRATION**

**LITERATURE TRACK - Spanish**

**Prerequisites:**
- SA 110  Beginning Spanish I (or equiv.)  5 hours
- SA 111  Beginning Spanish II (or equiv.)  5 hours

**Required courses:**
- SA 213  Intermediate Spanish I  4 hours
- SA 214  Intermediate Spanish II  3 hours
- SA 339  Reading and Conversation  3 hours
- SA 359  Advanced Grammar & Composition  3 hours
- SA 365  Introduction to Literature  3 hours
- SA 435  Survey of Peninsular Literature  3 hours
- SA 455  Survey of Latin American Literature  3 hours
- FL 499  Foreign Language Capstone Seminar  1 hour

**Electives:**
- 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 Amer.  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
- SA 635  Directed Studies in Spanish  1-3 hours
- SA 695  Special Topics in Spanish Language and Literature  3 hours

The following may also be counted as an elective:
- EG 210  Introduction to Literary Study  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.

**CULTURE TRACK - Spanish**

**Prerequisites:**
- SA 110  Beginning Spanish I (or equiv.)  5 hours
- SA 111  Beginning Spanish II (or equiv.)  5 hours

**Required courses:**
- SA 213  Intermediate Spanish I  4 hours
- SA 214  Intermediate Spanish II  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
- SA 389  Studies in the Culture of Spain  3 hours
- SA 399  Studies in Culture of Latin America  3 hours
- FL 499  Foreign Language Capstone Seminar  1 hour

**Electives:**
- SA 365  Introduction to Literature  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

The following may be counted as an elective:
- GE 556  Latin America  3 hours

**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  Beginning Spanish I (or equiv.)  5 hours
- SA 111  Beginning Spanish II (or equiv.)  5 hours
- SA 213  Intermediate Spanish I  4 hours
- SA 214  Intermediate Spanish II  3 hours
- SA 339  Reading and Conversation  3 hours
- SA 359  Advanced Grammar & Composition  3 hours
- SA 365  Introduction to Literature  3 hours
- SA 435  Survey of Peninsular Literature  3 hours
- SA 455  Survey of Latin American Literature  3 hours
- FL 499  Foreign Language Capstone Seminar  1 hour

**Electives:**
- 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 Amer.  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
- SA 635  Directed Studies in Spanish  1-3 hours
- SA 695  Special Topics in Spanish Language and Literature  3 hours

The following may also be counted as an elective:
- GE 556  Latin America  3 hours
SA 110  Beginning Spanish I (or equiv.)  5 hours  
SA 111  Beginning Spanish II (or equiv.)  5 hours  

**Required courses:**  
SA 213  Intermediate Spanish I  4 hours  
SA 214  Intermediate Spanish II  3 hours  
SA 339  Reading and Conversation  3 hours  
SA 359  Advanced Grammar & Composition  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 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**  
**—SECONDARY**  
**MODERN LANGUAGE TEACHING FIELD**  
The programs of study in French and Spanish for the degree Bachelor of Science in Education prepare 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, both of which may be a language (example: Spanish-French). A second teaching field in another area may also be chosen (examples: Math-French, History-Spanish.) Option B requires a teaching field in only one 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. The professional education requirements are stated in The Teachers College section.  

**Option A — Requirements:**  
If the major program of study is another modern language, 19 hours (beyond first-year courses that are prerequisites) are required. If the major is another discipline, the requirement is 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 “Intermediate High.” 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.

**FRENCH EMPHASIS**

**OPTION A - Two Teaching Fields**

**Prerequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 110</td>
<td>Beginning French I (or equiv.)</td>
<td>5 hours</td>
</tr>
<tr>
<td>FR 111</td>
<td>Beginning French II (or equiv.)</td>
<td>5 hours</td>
</tr>
</tbody>
</table>

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 213</td>
<td>Intermediate French I</td>
<td>4 hours</td>
</tr>
<tr>
<td>FR 214</td>
<td>Intermediate French II</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 339</td>
<td>Reading and Conversation</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 359</td>
<td>Advanced Grammar &amp; Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 379</td>
<td>Civilization of Francophone Countries</td>
<td>3 hours</td>
</tr>
<tr>
<td>FL 479</td>
<td>Foreign Language Acquisition</td>
<td>3 hours</td>
</tr>
<tr>
<td>FL 540</td>
<td>Language Teaching Methodology</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 419</td>
<td>Introduction to Fiction</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 429</td>
<td>Introduction to Drama</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 435</td>
<td>Survey of French Literature I</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 445</td>
<td>Survey of French Literature II</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 475</td>
<td>Independent Study</td>
<td>1-4 hours</td>
</tr>
<tr>
<td>FR 495</td>
<td>Special Topics in French</td>
<td>3 hours</td>
</tr>
<tr>
<td>FR 635</td>
<td>Directed Studies in French</td>
<td>1-3 hours</td>
</tr>
</tbody>
</table>

**SPANISH EMPHASIS**
OPTION A - Two Teaching Fields

Prerequisites:
SA 110 Beginning Spanish I (or equiv.) 5 hours
SA 111 Beginning Spanish II (or equiv.) 5 hours

Required courses:
SA 213 Intermediate Spanish I 4 hours
SA 214 Intermediate Spanish II 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:
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 Beginning Spanish I (or equiv.) 5 hours
SA 111 Beginning Spanish II (or equiv.) 5 hours

Required courses:
SA 213 Intermediate Spanish I 4 hours
SA 214 Intermediate Spanish II 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:
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 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 Literature 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

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 beginning I course in that language; persons with two years of high school credit in one language may enroll in a beginning II language course in the language. No duplication shall be in excess of ten hours. Students seeking the degree Bachelor of Arts who wish to present themselves for the examination on work taken in high school should consult with the chair of Modern Languages for details.

INTENSIVE ENGLISH COURSES

The Intensive English Program is intended to make admission possible for those non-native speakers of English who are academia 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.

ENGLISH AS A SECOND LANGUAGE AND BILINGUAL-MULTICULTURAL EDUCATION ENDORSEMENT

The English as a Second Language and Bilingual-Multicultural Education programs are designed to provide a means whereby in-service or pre-service teachers may obtain Kansas State endorsement in these areas. 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. government criteria.

The curricula reflect inter-departmental cooperation and incorporate courses from the Department of Modern Languages and Literatures and the Teachers College. ESL and Bilingual-Multicultural Education programs, of which these curricula are a part, are directed and coordinated as a function of the Department of Modern Languages and Literatures.

ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT CURRICULUM

This curriculum requires 12 hours of specialized course work plus a practicum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 519 Language Assessment &amp; Evaluation</td>
<td>3 hours</td>
</tr>
<tr>
<td>FL 532 Teaching English as a Second/Foreign Language</td>
<td>3 hours</td>
</tr>
<tr>
<td>ED 535 Cultural Awareness for Educators</td>
<td>3 hours</td>
</tr>
<tr>
<td>FL 600 Linguistics for Language Teachers</td>
<td>3 hours</td>
</tr>
<tr>
<td>FL 735 Practicum in Teaching English as a Second/Foreign Language</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

BILINGUAL-MULTICULTURAL EDUCATION ENDORSEMENT CURRICULUM (Generic)
This curriculum requires 15 hours of specialized coursework, plus a practicum, and meeting modern language fluency requirements by examination.

**Required courses:**
- FL 519 Language Assessment & Evaluation 3 hours
- FL 532 Teaching English as a Second/Foreign Language 3 hours
- ED 535 Cultural Awareness for Educators 3 hours
- FL 600 Linguistics for Language Teachers 3 hours
- FL 735 Practicum in Teaching English as a Second/Foreign Language 3 hours

In addition, a 3-credit-hour course on the culture in which the designated modern language is dominant, and its implications to the U.S. classroom.

Verified fluency and linguistic competence in the modern language as demonstrated by a language proficiency examination (or examinations) to be administered by, or under the direction of, the Department of Modern Languages and Literatures.

**BILINGUAL-MULTI CULTURAL EDUCATION ENDORSEMENT CURRICULUM**

**Spanish Specialization**

This curriculum requires 15 hours of specialized coursework, plus a practicum, and meeting Spanish language fluency requirements by examination.

**Required courses:**
- FL 513 Hispanic Culture & Its Educational Implications 3 hours
- FL 519 Language Assessment & Evaluation 3 hours
- FL 532 Teaching English as a Second/Foreign Language 3 hours
- ED 535 Cultural Awareness for Educators 3 hours
- FL 600 Linguistics for Language Teachers 3 hours
- FL 735 Practicum in Teaching English as a Second/Foreign Language 3 hours

Verified fluency and linguistic competence in the Spanish language as demonstrated by a language proficiency examination (or examinations) to be administered by, or under the direction of, the Department of Modern Languages and Literatures.

**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, healthcare, 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](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 (SA 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**
- SA 379 Civilization of Spanish Speaking Countries 3 hours
- SA 399 Studies in Culture of Latin America 3 hours
- SA 455 Survey of Latin American Literature 3 hours
- SA 466 Readings in Latin American Literature 3 hours
- SA 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:**
- FL 110 Beginning Chinese I 3 hours
FL 111 Beginning Chinese II 3 hours

Required (12 hours):
FL 120 Introduction to East Asian Cultures 3 hours
FL 121 Introduction to Modern Asia 3 hours
FL 213 Intermediate Chinese I 3 hours
FL 214 Intermediate Chinese II 3 hours

Electives (3 hours):
(Choose one course to fulfill the 15 hour requirement)
FL 475 Independent Study in Foreign Lang. 1-4 hours
PI 335 Eastern Thought: Hinduism to Zen 3 hours
HI 475 Modern China 3 hours
HI 474 China to 1800 3 hours

LABORATORY AND LIBRARY FACILITIES
The Modern Language laboratory is equipped to provide self-paced language instruction. The modern language library consists of over 4,000 French, German, Latin, Russian, and Spanish books in the William Allen White Library. Reference books; philological, pedagogical, and literary periodicals; newspapers and magazines in the modern languages; maps; slides, videos, and dvd’s are housed in the department.

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 Modern Languages and Literatures:

INTENSIVE ENGLISH

The following courses are primarily designed for non-native speakers of English.

FL 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. 4 40 001 0 1314—01

FL 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. 4 40 002 0 1314—01

FL 003. INTERMEDIATE WRITING 0 HRS.
A non-credit intensive English course designed to improve English writing skills of non-English-speaking students. 4 40 003 0 1314—01

FL 004. INTERMEDIATE READING 0 HRS.
A non-credit intensive English course designed to improve reading skills of non-English-speaking students. 4 40 004 0 1314—01

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. 4 40 005 0 1314—01

FL 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. 4 40 006 0 1314—01

FL 008. ADVANCED READING 0 HRS.
A non-credit intensive English course designed to improve the reading skills of advanced level non-English-speaking students. 4 40 008 0 2312—01

FL 009. ADVANCED WRITING 0 HRS.
An intensive English course for advanced level non-English-speaking students to help them improve their English writing skills. 4 40 009 0 1314—01

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. 4 40 010 2 1314—01

FL 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. 4 40 075 0 1314—01

MODERN LANGUAGE

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. 4 40 095 2 2401—02

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. 4 40 100 1 1601—01

FL 110. BEGINNING SPOKEN CHINESE I 3 HRS.
This course will enable students to speak and understand Mandarin Chinese. Students will begin to acquire ability to orally express thoughts and react appropriately to others’ oral behavior both automatically and with authenticity. Offered every fall. 4 40 110 0 1603—01

FL 111. BEGINNING SPOKEN CHINESE II 3 HRS.
(Prerequisite, FL 110 or permission of instructor.) This course will
enable students to speak and understand Mandarin Chinese. Students will continue to acquire ability to orally express thoughts and react appropriately to others’ oral behavior both automatically and with authenticity. Offered every spring.  4 40 111 0 1603—01

FL 120. INTRODUCTION TO EAST ASIAN CULTURES 3 HRS.
This course will be an introduction to the traditional and modern cultures of China, Japan, and Korea. In this course, students will gain a basic knowledge of history, geography, social structure, politics, religions, languages and literatures of these three countries. Offered every fall.  4 40 120 0 0501—04

FL 121. 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, international relations, business and economics, and art and culture. Offered every spring.  4 40 121 0 0501—03

FL 213. INTERMEDIATE SPOKEN CHINESE I 3 HRS.
(Prerequisite, FL 111.) This is a course in intermediate spoken Chinese. Its purpose is to enable students to speak and understand Mandarin Chinese. Students will learn intermediate level sentence structure, vocabulary, and grammar. Offered every fall.  4 40 213 0 1603—01

FL 214. INTERMEDIATE SPOKEN CHINESE II 3 HRS.
(Prerequisite, FL 213.) 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.  4 40 214 0 1603—01

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.  4 40 300 0 1313—06

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.  4 40 475 0 1600—00

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.  4 40 479 0 1314—01

FL 495. SPECIAL TOPICS IN FOREIGN LANGUAGES 2-3 HRS.
Special topics such as Spanish or French art, bilingualism or foreign language curriculum.  4 40 495 0 1601—01

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.  4 40 499 0 1600—00

FL 513. HISPANIC CULTURE AND ITS EDUCATIONAL IMPLICATIONS 3 HRS.
(Primarily for education majors and educators seeking bilingual-multiphicultural 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-multiphicultural education endorsement, and elementary education bilingual/bicultural specialization curricula.  4 40 513 0 1302—01

FL 519. LANGUAGE ASSESSMENT AND EVALUATION 3 HRS.
(This course is a part of the ESL and Bilingual-Multicultural 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.  4 40 519 0 1302—01

FL 532. TEACHING ENGLISH AS SECOND / FOREIGN LANGUAGE METHODOLOGY 3 HRS.
This course provides theory and practice of teaching English as a second language (ESLEFL). 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.  4 40 532 0 1314—01

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. 4 40 540 0 1313—09

FL 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. 4 40 600 0 1601—02

FL 732. SPECIAL TOPICS IN TEACHING ENGLISH AS A SECOND/OTHER LANGUAGE (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:
*proven TESOL strategies, techniques, approaches, and resources for ESOL classroom use.
*presentation in the content areas of math, science, language arts, and social studies for both elementary and secondary classrooms.
*special education and TESOL
*assessment strategies, techniques, specially designed for ELL.
*legal issues related to the education of ELLs and TESOL
*native language and literacy methods
*parental/administrative/community involvement strategies.
4 40 732 0 1314—01

FL 735. PRACTICUM IN TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE 3 HRS.
(Prerequisite, FL 600 or permission of instructor.) This course will involve seminars, observation, participation and supervised teaching experience in English as a second or foreign language.
4 40 735 2 1314—01

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.
4 41 100 0 1609—01

FR 110. BEGINNING FRENCH 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. 4 41 110 0 1609—01

FR 111. BEGINNING FRENCH II 5 HRS.
(Prerequisite, FR 110 or equivalent.) Continuation and expansion of Beginning French I with further emphasis on understanding, speaking, reading, and writing. Study of the culture of Francophone countries continued. Offered every spring. 4 41 111 0 1609—01

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.
4 41 120 0 1609—01

FR 213. INTERMEDIATE FRENCH I 4 HRS.
(Prerequisite, FR 111 or equivalent.) 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. 4 41 213 0 1609—01

FR 214. INTERMEDIATE FRENCH II 3 HRS.
(Prerequisite, FR 213 or equivalent.) Continuation of Intermediate French I 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. 4 41 214 0 1609—01

FR 339. READING AND CONVERSATION 3 HRS.
(Prerequisite, FR 214 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. 4 41 339 0 1609—01

FR 359. ADVANCED GRAMMAR AND COMPOSITION 3 HRS.
(Prerequisite, FR 214 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.
4 41 359 0 1609—01

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. 4 41 379 0 1609—01

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. 4 41 419 0 1609—01

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. 4 41 429 0 1609—01

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. 4 41 435 0 1609—01
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.  4 41 445 0 1609—01

FR 475. INDEPENDENT STUDY 1-4 HRS.
4 41 475 3 1609—01

FR 495. SPECIAL TOPICS IN FRENCH 2-3 HRS.
Topics selected from French literature, language, or culture.  4 41 495 0 1609—01

FR 604. MODERN FRENCH FICTION 3 HRS.
(Prerequisite, 17 hours college French or equivalent.) Nineteenth and twentieth-century prose writers. Collateral reading and reports.  4 41 604 0 1609—01

FR 635. DIRECTED STUDIES IN FRENCH 1-3 HRS.
(Prerequisite, upper-division undergraduate or graduate.) Topics selected from French literature, language, or culture.  4 41 635 0 1609—01

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.  4 41 835 4 1609—01

FR 855. SEMINAR IN FRENCH 1-4 HRS.
(Prerequisite, 24 hours college French or equivalent.) Projects at the graduate level based on individual need.  4 41 855 3 1609—01

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.  4 42 100 0 1605—01

GR 110. BEGINNING GERMAN I 5 HRS.
Fundamental principles of pronunciation and grammar. Dictation, reading, simple speaking, and writing. Offered every fall.  4 42 110 0 1605—01

GR 111. BEGINNING GERMAN II 5 HRS.
(Prerequisite, GR 110 or equivalent.) Conversation, reading for comprehension, German life and culture. Offered every spring.  4 42 111 0 1605—01

GR 213. INTERMEDIATE GERMAN I 4 HRS.
(Prerequisite, GR 111 or equivalent.) Continuation of Beginning German II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of German-speaking countries continued. Offered every fall.  4 42 213 0 1605—01

GR 214. INTERMEDIATE GERMAN II 3 HRS.
(Prerequisite, GR 213 or equivalent.) Continuation of Intermediate German I 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.  4 42 214 0 1605—01

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.  4 42 305 0 1605—01

GR 339. READING AND CONVERSATION 3 HRS.
(Prerequisite, GR 214 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.  4 42 339 0 1605—01

GR 359. GERMAN LANGUAGE PAST AND PRESENT 3 HRS.
(Prerequisite, GR 214 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.  4 42 359 0 1605—01

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.  4 42 365 0 1605—01

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.  4 42 379 0 1605—01

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.  4 42 389 0 1605—01

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.  4 42 435 0 1605—01

GR 445. READING IN GERMAN LITERATURE 3 HRS.
(Prerequisite, GR 365.) In-depth study of issues, writers, and genres in German literature.  4 42 445 0 1605—01

GR 475. INDEPENDENT STUDY 1-4 HRS.
(Prerequisite, permission of instructor.)  4 42 475 3 1605—01

GR 495. SPECIAL TOPICS IN GERMAN 2-3 HRS.
(Prerequisite, GR 214 or equivalent.) Topics selected from German literature, language, or culture.  4 42 495 0 1605—01

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.  4 45 100 0 1609—05

SA 110. BEGINNING SPANISH 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.  4 45 110 0 1609—05

SA 111. BEGINNING SPANISH II  5 HRS.
(Prerequisite, SA 110 or equivalent.) Continuation and expansion of
Beginning Spanish I with further emphasis on understanding,
speaking, reading and writing. Study of the culture of Spanish-
speaking countries continued. Offered every semester.  4 45 111 0
1609—05

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.  4 45 130 0 1609—05

SA 135. THE ESSENTIALS OF SPANISH GRAMMAR  1 HR.
This Internet course introduces students to the basic structures of
Spanish grammar. The course is designed to help educators to
recognize simple phrases and to anticipate meaning through familiarity
with grammatical patterns. Grammar lessons and cultural readings
accompany and expand on the textbook. 4 45 135 0 1609—05

SA 213. INTERMEDIATE SPANISH I  4 HRS.
(Prerequisite, SA 111 or three years of high school Spanish.)
Continuation of Beginning Spanish 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.  4 45 213 0 1609—05

SA 214. INTERMEDIATE SPANISH II  3 HRS.
(Prerequisite, SA 213 or equivalent.) Continuation of Intermediate
Spanish I 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.  4 45 214 0 1609—05

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.
4 45 301 0 1609—05

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.
4 45 305 0 0501—07

SA 339. READING AND CONVERSATION  3 HRS.
(Prerequisite, SA 214 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. 4 45 339 0 1609—05

SA 359. ADVANCED GRAMMAR AND
COMPOSITION  3 HRS.
(Prerequisite, SA 214 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. 4 45 359 0 1609—05

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. 4 45 365 0 1609—05

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. 4 45 379 0 1609—05

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. 4 45 389 0
1609—05

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.
4 45 399 0 1609—05

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. 4 45 410 0 1609—05

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. 4 45 429 0 1609—05

SA 446. READINGS IN PENINSULAR LITERATURE  3 HRS.
(Prerequisite, SA 365.) In-depth study of issues, writers, and genres
in Peninsular literature. 4 45 446 0 1609—05

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. 4 45 455 0 1609—05

SA 466. READINGS IN LATIN AMERICAN
LITERATURE  3 HRS.
SA 475. INDEPENDENT STUDY 1-4 HRS.
4 45 475 3 1609—05

SA 495. SPECIAL TOPICS IN SPANISH 2-3 HRS.
Topics selected from Spanish literature (Peninsular or Latin-American), language or culture. 4 45 495 0 1609—05

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). 4 45 635 0 1609—05

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. 4 45 695 0 1609—05

SA 774. PRACTICUM IN SPANISH 1-3 HRS.
(Prerequisite, 17 hours college Spanish or equivalent.) Intensive practice in the oral language. 4 45 774 0 1609—05

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. 4 45 835 4 1609—05

SA 855. SEMINAR IN SPANISH 1-4 HRS.
(Prerequisite, 24 hours college Spanish or equivalent.) Projects at the graduate level based on individual needs. 4 45 855 3 1609—05

DEPARTMENT OF MUSIC

Professor Marie C. Miller, Chair
(Music Education, Piano)

Associate Professor Terry Barham, Associate Chair
(Choral, Music Education)

Professor: Terry J. Barham (Choral Director, Music Education), Marie C. Miller (Music Education, Piano). Associate Professors: Allan D. Comstock (Double Reeds, Music History), Martín Cuéllar (Piano), Andrew Houchins (Theory), Ken Prewitt (Voice), Penelope A. Speedie (Voice, Opera, World Music), James A. Starr (Violin, Viola, Music Education), Gary Ziek (Bands, Brass). Assistant Professors: Tracey Freeze (Percussion, Marching Band), Jeffrey Hodapp (Low Brass), Dawn McConkie (Single Reeds, Music Education). Instructors: Tiffany Budke (Piano), Diane McCarty (Music Education), Joseph Rodgers (Orchestra, Cello, String Bass). Anna Ryan (Voice, Ear Training), Terrisa Ziek (Horn, Music Education).

http://www.emporia.edu/music/muhome.htm

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, artists and scholars in their respective specializations, 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 - Performance
- Bachelor of Music Education

**BACHELOR OF ARTS**

**MUSIC MAJOR**

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, include opportunities for student-directed elective second concentrations. Students have extensive opportunities for solo, chamber, and ensemble performance.

This major encompasses 48 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.

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 (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 275 Sight Singing Proficiency 2 hours
- MU 477 Basic Conducting 2 hours
- MU 585 Professional Portfolio 1 hour
- MU 595 Computer Literacy Portfolio 1 hour

**Music Performance (18 hours):**
- Applied Music-Primary Instrument 8 hours
- Group/Applied Piano 2 hours
- Music Laboratories 8 hours
- MU 575 Senior Recital 2 hours
- MU 580 Senior Capstone Research Project 2 hours

**Music Electives:**
- music theory, history, conducting, or methods 2 hours

**Second Field or Internship Requirements**
- 12 hours

**BACHELOR OF MUSIC**

**MUSIC MAJOR**

**PERFORMANCE CONCENTRATION**

The degree Bachelor of Music with emphasis in 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 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 are stringent, and include a strong emphasis on solo, chamber, and large ensemble performance opportunities. Students may major in voice, piano, organ, violin, viola, cello, double-bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, trombone, horn, baritone horn, tuba, percussion, and classical guitar.

This major includes a minimum of 82 hours with additional hours in one foreign language. See individual course descriptions for prerequisites and concurrent enrollment requirements.

Students must also complete general education requirements as stated in this catalog.

**Music Theory (20 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
- MU 488 Orchestration 2 hours
- MU 477 Basic Conducting 2 hours
- MU 478 Orchestration 2 hours
- MU 480 Choral Conducting 2 hours
- MU 585 Professional Portfolio 1 hour
- MU 595 Computer Literacy Portfolio 1 hour

**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 (6 hours):**
- MU 099 Music Convocation (required each semester) 3 hours
- MU 275 Sight-singing Proficiency 3 hours
- MU 477 Basic Conducting 2 hours
- MU 480 Choral Conducting 2 hours
- MU 484 Instrumental Conducting 2 hours
- MU 585 Professional Portfolio 1 hour
- MU 595 Computer Literacy Portfolio 1 hour

**Music Performance (52 hours):**
- Applied Music-Primary Instrument 32-36 hours
- Applied Music-Secondary Instrument 4 hours
- Music Laboratories 8 hours
- Chamber Music 2-4 hours
- MU 375 Junior Recital 2 hours
- MU 575 Senior Recital 2 hours

**Free Electives**
- 10 hours
Music Electives (2-4 hours)

- MU 777 Foreign Language Diction - required of vocal concentration students 1 hour

Modern Language (12-13 hours)

BACHELOR OF MUSIC EDUCATION
MUSIC TEACHING FIELD
(PreK-12)

The degree Bachelor of Music Education 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 major selects the Instrumental Music Emphasis or the Vocal Music Emphasis. 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.

Students must also complete general education requirements as stated in this catalog.

Instrumental Music Emphasis —

Music Theory (18 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
- MU 488 Orchestration 2 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 275 Sight Singing Proficiency
- MU 276 Piano Proficiency
- MU 477 Basic Conducting 2 hours
- MU 585 Professional Portfolio 1 hour
- MU 595 Computer Literacy Portfolio 1 hour

Music Performance (21 hours):

- Applied Music-Primary Instrument 8 hours
- Group/Applied Piano 6 hours
- Music Laboratories (MU220/310) 7 hours
- MU 575 Senior Recital

Music Education Methods (19 hours):

- MU 210 Intro. to Music Education 1 hour
- MU 211 Intro. to Music Education Lab 1 hour
- 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 Techniques 1 hour
- MU 474 Elementary Music Methods 2 hours
- MU 484 Instrumental Conducting 2 hours
- MU 494 Instrumental Music Methods 2 hours
- MU 496 Philosophy and Research in Music Education 2 hours

Vocal Music Emphasis —

Music Theory (18 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
- MU 488 Orchestration 2 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 275 Sight Singing Proficiency
- MU 276 Piano Proficiency
- MU 477 Basic Conducting 2 hours
- MU 585 Professional Portfolio 1 hour
- MU 595 Computer Literacy Portfolio 1 hour

Music Performance (21 hours):

- Applied Music-Primary Instrument 8 hours
- Group/Applied Piano 6 hours
- Music Laboratories (MU220/310) 7 hours
- MU 575 Senior Recital

Music Education Methods (19 hours):

- MU 210 Intro. to Music Education 1 hour
- MU 211 Intro. to Music Education Lab 1 hour
- 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 Techniques 1 hour
- MU 474 Elementary Music Methods 2 hours
- MU 484 Instrumental Conducting 2 hours
- MU 494 Instrumental Music Methods 2 hours
- MU 496 Philosophy and Research in Music Education 2 hours

Music Electives 1-2 hours
- MU 210 Intro. to Music Education 1 hour
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
MU 329 Music History II 3 hours
  Applied Music 4 hours
  Music Laboratories 2 hours
  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
  Music Electives 6 hours

MUSIC ENSEMBLES

The Department of Music offers a wide variety of performance ensembles available to all university students. Ensembles re-hearse 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

Chamber Music —
  MU 391A Chamber Winds
  MU 391C Percussion Ensemble
  MU 391G Madrigal Singers
  MU 391H Flute Choir
  MU 391J Clarinet Choir
  MU 391K Saxophone Ensemble
  MU 391M Amphion Men’s Ensemble

Jazz —
  MU 318 Jazz 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. Two weekly half-hour private lessons per semester plus necessary practice are required for two or more credit hours. A student may study as many instruments as desired. Private instruction by a performing artist-in-residence is available for voice, flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, baritone horn, tuba, violin, viola, cello, string bass, piano, harpsichord, percussion, and composition. 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. 4 65 050 3 5009—01 through 4 65 068 3 5009—01

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. 4 65 099 50 5009—01

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. 4 65 101 0 5009—01

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 solfège. MIDI based drill software and sight singing software will be available. 4 65 108 1 5009—04

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. 4 65 109 1 5009-04
MU 110. COMPUTERS IN MUSIC 1 HR.
To develop a solid understanding of how both Macintosh and IBM computers work and what their functions are and can be in an educational situation. Work will be done on various programs in both formats to familiarize students with the most current software available in the field of music. 4 65 110 0 5009—01

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. 4 65 118 0 5009—04

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. 4 65 119 0 5009—04

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. 4 65 121 0 5009—03

MU 122. COMPOSITION I 3 HRS.
(Prerequisite, consent of instructor.) Introduction to formal principles of composition, contemporary techniques, and the range and characteristics of instruments and voices. 4 65 122 3 5009—04

MU 123. COMPOSITION I 3 HRS.
(Prerequisite, MU 122 and/or permission of instructor.) 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. 4 65 123 3 5009—04

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. 4 65 124 0 1313—01

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. 4 65 126 1 5009—01

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. 4 65 127 1 5009—01

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 arpeggios as with alternating hands, chord progression, playing of simple tunes by ear, and the transposition of simple melodies. 4 65 131 1 5009—01

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. 4 65 132 1 5009—01

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, 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. 4 65 133 1 5009—01

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. 4 65 134 1 5009—01

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. 4 65 135 0 5009—01

MU 136. GUITAR FOR FUN—ADVANCED BEGINNERS 1 HR.
(Prerequisite, MU 135 or equivalent skill.) 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. 4 65 136 0 5009—01

MU 208. EAR TRAINING/SIGHT SINGING 3 1 HR.
MU 209. EAR TRAINING/SIGHT SINGING 4 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. 4 65 208 1 5009—04

MU 210. INTRODUCTION TO MUSIC EDUCATION 1 HR.
(Concurrent with MU 211.) This course 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 rational for music instruction and current trends in music education. 4 65 210 0 1313—12

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. 4 65 218 0 5009—04

MU 219. MUSIC THEORY 4 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 three courses, Music Theory 4 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. 4 65 219 0 5009—01

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. 4 65 220 5 5009—03

MU 222. COMPOSITION II 3 HRS.
(Prerequisite, consent of instructor.) Continuation of MU 122 and MU 123 with special emphasis on polyphonic writing. 4 65 222 3 5009—04

MU 223. COMPOSITION II 3 HRS.
(Prerequisite, consent of instructor.) A continuation of the techniques introduced in MU 222. Expansion of creativity to vocal and instrumental ensembles of varying sizes and mixtures. 4 65 223 3 5009—04

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. 4 65 226 0 5009—01

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. 4 65 236 0 5009—01

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. 4 65 244 5 5009—03

MU 245. MARCHING BAND 1 HR.
4 65 245 5 5009—03

MU 247. CONCERT BAND 1 HR.
4 65 247 5 5009—03

MU 250-270. APPLIED MUSIC 1, 2, 3, or 4 HRS.
Private lessons. Voice, piano, organ, orchestral instruments, composition, or digital audio. No fee for music majors. 4 65 250 3 5009—01 through 4 65 270 3 5009—01

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. 4 65 275 2 5009—03

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. 4 65 276 2 5009—03

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
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). 4 65 302 1 5009—04

MU 310. A CAPPELLA CHOIR 1 HR.
(Prerequisite, by audition.) Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English. 4 65 310 5 5009—03

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. 4 65 312 5 5009—03

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. 4 65 314 5 5009—03

MU 316. SYMPHONIC WIND ENSEMBLE 1 HR.
4 65 316 3 5009—03

MU 318. JAZZ ENSEMBLE 1 HR.
(Prerequisite, consent of instructor.) 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. 4 65 318 5 5009—03

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. 4 65 319 5 1313—12

MU 322. COMPOSITION III 4 or 5 HRS.
(Prerequisites, permission of instructor and finished original work in small forms for various media.) A study of more complex principles of composition and contemporary techniques. Original writing including larger forms and large ensembles. 4 65 322 3 5009—04

MU 323. COMPOSITION III 4 or 5 HRS.
(Prerequisites, MU 322 and/or permission of instructor, and finished original work in small forms for various media.) A furthering of creativity in larger, more complex forms using mixed instrumental and vocal ensembles of varied sizes. 4 65 323 3 5009—04

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. 4 65 324 0 5009—02

MU 328. MUSIC HISTORY I 3 HRS.
(Prerequisite, MU 119 with minimum grade of C.) 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. 4 65 328 0 5009—02

MU 329. MUSIC HISTORY II 3 HRS.
(Prerequisite, MU 119 with minimum grade of C.) 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. 4 65 329 0 5009—02

MU 344. MUSIC FOR ELEMENTARY TEACHERS 2 HRS.
(Prerequisite, MU 124 or advanced standing on basis of examination.) 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. 4 65 344 0 1313—12

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. 4 65 350 0 1313—12

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. 4 65 352 0 1313—12

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. 4 65 356 0 1313—12

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. 4 65 358 0 1313—12

MU 360. BEGINNING COMPOSITION 1 HR.
(Prerequisite, MU 218.) Class format: listen and analyze techniques of early twentieth composers including Debussy, Holst, Vaughan Williams, Copland, Stravinsky, Bartok, Hindemith. Information gleaned will be used in student’s compositional process. 4 65 360 3 5009—04

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. 4 65 362 3 5009—04

MU 371. INDIVIDUAL PROJECTS 1, 2, or 3 HRS.
(Prerequisite, consent of department chair and instructor.) 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 (e.g., Arranging, Orchestral repertory, and the like). 4 65 371 4 5009—99

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. 4 65 372 0 1313—12

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. 4 65 373 0 1313—12

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. 4 65 375 2 5009—03

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. 4 65 391 5 5009—03

MU 410. NAVIGATING COMPUTERS IN MUSIC 2 HRS.
This course will provide an overview of basic computer and electronic resources available to musicians. 4 65 410 0 5009—99

MU 412. DIGITAL AUDIO 2 HRS.
This course explores the fundamental concepts of digital audio recording and provides opportunities for practical application. 4 65 412 0 5009—99

MU 422. COMPOSITION IV 4 or 5 HRS.
(Prerequisite, MU 323 and/or permission of instructor.) 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. 4 65 422 3 5009—04

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. 4 65 442 0 5009—02

MU 450-459. APPLIED MUSIC 1-5 HRS.
Private lessons. Voice, piano, orchestral instruments. Student must be approved by music faculty for enrollment in this level. 4 65 450 3 5001—02 through 4 65 459 3 5001—02

MU 460. 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. 4 65 460 3 5009—04

MU 461-470. APPLIED MUSIC 1-5 HRS.
Private lessons. Instruments, composition, or digital audio. Student must be approved by music faculty for enrollment in this level. 4 65 461 3 5001—02 through 4 65 470 3 5001—02

MU 474. ELEMENTARY SCHOOL MUSIC METHODS 2 HRS.
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. 4 65 474 0 1313—12

**MU 477. BASIC CONDUCTING** 2 HRS.  
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. 4 65 477 0 5009—99

**MU 480. CHORAL METHODS** 2 HRS.  
(Prerequisites, MU 210 and MU 211.) 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. 4 65 480 0 1313—12

**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. 4 65 482 0 1313—12

**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. 4 65 484 0 1313—12

**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. 4 65 486 0 1313—12

**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. 4 65 488 0 5009—03

**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. 4 65 489 0 5009—03

**MU 494. INSTRUMENTAL METHODS** 2 HRS.  
(Prerequisites, MU 210 and MU 211; music majors only.) 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. 4 65 494 0 1313—12

**MU 496. PHILOSOPHY AND RESEARCH IN MUSIC EDUCATION** 2 HRS.  
(Prerequisites, MU 474 or MU 494 with minimum grade of B.) 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. 4 65 496 0 1313—12

**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. 4 65 501 0 5009—99

**MU 502. DOUBLE REED MAKING** 1 HR.  
(Prerequisite, permission of instructor. Credit towards a graduate degree limited to one hour.) The technique of making double reeds (i.e., selecting, gouging, shaping, binding, and adjusting cane) is taught through practical application. 4 65 502 1 5009—99

**MU 520. VOICE DICTION I** 1 HR.  
(Prerequisite, two semesters of applied voice study.) 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. 4 65 520 0 1313—12

**MU 522. VOICE DICTION II** 1 HR.  
(Prerequisite, MU 520.) This course will provide knowledge and skill development for French and German music vocal texts. Not for graduate credit. 4 65 522 0 1313—12

**MU 524. VOCAL PEDAGOGY** 2 HRS.  
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. 4 65 524 0 1313—12

**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. 4 65 550 3 5009—01 through 4 65 568 3 5009—01

**MU 570. APPLIED DIGITAL AUDIO** 1-2 HRS.  
Applied digital audio lessons. Student must be approved by music
MU 575. SENIOR RECITAL 0 HRS. 
(Prerequisite, must be enrolled in 500 level applied music.) 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. 4 65 570 3 5001—02

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. 4 65 580 0 5001—02

MU 585. PROFESSIONAL PORTFOLIO 1 HR. 
(Prerequisite, seniors only.) 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. 4 65 585 0 5009—01

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. 4 65 595 0 5009—01

MU 610. A CAPPELLA CHOIR 1 HR. 
(Prerequisite, by audition.) Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English. 4 65 610 5 5009—03

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. 4 65 618 0 5009—01

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-triandic techniques, Quartal Harmony, Mixed Meters, Pandiatonicism and Polychords. 4 65 619 0 5009—01

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. 4 65 620 5 5009—03

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. 4 65 628 0 5009—02

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. 4 65 629 0 5009—02

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. 4 65 630 5 5009—03

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. 4 65 635 5 5009—03

MU 645. MARCHING BAND 1 HR. 
4 65 645 5 5009—03

MU 646. SYMPHONIC BAND 1 HR. 
4 65 646 5 5009—03

MU 647. CONCERT BAND 1 HR. 
4 65 647 5 5009—03

MU 648. JAZZ ENSEMBLE 1 HR. 
(Prerequisite, consent of instructor.) 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. 4 65 648 5 5009—03

MU 675. ACCOMPANYING 1 HR. 
An intense experience in the art of keyboard accompanying; the course must include a public performance. 4 65 675 3 5009—03

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. 4 65 678 0 5009—04

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. 4 65 691 5 5009—03

MU 721. PIANO PEDAGOGY 2 HRS. 
A survey of teaching materials appropriate to all levels of advancement of the private and class piano student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material to meet this need. 4 65 721 0 1313—12
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. 4 65 723 0 1313—12

MU 724. WOODWIND PEDAGOGY 2 HRS.
(Prerequisite, graduate status, undergraduate/junior status or permission of instructor.) 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. 4 65 724 0 1313—12.

MU 725. BRASS PEDAGOGY 2 HRS.
(Prerequisite, graduate status, undergraduate/junior status or permission of instructor.) 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. 4 65 725 0 1313—12.

MU 726. PERCUSSION PEDAGOGY 2 HRS.
(Prerequisite, graduate status, undergraduate/junior status or permission of instructor.) 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. 4 65 726 0 1313—12.

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. 4 65 728 0 1313—12

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. 4 65 730 2 1313—12

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. 4 65 732 2 1313—12.

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. 4 65 733 0 5009—02

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. 4 65 734 0 5009—02

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. 4 65 735 0 5009—02

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. 4 65 736 0 5009—02

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. 4 65 737 0 5009—02

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. 4 65 738 0 5009—02

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. 4 65 739 0 5009—02

MU 740. PIANO LITERATURE 2 HRS.
A scrutiny of the significant music written for the piano is investigat-ed 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. 4 65 740 0 5009—02

MU 741. THE ART SONG: ITS HISTORY AND LITERATURE 2 HRS.
(Prerequisite, Basic Music, Voice Class, or equivalent skills.) 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. 4 65 741 0 5009—02
MU 746. CANON AND FUGUE 3 HRS.
Through a practical approach, students will explore the techniques of the eighteenth-century canon and fugue. 4 65 746 0 5009—02

MU 760. APPLIED COMPOSITION 1 HR.
(Prerequisite, MU 362 or comparable course or permission of instructor.) 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. 4 65 760 3 5009—04

MU 772. 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. 4 65 772 0 5009—05

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. 4 65 775 0 1313—02

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. 4 65 776 0 5009—04

MU 779. CHURCH SERVICE PLAYING 2 HRS.
The playing of liturgical and non-liturgical services and their music. 4 65 779 0 5009—03

MU 800. GRADUATE RECITAL 2 HRS.
(Prerequisite, completion with a grade of “B” or better of three semesters of graduate applied study in voice or on a major instrument and acceptance as a candidate for the degree Master of Music in Performance.) 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. 4 65 800 4 5009—03

MU 801. GRADUATE RECITAL PROGRAM RESEARCH NOTES 1 HR.
(Prerequisite, concurrent enrollment in MU 800 and MU 838.) Extensive researched formal program notes are required to be handed out and accompany the performance of the Graduate Recital. This course is designed to prepare for and meet this requirement. The course includes counseling with the major professor as to format and foot noting systems, library and other research to obtain source material, and writing the notes under supervision of the major professor. The final revised notes must be approved by the major professor and the graduate advisor and submitted to the music office secretary for final typing in preparation for the recital. 4 65 801 4 5009—03

MU 810. NAVIGATING COMPUTERS IN MUSIC 2 HRS.
This course will provide an overview of basic computer and electronic resources available to musicians. 4 65 810 0 5001—02

MU 812. DIGITAL AUDIO 2 HRS.
This course explores the fundamental concepts of digital audio recording and provides opportunities for practical application. 4 65 812 0 5009—99

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.). 4 65 816 0 5009—99

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. 4 65 820 0 1313—12

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. 4 65 827 0 1313—12

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. 4 65 830 0 5001—02

MU 837. MUSIC OF THE TWENTIETH 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. 4 65 837 0 5009—02

MU 838. INTRODUCTION TO MUSIC RESEARCH 3 HRS.
An introduction to current methods of research in music. This 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. 4 65 838 0 5009—99

MU 839. RESEARCH IN MUSIC EDUCATION 2 HRS.
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. 4 65 839 0 5009—99

MU 840. GRADUATE MUSIC HISTORY 3 HRS. (A bachelor’s degree in music and approved eligibility for graduate study in music at ESU.) A course in music history required of all graduate students in which unique or special areas in music history and literature will be explored in depth, important original source readings in music history will be examined, special advanced topics in 20th Century music will be investigated via research papers and class presentations, and identification of many great works of music will be enhanced through familiarity with assigned listening lists and listening exams. 4 65 840 0 5009—02

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. 4 65 841 0 5009—02

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. 4 65 842 0 5009—02

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). 4 65 843 0 5009—04

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-analytic examination of musical structures, from the Baroque era (1600) through the late 19th Century (Wagner). 4 65 844 0 5009—04

MU 845. SCORE ANALYSIS, PERFORMANCE, AND PERFORMANCE PRACTICE 2 HRS. (Minimum prerequisite, two semesters of undergraduate music history and one semester of graduate music history completed or concurrent enrollment.) 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. 4 65 845 0 5009—03

MU 846. HISTORY AND PHILOSOPHY OF MUSIC EDUCATION 2 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 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 acquaint the student with significant historical events in music education from the Greek/Christian Roman periods up through the 20th Century. A study of the philosophy of music education (its foundation and principles) will also be addressed along with the historical survey. The course will enable the student to understand various philosophies of music education within a historical context, enabling the students to more intelligently develop effective goals and objectives for students within the total music education curriculum. 4 65 846 0 1313—12

MU 847. FOUNDATIONS OF MUSIC EDUCATION 2 HRS. A study of the history of music in education, of philosophical positions shaping music curricula, of psychological backgrounds to music learning, and of sociological influences on music in the school and community. This will include a consideration of completed research and the processes of research in these areas. 4 65 847 0 1313—12

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. 4 65 848 0 1313—12

MU 849. MUSIC EDUCATION SEMINAR 2 HRS. Advanced consideration of vocal, instrumental and general music curricula, objectives, methods and materials, testing and evaluation, and the organization, supervision and administration of music in the public schools. Emphasis will be placed on current trends in these areas. 4 65 849 0 1313—12

MU 850-869. APPLIED MUSIC 1 or 2 HRS. Private lessons. Voice, Piano, Organ, Orchestral Instruments, or Classical Guitar. No fee for music majors. 4 65 850 3 5009—01 through 4 65 869 3 5009—02

MU 870. GRADUATE PROJECT 1-2 HRS. 4 65 870 4 5009—99

MU 871. APPLIED DIGITAL AUDIO 1-2 HRS.
MU 873. SPECIAL PROJECTS 1-3 HRS.
4 65 873 3 5009—99

MU 878. ORATORIO 2 HRS.
Analysis with studio performances of recitatives, arias, and ensembles from standard choral works. 4 65 878 0 5009—03

MU 879. THESIS-MM 1-5 HRS.
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. 4 65 879 4 5009—99

MU 880. INSTRUCTIONAL PRACTICUM RESEARCH 2 HRS.
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 concept’s field. This research will serve as the foundation for the development of the instructional practicum to be implemented in the classroom. 4 65 880 0 5009—99

MU 882. SUPERVISED 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 MU880 will be taught and assessed in one or more grade levels of the PreK-12 music. 4 65 882 2 5009—02

MU 887. GRADUATE MUSIC THEORY 3 HRS.
(A bachelor’s degree in music and approved eligibility for graduate music study at ESU.) A course designed to enhance and extend basic theoretical skills of 18th Century common practice harmony by (1) accelerated review of basic principles, (2) intensified study of melodic and harmonic dictation and aural identification of scales, intervals, and chords, and (3) examination of historical developments in compositional techniques through the Romantic Period and the 20th Century by formal analysis of representative compositions and written exercises in different compositional styles and techniques. 4 65 887 0 5009—04

MU 888. ADVANCED ORCHESTRATION I 2 HRS.
(Prerequisite, one year of undergraduate orchestration or permission of instructor.) Advanced scoring for full orchestra and other ensembles. Study of orchestral techniques of Classic, Romantic, and Modern periods. 4 65 888 3 5009—03

MU 889. ADVANCED ORCHESTRATION II 2 HRS.
(Prerequisite, permission of instructor.) Continuation of Advanced Orchestration I, with emphasis on modern orchestral practice and original composition for full orchestra. 4 65 889 3 5009—03

MU 891. ADVANCED COMPOSITION I 2 HRS.
(Prerequisites, Undergraduate Orchestration and permission of instructor.) 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. 4 65 891 4 5009—04

MU 892. ADVANCED COMPOSITION II 2 HRS.
(Prerequisite, Advanced Composition I.) 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. 4 65 892 4 5009—04

MU 893. ADVANCED COMPOSITION III 2 HRS.
(Prerequisite, Advanced Composition II.) 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). 4 65 893 4 5009—04

MU 894. GRADUATE COMPOSITION PROJECT AND RECITAL 1-4 HRS.
(Advanced Composition III.) 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. 4 65 894 4 5009—04

DEPARTMENT OF NURSING

Associate Professor Judith E. Calhoun, Chair


http://www.emporia.edu/ndn/

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 to function as beginning professional nurses with caring behaviors, leadership abilities and professional values. 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). The program provides a solid foundation for graduate study.

The program has a strong emphasis in the liberal arts and sciences and in nursing theory. Traditional and nontraditional students, predominately from rural yet diverse backgrounds, are provided opportunities to learn how to assist individuals, families, groups, and communities in their adaptation toward health. NDN students are required to enroll in nursing theory, laboratory, and practicum courses and to actively engage in the learning opportunities. Articulation tracks are available for licensed practical nurses and registered nurses desiring to obtain a baccalaureate degree.

The size of the department allows each student to have access to individual guidance throughout the program, and nursing faculty work with students in the classroom, laboratory, and practicum settings. Faculty are committed to scholarly, professional, and community activities and promote student involvement in these endeavors.

The Newman Division of Nursing is fortunate to have a number of scholarships available for eligible students in the nursing major. Recipients are selected based on criteria specific to each scholarship fund. 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 and MA110.

A minimum admission GPA of 2.0 with at least a C in the required non-nursing courses is required. However, if there is a grade below a C in any course on the transcript, a minimum admission GPA of 2.5 must be achieved in the required non-nursing courses.

General education and NDN curriculum requirements are outlined in the NDN’s admission policies. Students are required to carry health insurance while enrolled in the nursing major.

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.

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).

Be advised that by current Kansas law, the Kansas State Board of Nursing may refuse licensure to applicants with certain convictions. For more information, contact the Kansas 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. 5641
Website: <http://www.emporia.edu/ndn/home.htm>

ACCREDITATION STATEMENT:
Newman Division of Nursing is accredited by the Kansas Board of Regents and the Kansas State Board of Nursing (KSBN). The program also is accredited by the National League for Nursing Accrediting Commission (NLNAC). For more information about the program contact NLNAC, 61 Broadway, New York, NY 10006. Telephone: 1-800-669-1656, ext. 153.

BACHELOR OF SCIENCE IN NURSING

Recommended Schedule of Courses:
(Summer classes are highly encouraged to lighten the academic load.)

FIRST YEAR

Fall – 17 hours
EG 101 Composition I+ 3 hours
MA 110 College Algebra+* 3 hours
GB 140-141 Principles of Biology/Lab+ 4 hours
SP 101 Public Speaking+* 3 hours
PY 100 Introductory Psychology+ 3 hours
PE 100 Introductory Exercise+ 1 hour

Spring – 18 hours
CH 120-121 General Chemistry/Lab+ 5 hours
EG 102 Composition II+ 3 hours
PY 211 Developmental Psychology+ 3 hours
SO 101 Introduction to Sociology+ 3 hours
HL 150 Health for Human Wholeness+ 3 hours
PE 100 Lifetime Fitness+ 1 hour

SECOND YEAR

Fall – 16 hours
NU 200 Introduction to Nursing 3 hours

OR
NU 350 Role Transition (articulating students only) 3 hours
NU 220 Basic Pharmacology 2 hours
NU 302 Nursing History and Theory 3 hours
ZO 362-363 Anatomy and Physiology/Lab+ 5 hours
GB 385 Nutrition+ 3 hours

Spring – 17 hours
NU 303 Therapeutic Nursing Interventions Lab 2 hours
NU 304 Nursing Concepts and Process 2 hours
NU 305 Practicum: Concepts and Process 1 hour
ZO 365 Pathophysiology 3 hours
MC 316-317 Microbiology/Lab + 4 hours
MU 226 Music Exploration* 2 hours
AN 110 Introduction to Cultural Anthropology* 3 hours

THIRD YEAR

Fall – 18 hours
NU 320 Applied Pharmacology 1 hour
NU 363 Health Assessment 2 hours
NU 372 Care of Individual Adults 2-6 hours
NU 373 Practicum: Individual Adults 1-3 hours
more information, contact Dr. Judith Calhoun, Newman Division

department within the College of Liberal Arts and Sciences. For students who will:

of the school of choice. The pre-nursing program is intended for academic program and be knowledgeable about the requirements of ESU's Student Advising Center as soon as possible to prepare the nursing major.

ESU's department of nursing or transfer to another institution for students spend one or two years at ESU and then apply to enter the degree Bachelor of Science in Nursing. Pre-nursing complete the program in a maximum of five years.

NOTE: From the initial date of admission the student must complete the program in a maximum of five years.

PRE-NURSING

The pre-nursing program is designed for students who wish to earn the degree Bachelor of Science in Nursing. Pre-nursing students spend one or two years at ESU and then apply to enter ESU's department of nursing or transfer to another institution for the nursing major.

Students should consult with the pre-nursing advisor in ESU’s Student Advising Center as soon as possible to prepare the academic program and be knowledgeable about the requirements of the school of choice. The pre-nursing program is intended for students who will:

1. After one pre-nursing year, apply to enter ESU/NDN, a department within the College of Liberal Arts and Sciences. For more information, contact Dr. Judith Calhoun, Newman Division of Nursing, 1127 Chestnut, Emporia, KS 66801. Phone: 620-343-6800, ext. 5641.

2. Complete the pre-nursing curriculum at ESU and then transfer to another institution and complete the requirements for the degree, Bachelor of Science in Nursing, which will be granted by that institution.

In addition to ESU’s nursing program, Kansas institutions currently granting the baccalaureate degree in nursing include The University of Kansas Medical Center, Pittsburg State University, Wichita State University, Fort Hays State University, Washburn University, Newman University, Bethel College, Mid-America Nazarene University, Southwestern College, Baker University, and Kansas Wesleyan University.

The following guidelines generally apply to institutions offering the BSN:

- A minimum GPA of 2.5 is required.
- Completion of the general education requirements of the institution. Courses related to these requirements may be taken at ESU.
- Completion of the pre-nursing curriculum at ESU. This will usually involve 60-64 hours of acceptable college courses which may include those listed below, dependent upon the requirements of the institution the student wishes to attend. The courses with an asterisk (*) should be taken the first year the student attends ESU.

Courses offered by the Department of Nursing:

NURSING

NU 200. INTRODUCTION TO NURSING  3 HRS.  
(Prerequisite, admission to nursing major or consent of instructor.) This course introduces nursing as an art and science. Key concepts of the Newman Division of Nursing curriculum are introduced. Students are acquainted with the roles of the professional nurse. Students will learn to apply the nursing process. Concepts identified as essential leadership abilities are explored. 4 58 200 0 5116—01

NU 220. BASIC PHARMACOLOGY  2 HRS.  
(Prerequisite, admission to nursing major or consent of instructor.) This course provides the basis for understanding underlying drug mechanisms of action and the implications for healthcare professionals. Concepts related to therapeutic and safe drug
NU 302. NURSING HISTORY AND THEORY 3 HRS.
(Prerequisite, admission to nursing major or consent of instructor.) This course traces the historical evolution of nursing and addresses impact of national and societal events. Content includes the historical evolution of nursing’s body of knowledge, including various nursing theories. 4 68 302 0 5116—01

NU 303. THERAPEUTIC NURSING INTERVENTIONS LABORATORY 2 HRS.
(Prerequisites, admission to nursing major, ZO 362, ZO 363, GB 385 or concurrent enrollment. Concurrent enrollment in NU 304, NU 305, or consent of instructor.) This laboratory course presents fundamental concepts pertinent to therapeutic nursing interventions (TNIs). The course allows students the opportunity to demonstrate TNIs in a laboratory setting. 4 68 303 1 5116—01

NU 304. NURSING CONCEPTS AND PROCESS 2 HRS.
(Prerequisites, admission to nursing major, GB 385 or concurrent enrollment. Concurrent enrollment in NU 303, NU 305, or consent of instructor.) This course focuses on fundamental concepts and processes that prepare the student to meet the basic health-related needs of individuals across the lifespan. The role of the nurse in promoting adaptation is described. 4 68 304 0 5116—01

NU 305. PRACTICUM: CONCEPTS AND PROCESS 1 HR.
(Prerequisites, concurrent enrollment in NU 303 and NU 304, or consent of instructor.) This practicum course provides opportunities for the application of fundamental concepts presented in NU 303 and NU 304. Students will implement therapeutic nursing interventions with individuals in acute care and rehabilitative settings. 4 68 305 2 5116—01

NU 312. PROMOTING ADAPTATION USING COMPLEMENTARY THERAPIES 1 HR.
(Prerequisite, NU 200 or NU 350 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. 4 68 312 0 5116—01

NU 320. APPLIED PHARMACOLOGY 1 HR.
(Prerequisites, NU 220, concurrent enrollment in NU 372, or consent of instructor.) This course describes the application of specific categories of drugs commonly encountered in promoting adaptation in individual adults. The nurses’ role and responsibility related to drug administration and monitoring are discussed. Patient education and compliance issues related to drug therapy are examined. 4 68 320 0 5116—01

NU 350. ROLE TRANSITION 3 HRS.
(Prerequisite, Kansas nursing license, admission to the nursing major, or consent of instructor.) This course builds on prior knowledge acquired in a basic nursing program and requires the student to self-reflect on previous and future nursing roles. Key concepts of the Newman Division of Nursing curriculum are introduced. The process involved in establishing a professional identity as a baccalaureate student and graduate are presented. The role of the baccalaureate nurse as an educator of health promotion with individuals across the life span and within culturally diverse populations will be explored. 4 68 350 0 5116—01

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. 4 68 361 1 5116—01

NU 363. HEALTH ASSESSMENT 2 HRS.
(Prerequisites, ZO 365, PY 211, NU 303, NU 304, NU 305, or consent of instructor.) This laboratory course presents an overview of the health assessment of individuals across the lifespan. Developmental and cultural factors that influence health status are discussed. Health data collection and physical assessment for the adult will be emphasized. 4 68 363 1 5116—01

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. 4 68 366 0 5116—01

NU 372. CARE OF INDIVIDUAL ADULTS 2-6 HRS.
(Prerequisites, NU 372, NU 373, 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. 4 68 372 0 5116—01

NU 373. PRACTICUM: INDIVIDUAL ADULTS 1-3 HRS.
(Prerequisite, concurrent enrollment in NU 372 or consent of instructor.) This practicum course provides opportunities for the application of concepts presented in NU 372. Students will implement therapeutic nursing interventions with adults across the lifespan. 4 68 373 2 5116—01

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. 4 68 380 0 5116—01

NU 390. SPIRITUAL CARE: THE NURSE’S ROLE 2 HRS.
This course presents concepts and theories of family nursing. The application of concepts presented in NU 406 Camp Nursing. This course examines the biological, psychosocial, and spiritual needs of individuals/families at the end of life. 4 68 404 0 5116—01

NU 405. PRACTICUM: CARE AT THE END OF LIFE  1 HR.
(Prerequisite, NU 410 and NU 406 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. 4 68 405 2 5116—01

NU 406. CAMP NURSING  1 HR.
(Prerequisite, NU 410 or concurrent enrollment, 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. 4 68 406 0 5116—01

NU 407. PRACTICUM: CAMP NURSING  1 HR.
(Prerequisite, NU 410 and 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. 4 68 407 2 5116—01

NU 410. CARE OF FAMILIES  1 HR.
(Prerequisites, NU 363, NU 372, NU 373, or consent of instructor.) This course presents concepts and theories of family nursing. The content prepares the student to care for families in a variety of health care settings. 4 68 410 0 5116—01

NU 412. CARE OF YOUNG FAMILIES  5 HRS.
(Prerequisites, NU 410 or concurrent enrollment, concurrent enrollment in NU 413, or consent of instructor.) This course focuses on the adaptive and ineffective responses of young families. Nursing knowledge, including principles, theories, and research related to caring for childbearing and childrearing families will be presented. 4 68 412 0 5116—01

NU 413. PRACTICUM: YOUNG FAMILIES  3 HRS.
(Prerequisite, concurrent enrollment in NU 412 or consent of instructor.) This course provides opportunities for the application of concepts presented in NU 412. Students will integrate caring behaviors, leadership abilities, and professional values when caring for childbearing and childrearing families. 4 68 413 2 5116—01

NU 414. MENTAL HEALTH CARE  3 HRS.
(Prerequisites, NU 404 or concurrent enrollment, concurrent enrollment in NU 415, or consent of instructor.) This course presents principles, theories, and research related to psychiatric mental health nursing of individuals. Major emphasis is placed on nursing knowledge to promote, restore, and maintain mental health in the individual. Factors related to ethical, legal, and environmental concerns will be examined. 4 68 414 0 5116—01

NU 415. PRACTICUM: COMPLEX AND MENTAL HEALTH CARE  3 HRS.
(Prerequisites, concurrent enrollment in NU 414 and NU 416, or consent of instructor.) This course provides diverse opportunities for the application of principles, theories, and research related to mental health and complex care nursing. Students will integrate caring behaviors, leadership abilities and professional values when caring for individuals with mental health and complex care needs. 4 68 415 2 5116—01

NU 416. COMPLEX CARE OF INDIVIDUALS  3 HRS.
(Prerequisites, NU 404 or concurrent enrollment, concurrent enrollment in NU 415, or consent of instructor.) This course is designed to present the principles and theories specific to caring for individuals requiring complex care. Integrated into this course are concepts and content related to the ethical, legal, spiritual, and environmental considerations associated with caring for the individual in the critical care, surgical, and emergency care environments. 4 68 416 0 5116—01

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. 4 68 422 0 5116—01

NU 430. NURSING RESEARCH  3 HRS.
(Prerequisites, NU 302, PY 520 or MA 341, NU 410 or concurrent enrollment, or consent of instructor.) This course is designed to introduce 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 and use nursing and health-related research findings. 4 68 430 0 5116—01

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. 4 68 450 0 5116—01

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. 4 68 452 0 5116—01
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.  4 68 488 0 5116—01

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.  4 68 490 0 5116—01

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.  4 68 491 2 5116—01

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 etiology and signs and symptoms for frequently encountered diseases are discussed.  4 19 365 0 2607—04

DEPARTMENTS OF PHYSICAL SCIENCES

Professor DeWayne Backhus, Chair  
(Earth/Space Science)

Professors: James S. Aber (Geology), Robert Jones (Physics).  
Associate Professors: Jorge Ballester (Physics), James C. Johnson (Physics), Michael V. Keck (Inorganic Biochemistry), Ronald L. Keith (Physics, Science Education), Arthur M. Landis (Inorganic Chemistry), Michael Morales (Geology), James D. Roach (Physical Chemistry), David C. Schroeder (Environmental Chemistry), Richard O. Sleezer (Earth Sciences), Kenneth W. Thompson (Earth Sciences, Science Education), Eric L. Trump (Organic Chemistry).  
Assistant Professors: Malonne I. Davies (Bioanalytical Chemistry, Science Education), Marcia K. Schulmeister (Environmental Geology).  
http://www.emporia.edu/physci/physci.htm

The Departments 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, there are majors in chemistry, earth science, physical science, and physics. For the degree Bachelor of Science, there are majors in chemistry, earth science, physical 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. In addition, the departments offer 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. 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 flexibility in selecting course work, independent study, and field experiences to meet his or her specific career goals.

Majors in the physical sciences programs may prepare for a variety of career possibilities: research in government and industrial laboratories; sales or technical positions in scientific companies; product development responsibilities in industry; further education at the graduate level; teaching in middle/secondary schools; numerous occupations in health-related fields; 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 this 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; and further, how they can conquer physical ailments and afflictions associated with our technical age. The BA program is 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 Arts degree is frequently used by many students in pre-professional programs, such as pre-medicine, pre-pharmacy, pre-optometry, and in some cases pre-law. Emporia State chemistry students have the opportunity to take part in a student affiliate chapter of the American Chemical Society. This chapter has been consistently recognized as one of the most active in the nation. The chemistry department has its undergraduate BS program 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.

BACHELOR OF ARTS
CHEMISTRY MAJOR

See introductory comments under “Chemistry” section heading above concerning BA degree.

Required Courses (30 hours):

The student is cautioned 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 140-144, 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.)

In addition to the courses listed below, the student must select electives with course numbers of 300 and above to ensure that the 45-hour requirement is met.

Required Courses (25+ hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CH 123-124</td>
<td>Chemistry I &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 126-127</td>
<td>Chemistry II &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 376-377</td>
<td>Quantitative Analysis &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 479</td>
<td>Undergraduate Research</td>
<td>1 hour</td>
</tr>
<tr>
<td>CH 730</td>
<td>Seminar in Chemistry</td>
<td>1 hour</td>
</tr>
<tr>
<td>CH 370-371</td>
<td>General Organic Chemistry &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 572-575</td>
<td>Organic Chemistry I &amp; II</td>
<td>10 hours</td>
</tr>
<tr>
<td>CH 572-575</td>
<td>Organic Chemistry I &amp; II (lecture and lab)</td>
<td>10 hours</td>
</tr>
<tr>
<td>CH 620</td>
<td>Elements of Physical Chemistry</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 720-722</td>
<td>Physical Chemistry I &amp; II</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

Required Chemistry Courses (33+hours):

<table>
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</tr>
<tr>
<td>CH 370-371</td>
<td>General Organic Chemistry &amp; Lab*</td>
<td>5 hours</td>
</tr>
<tr>
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<td>Quantitative Analysis &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 479</td>
<td>Undergraduate Research</td>
<td>1-3 hours</td>
</tr>
<tr>
<td>CH 560-561</td>
<td>Biochemistry &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 620</td>
<td>Elements of Physical Chemistry**</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 730</td>
<td>Chemistry Seminar</td>
<td>1 hour</td>
</tr>
<tr>
<td>CH 760</td>
<td>Advanced Biochemistry</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

*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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141</td>
<td>Principles of Biology &amp; Lab</td>
<td>4 hours</td>
</tr>
<tr>
<td>MC 316-317</td>
<td>Microbiology &amp; Lab</td>
<td>4 hours</td>
</tr>
<tr>
<td>Biology Electives</td>
<td>11 hours</td>
<td></td>
</tr>
</tbody>
</table>

ENVIRONMENTAL CHEMISTRY CONCENTRATION

The following courses 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 (biology or earth science).

Required Chemistry Courses (31 hours):

<table>
<thead>
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<tbody>
<tr>
<td>CH 123-124</td>
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<tr>
<td>CH 479</td>
<td>Undergraduate Research</td>
<td>1 hour</td>
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<tr>
<td>CH 506</td>
<td>Environmental Chemistry</td>
<td>3 hours</td>
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<tr>
<td>CH 578</td>
<td>Water Analysis</td>
<td>3 hours</td>
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<tr>
<td>CH 620</td>
<td>Elements of Physical Chem</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 730</td>
<td>Seminar in Chemistry</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141</td>
<td>Principles of Biology &amp; Lab</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
electives must be chosen as follows:

In order to earn an ACS-certified BS degree, three advanced courses in chemistry. Advanced electives must be chosen from the following:

Plus choose one advanced elective from among:

CH 723 Advanced Physical Chemistry Lab 2 hours
CH 724 Topics in Physical Chemistry 3 hours
CH 760 Advanced Biochemistry 3 hours
CH 772 Topics in Organic Chemistry 3 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 240 Hand Specimen Petrology 2 hours
ES 545 Geomorphology 3 hours
GO 571 Geohydrology 3 hours
Earth Science/Geology electives 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 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, German, 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 525 Descriptive Inorganic Chemistry 3 hours
CH 560 Biochemistry 3 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 Advanced Biochemistry 3 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 Advanced Biochemistry 3 hours
CH 772 Topics in Organic Chemistry 3 hours

In order to earn an ACS-certified BS degree, three advanced electives must be chosen as follows:

CH 725 Advanced Inorganic Chemistry 3 hours
CH 726 Advanced Inorganic Chemistry Lab 2 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 193-195 Physics II Lecture, Recitation, & Lab 5 hours

**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 exciting field in the sciences. This interdisciplinary BMB major represents an attractive and exciting opportunity for graduates, whether it be 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 (55 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 560-561 Biochemistry & Lab 5 hours
CH 620 Elements of Physical Chemistry 3 hours
CH 760 Advanced Biochemistry 3 hours

Biology Core (24 hours)

GB 140-141 Principles of Biology & Lab 4 hours
GB 425-426 General Genetics & Lab 4 hours
MC 316-317 Microbiology & Lab 4 hours
MC 520 Molecular Genetics 3 hours
MC 540-541 Cell Biology & Lab 4 hours
MC 549-550 Immunology & Lab 5 hours

Electives (6 hours)

MC 409 or CH 479 “Undergraduate Research” 2 hours
GB 470 or CH 730 Seminar 1-2 hours
Other BMB Electives 2-3 hours

**Required Associated Courses (15 hours)**

MA 165 Basic Calculus 5 hours
PH 140-141 College Physics I & Lab 5 hours
PH 143-144 College Physics II & Lab 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 11 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 chemistry major with the following changes:

Major Area Required Courses (49 hours):

Same as above.

Associated Courses for Medical Technology:

- 

- 

- 

PRE-MEDICAL PROGRAM

General Information:

1. The two programs presented here - one a Bachelor of Science and the other a Bachelor of Arts - are based on the 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 provide expanded medical career options such as the PhD-MD.

2. The programs presented here also meet or exceed the entrance requirements for the Kansas City College of Osteopathic Medicine to which most ESU osteopathy students apply.

3. Pre-medical students are advised by a four-member interdepartmental Pre-Medical Advisory Committee. A pre-medical student who chooses to major in chemistry is advised by a chemistry faculty member who is a member of this committee. Other members of this committee are biology faculty members.

4. Students must complete the University-wide general education and graduation requirements. See the General Education section of the catalog.

5. Most successful ESU pre-med students have GPAs of 3.5 or higher.

6. Successful pre-med students must score well (e.g., 9's or higher) on sections of the nationally administered Medical College Admission Test (MCAT).

7. We strongly suggest that pre-meds take an active role in the Student Affiliate of the American Chemical Society (Chemistry Club) and the Caduceus Society (Pre-Med Club). Most medical schools also consider community volunteer work and/or experiences with the medical profession to be essential.

BACHELOR OF SCIENCE

CHEMISTRY MAJOR

PRE-MEDICAL PROGRAM

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 525 Descriptive Inorganic Chemistry 3 hours
- CH 560 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 730 Seminar in Chemistry 1 hour
- 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 Advanced Biochemistry 3 hours
- CH 772 Topics in Organic Chemistry 3 hours

Required Biology Courses:

- 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 525 Descriptive Inorganic Chemistry 3 hours
- CH 560 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 730 Seminar in Chemistry 1 hour
- CH 777 Instrumental Analysis 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 193-195 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 chosen as follows:

- CH 725 Advanced Inorganic Chemistry 3 hours
- CH 726 Advanced Inorganic Chemistry Lab 2 hours

Plus choose one advanced elective from among:

- CH 723 Advanced Physical Chemistry Lab 2 hours
- CH 724 Topics in Physical Chemistry 3 hours
- CH 760 Advanced Biochemistry 3 hours
- CH 772 Topics in Organic Chemistry 3 hours

BACHELOR OF ARTS

CHEMISTRY MAJOR

PRE-MEDICAL PROGRAM

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 560 Biochemistry 3 hours
CH 561 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 730 Seminar in Chemistry 1 hour
CH 760 Advanced Biochemistry 3 hours

*CH 720-722 may substitute for CH 620

Required Biology Courses for BA in Chemistry (19 hours)
GB 140-141 Principles of Biology & Lab 4 hours
MC 316-317 Microbiology & Lab 4 hours
ZO 362-363 Anatomy and Physiology 5 hours
xxx 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 140-144 College Physics I & Lab 5 hours
PH 143-144 College Physics II & Lab 5 hours

The pre-med student 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 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 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 earth science program includes geology, meteorology, environmental and space science. The Bachelor of Arts 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):
GO 240 Hand Specimen Petrology 2 hours
GO 325 Earth History 3 hours

(The prerequisite for GO 325 is ES 110/111 or consent of the instructor. ES 110/111 counts for General Education credit.)

GO 326 Plate Tectonics 3 hours
GO 336 Mineralogy 4 hours
GO 547 Field Geology 5 hours

Required Associated Courses (12 hours):
CH 123-124 Chemistry I & Lab 5 hours
CS 130 Microcomputer Problem Solving 3 hours

OR
MA 112 Trigonometry 2 hours

PH 140-141 College Physics I & Lab 5 hours

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 earth science program includes geology, meteorology, environmental and space science courses. The Bachelor of Science 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):
GO 240 Hand Specimen Petrology 2 hours
GO 325 Earth History 3 hours
ES 319 Meteorology 3 hours

OR
ES 365 World Regional Climatology 3 hours

GO 326 Plate Tectonics 3 hours
GO 336 Mineralogy 4 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 331 Ice Age Environments 3 hours
ES 333 Environmental Geology 3-5 hours
GO 340 Gemstones and Gemology 2-3 hours
ES 341 Wetland Environments 3 hours
ES 365 World Regional Climatology 3 hours
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 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 Departments of Physical Sciences, Cram Science Hall, room 133, Box 30, the Department of Biology, Breukelman Science Hall, room 174, Box 50, or Department of Social Sciences, Plumb Hall, room 411, Box 32.

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB/ES351 Introduction to Geospatial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GE 371 Cartography</td>
<td>3</td>
</tr>
<tr>
<td>ES 551 Computer Mapping Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (9 hours):

Electives 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 Departments 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 degree plan. 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 371 Cartography</td>
<td>3</td>
</tr>
<tr>
<td>EB/ES 351 Introduction to Geospatial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ES 551 Computer Mapping Systems</td>
<td>3</td>
</tr>
<tr>
<td>ES 439, GE 471, or EB 459 “Research Project”</td>
<td>3</td>
</tr>
</tbody>
</table>

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, and independent studies, may also be used for electives if approved by the student’s advisor.
Refer to the list available from the Departments of Physical Sciences for recommended elective courses for geospatial analysis, some of which require prerequisites. (Note: courses used to satisfy requirements for the student’s major cannot be used as electives for this certificate.)

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 B.S. or B.A. 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>GO 325</td>
<td>3</td>
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<tr>
<td>GO 326</td>
<td>3</td>
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<tr>
<td>GO 569</td>
<td>3</td>
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<tr>
<td>GO 570</td>
<td>3</td>
</tr>
<tr>
<td>GO 769</td>
<td>3</td>
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<tr>
<td>GB 325</td>
<td>1</td>
</tr>
<tr>
<td>GB 725</td>
<td>3</td>
</tr>
</tbody>
</table>

Engineering

Two options are available to those wishing to become engineers: the two-year pre-engineering program, and the three-year dual-degree program, which leads to the Bachelor of Science with a major in either chemistry, earth science, physics, or mathematics as well as a second B.S. in engineering.

The two-year pre-engineering program offers excellent preparation in chemistry, computer science, mathematics, and physics. In addition, several specific engineering courses are available as core courses in basic skills and general education. The two-year program has been designed in consultation with and parallels the preparation offered by the engineering degree-granting schools in Kansas.

Students in the dual-degree programs will transfer to the engineering school at either Kansas State University or the University of Kansas after completing three years at Emporia State University. After one year in attendance at the engineering school, students are eligible for the bachelor’s degree from Emporia State. After the second year of engineering school, students will normally be eligible for the bachelor’s degree in engineering from KSU or KU.

All engineering curricula assume that Calculus I will be taken during the first semester of the first year. Students needing to take preparatory work in algebra and trigonometry should do so. Such students should expect additional time in completing their programs.

PRE-ENGINEERING

Specific programs have been developed for students planning to transfer to KSU, KU or WSU after spending two years at Emporia State. Students planning to transfer to an out-of-state engineering school should develop programs of study with an advisor.

Recommended program for those planning to transfer to Kansas State University:

This program has been designed for students planning to spend two years at Emporia State, and then transferring to Kansas State University (KSU) or an out-of-state school to complete the requirements leading to the Bachelor of Science in Engineering.

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).

Required Courses (67-70 hours):

FIRST YEAR

Fall – 17-18 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EG 101</td>
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</tr>
<tr>
<td>MA 161</td>
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<td>CH 123</td>
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<td>CH 124</td>
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<tr>
<td>PS 100</td>
<td>2</td>
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<tr>
<td>PS 200</td>
<td>1-2</td>
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Spring – 18 hours

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MA 262</td>
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<tr>
<td>PH 190</td>
<td>3</td>
</tr>
<tr>
<td>PH 191</td>
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<tr>
<td>PH 192</td>
<td>1</td>
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<tr>
<td>CH 126</td>
<td>3</td>
</tr>
<tr>
<td>CH 127</td>
<td>2</td>
</tr>
<tr>
<td>EG 102</td>
<td>3</td>
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</table>

SECOND YEAR (All but Chemical, see below)

Fall – 17 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PH 193</td>
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<tr>
<td>PH 194</td>
<td>1</td>
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<tr>
<td>PH 195</td>
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<tr>
<td>PH 315</td>
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<tr>
<td>MA 263</td>
<td>3</td>
</tr>
<tr>
<td>CS 260</td>
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Spring – 17 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MA 335</td>
<td>3</td>
</tr>
<tr>
<td>BC 103</td>
<td>3</td>
</tr>
<tr>
<td>SP 101</td>
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</tr>
<tr>
<td>PH 316</td>
<td>3</td>
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<tr>
<td>Technical Elective</td>
<td>5</td>
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SECOND YEAR (Chemical Engineering)

Fall – 16 hours

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<th>Course</th>
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<tbody>
<tr>
<td>MA 263</td>
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<tr>
<td>PH 193</td>
<td>3</td>
</tr>
<tr>
<td>PH 194</td>
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<tr>
<td>CH 572</td>
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<tr>
<td>CH 573</td>
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<tr>
<td>PH 315</td>
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Spring – 16 hours

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BC 103</td>
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<tr>
<td>MA 335</td>
<td>3</td>
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<tr>
<td>CH 574</td>
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</table>
CH 575 Organic Chemistry II Lab 2 hours  
CH 376 Quantitative Analysis 3 hours  
CH 377 Quantitative Analysis Lab 2 hours

**Technical Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PS 100</td>
<td>Introduction to Engineering</td>
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<tr>
<td>PS 200</td>
<td>Introduction to Engineering Graphics</td>
<td>1-2</td>
</tr>
<tr>
<td>PH 316</td>
<td>Dynamics</td>
<td>3</td>
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<tr>
<td>PH 410-411</td>
<td>Electrical Circuit Analysis &amp; Lab</td>
<td>4</td>
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<tr>
<td>MA 322</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
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<tr>
<td>MA 380</td>
<td>Probability &amp; Statistics</td>
<td>3</td>
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<tr>
<td>GO 231</td>
<td>Physical Geology</td>
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<tr>
<td>GB 140-141</td>
<td>Principles of Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CS 315</td>
<td>JAVA Programming</td>
<td>3</td>
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<tr>
<td>CH 310</td>
<td>Engineering Materials</td>
<td>2</td>
</tr>
<tr>
<td>CH 370-371</td>
<td>General Organic Chemistry &amp; Lab</td>
<td>5</td>
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<tr>
<td>CH 560</td>
<td>Biochemistry</td>
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<tr>
<td>CH 720</td>
<td>Physical Chemistry I</td>
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<tr>
<td>CH 721</td>
<td>Physical Chemistry Lab</td>
<td>2</td>
</tr>
<tr>
<td>CH 722</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>AC 223</td>
<td>Financial Accounting</td>
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**Key to courses as electives (Elec) or required (Req):**

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<tr>
<th>Course</th>
<th>Ag</th>
<th>Ch</th>
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<tbody>
<tr>
<td>PS 100</td>
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<td>PS 200</td>
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<td>PH 410</td>
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<td>PH 411</td>
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<td>PH 540</td>
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<td>MA 322</td>
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<tr>
<td>CH 310</td>
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<td>CH 371</td>
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<td>CH 560</td>
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<td>CH 720</td>
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<td>CH 721</td>
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<td>CH 722</td>
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</tbody>
</table>

The total number of elective course transfer credits is limited in some engineering fields.  
*PS 100 is recommended for all 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: Any course
- Anthropology: Any course
- Theater Arts: Only TA 125 accepted

**Recommended program for those planning to transfer to the University of Kansas:**

This program has been designed for students planning to spend two years at Emporia State and then transfer to the University of Kansas (KU) to complete the requirements leading to the Bachelor of Science in Engineering. 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 (64-67 hours):**

**FIRST YEAR**

**Fall – 16-17 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  
- PS 100 Intro to Engineering: 2 hours  
- PS 200 Intro to Engineering Graphics: 1-2 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 193 Physics II: 3 hours  
- PH 194 Physics II Lab: 1 hour  
- PH 195 Physics II Recitation: 1 hour  
- PH 315 Statics: 3 hours  
- Technical Elective: 3 hours  
- MA 263 Calculus III: 3 hours  
- CS 260 Programming & Problem Solving (C++): 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 Courses: 5 hours  
- Humanities Elective: 3 hours

**SECOND YEAR (Chemical and Petroleum)**

**Fall – 16 hours**

- MA 263 Calculus III: 3 hours  
- PH 193 Physics II: 3 hours  
- PH 194 Physics II Lab: 1 hour
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 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:

a. At least one course designated as a humanities course, and one designated as a social sciences course.

b. At least two courses offered by one department.

c. 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.

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)
- **Foreign 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 has been designed for students planning to spend two years at Emporia State and then transfer to Wichita State University (WSU) to complete the requirements leading to the Bachelor of Science in Engineering.

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 (67-70 hours):

#### FIRST YEAR

**Fall — 17-18 hours**

- **EG 101** English Composition I
- **MA 161** Calculus I
- **CH 123** Chemistry I
- **CH 124** Chemistry I Lab
- **Humansities or Social Science Elective**
- **PS 200** Intro to Engineering Graphics

**Spring — 16-17 hours**

- **MA 262** Calculus II
- **PH 190** Physics I
- **PH 191** Physics I Lab
- **PH 192** Physics I Recitation
- **EG 102** English Composition II
SECOND YEAR

Fall -- 17 hours

PH 193 Physics II 3 hours
PH 194 Physics II Lab 1 hour
PH 195 Physics II Recitation 1 hour
MA 263 Calculus III 3 hours
PH 315 Statics 3 hours
CS 260 Programming & Problem Solving (C++) 3 hours

Spring -- 17-18 hours

MA 335 Differential Equations I 3 hours
SP 101 Public Speaking 3 hours
MA 322 Intro to Linear Algebra 3 hours
PH 316 Dynamics 3 hours
Technical, Natural Science, and/or
Humanities or Social Science 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 *2 hours
PS 200 Intro to Engineering Graphics 1-2 hours
PH 410-411 Electrical Circuit Analysis & Lab **4 hours
PH 316 Dynamics 3 hours
PH 540 Modern Physics 3 hours
MA 322 Linear Algebra 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
AC 223 Financial Accounting 3 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 316 Req T-Elec Req Req Req
PH 410 Req Req Req Req Req
PH 540 Elec 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

Humans and Social Sciences:

Students may complete 15 hours of humanities (HU) and social sciences (SS) course work, using the following guidelines:

a. One course from each of two different social sciences areas.
b. One course from each of three different humanities or fine arts areas.
c. Further study in a second higher-level course in one of the five course areas listed above (except philosophy).

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 B.S. in engineering. The dual-degree is only available in conjunction 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 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 B.S. degree at Emporia State, the student must satisfy all major and general education requirements prior to transfer. The student will normally fulfill the requirements for the B.S. in engineering after an additional two years at either Kansas State University or the University of Kansas.

Recommended Courses:

Fall -- 17-18 hours

EG 101 English Composition I 3 hours
MA 161 Calculus I 5 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 transfer. 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 -- 18-19 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 161 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>ES 110 Introduction to Earth Science*</td>
<td>4</td>
</tr>
<tr>
<td>ES 111 Introduction to Earth Science Lab*</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>2</td>
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<tr>
<td>EG 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PS 100 Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>PS 200 Intro to Engineering Graphics</td>
<td>1-2</td>
</tr>
</tbody>
</table>

*GO 231 Physical Geology may be substituted.

Spring -- 17 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 262 Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MA 335 Differential Equations I</td>
<td>3</td>
</tr>
<tr>
<td>CH 376 Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CH 377 Quantitative Analysis Lab</td>
<td>2</td>
</tr>
<tr>
<td>CH 547 Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CH 575 Organic Chemistry II Lab</td>
<td>2</td>
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<tr>
<td>Technical Elective</td>
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</tr>
<tr>
<td>PE Activity Course</td>
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</table>

Summer -- 10 hours

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>CH 123 Chemistry I</td>
<td>3</td>
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<tr>
<td>CH 124 Chemistry I Lab</td>
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</tr>
<tr>
<td>CH 126 Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CH 127 Chemistry II Lab</td>
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</table>
| Fall -- 18 hours

<table>
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<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MA 161 Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>ES 110 Introduction to Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>ES 111 Introduction to Earth Science Lab</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>2</td>
</tr>
<tr>
<td>EG 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PS 100 Intro to Engineering</td>
<td>2</td>
</tr>
<tr>
<td>PS 200 Intro to Engineering Graphics</td>
<td>1-2</td>
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</tbody>
</table>

*GO 231 Physical Geology may be substituted.

Spring -- 17 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 262 Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MA 335 Differential Equations I</td>
<td>3</td>
</tr>
<tr>
<td>PH 193 Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PH 194 Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PH 195 Physics II Recitation</td>
<td>1</td>
</tr>
<tr>
<td>CH 572 Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CH 573 Organic Chemistry II Lab</td>
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</tr>
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<td>Technical Elective</td>
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<td>PE Activity Course</td>
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</table>

Summer -- 9 hours

<table>
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<tbody>
<tr>
<td>BC 103 Economics I</td>
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</tr>
<tr>
<td>SP 101 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Social/Behavioral Science Elective</td>
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</table>

Fall -- 17 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 720 Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CH 721 Physical Chemistry Lab</td>
<td>2</td>
</tr>
<tr>
<td>CH 722 Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CH 721 Programming &amp; Problem Solving (C++)</td>
<td>3</td>
</tr>
<tr>
<td>CS 260 Seminar in Chemistry</td>
<td>0</td>
</tr>
<tr>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Literature/Ideas Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring -- 19 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 722 Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CH 721 Physical Chemistry Lab</td>
<td>2</td>
</tr>
<tr>
<td>CH 722 Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CH 721 Programming &amp; Problem Solving (C++)</td>
<td>3</td>
</tr>
<tr>
<td>CS 260 Seminar in Chemistry</td>
<td>0</td>
</tr>
<tr>
<td>History (Multicult Intensive) Elective</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Diversity Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Social/Behavioral Science Electives 6 hours
History (Multicult Inten) Elective 3 hours

Summer -- 5 hours
GO 547 Field Geology 5 hours

DUAL-DEGREE ENGINEERING
ESU BACHELOR OF SCIENCE
PHYSICS 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 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 transfer. 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 -- 17-18 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 2 hours
PS 200 Intro to Engineering Graphics 1-2 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 263 Calculus III 3 hours
PH 193 Physics II 3 hours
PH 194 Physics II Lab 1 hour
PH 195 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

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.

COMPUTER COURSES

All engineering fields require a considerable level of computer expertise.

GENERAL EDUCATION INFORMATION

Emporia State University

Dual-degree students follow the general education program published in the schedule of classes and this catalog, with the following exceptions:
1. Substitute MA 161 (Calculus I) for the basic skills mathematics requirement.
2. SP 101 (Public Speaking) must be used to fulfill the speech requirement.
3. Substitute CH 123/124 (Chemistry I/Lab) for the physical sciences requirement.
4. Students in the programs are exempted from the general education requirement in the biological sciences and the applied science graduation 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), 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 2 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.
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

BACHELOR OF ARTS

PHYSICAL SCIENCE MAJOR

This program is designed for a wide range of career objectives for which a broad background in the physical sciences may be desirable. It may serve as a preparation for graduate or professional study in such career fields as business, library science, law, environmental science, city planning, and certain interdisciplinary science fields. For the basic structure of this degree, see the degree Bachelor of Arts in this catalog.

Major Area Required Courses:

**Physics — 10 hours**
- PH 140-141 College Physics I & Lab 5 hours
- PH 143-144 College Physics II & Lab 5 hours

**Chemistry — 10 hours**
- CH 123-124 Chemistry I & Lab 5 hours
- CH 126-127 Chemistry II & Lab 5 hours

**Earth Science — 10 hours**
- ES 110-111 Intro to Earth Science & Lab 5 hours
- GO 325 Earth History 3 hours
- ES, GO, or PS Elective 2 hours

Career-Supportive Electives:

A minimum of 15 additional hours specifically selected to support the career goal of the student and approved by the student's advisor.

**Mathematics — 11 hours**
- MA 161 Calculus I 5 hours
- MA 240 Discrete Mathematics 3 hours
- Mathematics/Computer Science Elective 3 hours

**Physics — 13 hours**
- PH 140-141 College Physics I & Lab 5 hours
- PH 143-144 College Physics II & Lab 5 hours
- Physics Elective 3 hours

**Chemistry — 13 hours**
- CH 123-124 Chemistry I & Lab 5 hours
- CH 126-127 Chemistry II & Lab 5 hours
- Chemistry Elective 3 hours

**Earth Science — 13 hours**
- ES 110-111 Intro to Earth Science & Lab 5 hours
- GO 325 Earth History 3 hours
- Earth-Space Science Electives 5 hours

Career-Supportive Electives:

A minimum of 15 additional hours specifically selected to support the career goal of the student and approved by the student's advisor.

Additional Electives:

The student must select additional courses to total 124 credits.

**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 suggested 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-level science; it was formerly 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. The departments must also approve admission to Phase I and Phase II.

See the general education requirements in the General Education section of this catalog.

See also, the professional education requirements in the Secondary Education Programs section of this catalog.
The following requirements exist for the various teaching fields; the core is common to all fields (licensures):

**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 -- 13 hours**

- **GO 325 Earth History** 3 hours
- **GO 547 Field Geology** 5 hours
- **ES/GO/PS/PH Earth-Space Science or Geology Approved Electives** 5 hours

**Physics -- 18 hours**

- **PH 143-144 College Physics II & Lab** 5 hours
- **PH 540 Modern Physics** 3 hours
- **MA 161 Calculus I OR MA 165 Basic Calculus** 5 hours

**Science Grades 5-8 — See also Biology section.**

*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 grade 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 hours):**

- **PH 190 Physics I** 3 hours
- **PH 191 Physics I Lab** 1 hour
- **PH 192 Physics I Recitation** 1 hour
- **PH 193 Physics II** 3 hours
- **PH 194 Physics II Lab** 1 hour
- **PH 195 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 143/144) may be substituted for Physics I (PH 190/191/192) and Physics II (PH 193/194/195), respectively.*

**Elective Courses (12 hours):**

A student must complete an additional 12 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 15 to 30 hours in another discipline of choice, or an ESU approved minor.

#### BACHELOR OF SCIENCE

**PHYSICS MAJOR**

This degree is designed primarily 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 both theory and experimentation. 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 careers such as health physics or computer science, for example. 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 Departments 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 Lecture/Lab/Recitation** 5 hours
- **PH 193/194/195 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):**
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 is 19.

Required Courses:
PH 190/191/192 Physics I Lecture/Lab/Recitation 5 hours
PH 193/194/195 Physics II Lecture/Lab/Recitation 5 hours

Elective Courses:
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 are highly recommended.

PH 100 Orientation to Physics 2 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 580 Interdisciplinary Studies in Science 3 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 761 Mechanics II 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 fields (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 can provide an excellent background for dental students. All pre-dental students should make use of the Pre-Dental Committee for advice, counseling, and recommendations. Obtain information from the office of the Departments of Physical Sciences, Cram Science Hall, room 133.

Required and Recommended Courses:
A survey of eight dental schools to whom ESU regularly sends applicants indicates the following are the minimum requirements for acceptance. The dental school of UMKC is compared to them because most ESU students apply there. All science courses must have an accompanying laboratory.

<table>
<thead>
<tr>
<th>Course</th>
<th>UMKC Average</th>
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<tbody>
<tr>
<td>General Chemistry</td>
<td>2 semesters 2 semesters</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>1 semester* 2 semesters</td>
</tr>
<tr>
<td>Physics</td>
<td>2 semesters 2 semesters</td>
</tr>
<tr>
<td>General Biology</td>
<td>2 semesters 2 semesters</td>
</tr>
</tbody>
</table>

*One semester allowed if "it is a terminal course including a study of both aliphatic and aromatic series... Biochemistry may not be substituted for Organic Chemistry."

A poll of ESU students who attended UMKC suggests they consider previous experience in certain courses as an "early introduction" helps them in the courses in dental school. Those courses include biochemistry, anatomy and physiology, microbiology, and histology. There was some feeling that the metalry courses offered by the Department of Art might also help because those courses cover phases of metal working used in dentistry, such as mold-making and casting, metal forming, soldering, and finishing.

PRE-PHARMACY PROGRAM

The Pre-Pharmacy program is a two-year, 60-hour plus 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. 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 (34 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EG 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EG 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CH 123-124 Chemistry I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 126-127 Chemistry II &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>MC 316-317 Microbiology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>GB 140-141 Principles of Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>SP 100 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>OR MA 161 Calculus I</td>
<td>6</td>
</tr>
<tr>
<td>MA 165 Basic Calculus</td>
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Second-Year Requirements (33-34 hours):

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CH 572-573 Organic Chemistry I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 574-575 Organic Chemistry II &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>MC 316-317 Microbiology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>PH 140-141 College Physics I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>Electives (Check with advisor)</td>
<td>6</td>
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<tr>
<td>General Studies</td>
<td>6</td>
</tr>
<tr>
<td>Interpersonal Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>SP 101 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MA 161 Calculus I OR</td>
<td>5</td>
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<tr>
<td>MA 165 Basic Calculus</td>
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Courses offered by the Departments of Physical Sciences:
CH 110. INTRODUCTION TO CHEMISTRY 4 HRS.
(Corequisite, concurrent with CH 111.) A chemical science course for the non-scientist. 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.) 4 70 110 0 4005--01

CH 111. INTRODUCTION TO CHEMISTRY LABORATORY 1 HR.
(Required laboratory to accompany 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. 4 70 111 1 4005--01

CH 120. GENERAL CHEMISTRY 3 HRS.
(A one semester course which is designed for health-related professionals, and is not designed to substitute for CH 123.) Introduction to some basic concepts and principles of chemistry and their theoretical, practical, and mathematical interrelationships. Three lecture periods a week. To be taken concurrent with CH 121. 4 70 120 0 4005--01

CH 121. GENERAL CHEMISTRY LAB 2 HRS.
Laboratory to accompany CH 120. 4 70 121 1 4005--01

CH 122. GENERAL CHEMISTRY RECITATION 1 HR.
Recitation class to accompany CH 120 and CH 121. 4 70 122 0 4005--01

CH 123. CHEMISTRY I 3 HRS.
(Prerequisite, H.S. Algebra. Students with outstanding achievement in H.S. Chemistry may be admitted concurrently to CH 126 with consent of department. CH 124 to be taken concurrently.) Fundamental principles and concepts of chemistry, including atomic structure and chemical bonding, exemplary non-metals, chemical equations and their quantitative applications, phases of matter, solutions, and chemical kinetics. Three lecture periods a week. 4 70 123 0 4005--01

CH 124. CHEMISTRY I LAB 1-2 HRS.
Laboratory to accompany CH 123. 4 70 124 1 4005--01

CH 126. CHEMISTRY II 3 HRS.
(Prerequisite, CH 123 or equivalent. CH 127 to be taken concurrently.) A continuation of Chemistry I with emphasis on equilibria and properties of elements and compounds. Three lecture periods a week. 4 70 126 0 4005--01

CH 127. CHEMISTRY II LAB 1-2 HRS.
Laboratory to accompany CH 126. Includes qualitative analysis. 4 70 127 1 4005--01

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. 4 70 310 0 1401--01

CH 370. GENERAL ORGANIC CHEMISTRY 3 HRS.
(Prerequisite, CH 126. CH 371 to be taken concurrently.) 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. 4 70 370 0 4005--04

CH 371. GENERAL ORGANIC CHEMISTRY LAB 2 HRS.
(Laboratory to accompany 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. 4 70 371 1 4005--04

CH 376. QUANTITATIVE ANALYSIS 3 HRS.
(Prerequisites, CH 126 and CH 127. CH 377 to be taken concurrently.) 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, complexion formation, solubility equilibrium and spectroscopy. 4 70 376 0 4005--02

CH 377. QUANTITATIVE ANALYSIS LAB 2 HRS.
Laboratory to accompany CH 376. 4 70 377 1 4005--02

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. 4 70 479 3 4005--99

CH 500. TOPICS IN CHEMISTRY (*) 1-5 HRS.
(Prerequisite, consent of the Chair of the Department.) 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 the an appropriate short description on the student’s transcript to indicate the subject area studied. 4 70 500 1 4005—01

CH 506. ENVIRONMENTAL CHEMISTRY 3-4 HRS.
(Prerequisites, CH 376 and CH 370 or equivalent.) Sources, transport, reactions and effects of chemical species in the hydrosphere, the lithosphere and the atmosphere. 4 70 506 1 4005—99

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. 4 70 508 0 4005—99

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. 4 70 525 0 4005—03
CH 645. NUCLEAR TECHNIQUES  3 HRS.
(Prerequisites, PH 192 and CH 126.) Theory and applications of radioactive tracer techniques in chemistry. 4 70 645 1 4005—99

CH 720. PHYSICAL CHEMISTRY 1 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. 4 70 720 0 4005—06

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. 4 70 721 1 4005—06

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. 4 70 722 0 4005—06

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. 4 70 723 1 4005—06

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. 4 70 724 0 4005—06

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. 4 70 725 0 4005—03

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. 4 70 726 1 4005—03

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. 4 70 728 0 4005—99

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. 4 70 729 4 4005—99
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. 4 70 730 2 4005—99

CH 760. ADVANCED BIOCHEMISTRY 3 HRS. (Prerequisite, CH 560 or equivalent.) The chemistry and biochemistry of nucleic acids are emphasized. Topics include nucleotide bio-synthesis, DNA and RNA structure, DNA replication, DNA damage and repair, protein-DNA and drug-DNA interactions, DNA sequencing methods, biochemical aspects of modern molecular biology, and current areas of interest from the literature. Three hours of lecture per week. 4 70 760 0 2602—02

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. 4 70 772 0 4005—04

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. 4 70 773 1 4005—02

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. 4 70 776 0 2602—02

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. 4 70 777 1 4005—02

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. 4 70 778 1 4005—02

CH 801. TRENDS IN HIGH SCHOOL CHEMISTRY CURRICULA 3 HRS. (Prerequisites, fifteen hours in chemistry and eight hours in physics and/or earth science.) 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. 4 70 801 1 4005—99

CH 802. MODERN DEVELOPMENTS IN CHEMISTRY 3 HRS. (Prerequisites, fifteen hours in chemistry and eight hours in physics and/or earth science.) Designed for in-service physical science teachers. A study of recent advances in the fields of analytical, inorganic, physical and organic chemistry. 4 70 802 0 4005—99

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. 4 70 826 0 4005—03

CH 829. GRADUATE RESEARCH 1-5 HRS. (Prerequisites, graduate standing and permission.) 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. 4 70 829 4 4005—99

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. 4 70 871 0 4005—06

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. 4 70 875 4 4005—99

EARTH SCIENCE

ES 110. INTRODUCTION TO EARTH SCIENCE 4 HRS. (Corequisite, concurrent enrollment with ES 111.) This course may be used for general education requirements and also serve as the first course for those majoring in earth science. An introduction to the earth sciences through combined lecture and laboratory experiences in the areas of astronomy, geology, meteorology, and oceanography. 4 71 110 0 4007—03

ES 111. INTRODUCTION TO EARTH SCIENCE LABORATORY 1 HR. Laboratory to accompany ES 110. 4 71 111 1 4007—03

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. 4 71 237 1 4006—01

ES 314. PROJECT DESIGN SEMINAR 1 HR.
(Prerequisite, earth science major or emphasis (BSE); at least junior standing or consent of instructor.) The course is an introduction to strategies and techniques of research for majors in and/or prospective teachers of earth sciences. 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. 4 71 314 0 4007—99

ES 319. METEOROLOGY 3 HRS.
(Prerequisite, five hours of earth/physical science.) 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. 4 71 319 0 4004—01

ES 331. ICE AGE ENVIRONMENTS 3 HRS.
(Prerequisite, ES 110 or consent of instructor.) 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. 4 71 331 0 4006—01

ES 333. ENVIRONMENTAL GEOLOGY 3-5 HRS.
(Prerequisite, ES 110/111 or equivalent.) 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. 4 71 333 0 4006—99

ES 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. 4 71 341 0 2606—03

ES 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. 4 71 351 0 4006—99

ES 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. 4 71 365 0 4507—01

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. 4 71 439 3 4007—03

ES 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. 4 71 470 2 2606—99

ES 475. SENIOR THESIS IN EARTH SCIENCE 1-5 HRS.
(Prerequisite, Senior status as an earth science major at the time of enrollment. Juniors may begin preliminary work, in connection with other courses, that could lead to a thesis in their senior year.) 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. 4 71 475 4 4007—03

ES 518. SPACE SCIENCE 3 HRS.
(Prerequisite, PS 214 or equivalent.) 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 dynamacy of the universe as a system. 4 71 518 0 4002—01

ES 545. GEOMORPHOLOGY 3 HRS.
(Prerequisite, ES 110 or equivalent.) 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. 4 71 545 1 4006—99

ES 546. FIELD GEOMORPHOLOGY 2-5 HRS.
(Prerequisite, ES 545 or consent of instructor.) 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. 4 71 546 2 4006—99

ES 551. COMPUTER MAPPING SYSTEMS 3 HRS.
ES 555. SMALL-FORMAT AERIAL PHOTOGRAPHY  3 HRS.
(Prerequisite, ES 351 Introduction to Geospatial Analysis, or consent of instructor.) 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. 4 71 555 0 4006—99

ES 567. TOPICS IN EARTH SCIENCE ( *)  1-4 HRS.
(Prerequisite, 6 credit hours of ES or GO courses and consent of the 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. 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. 4 71 567 3 4006—03

ES 703. SEMINAR IN PHYSICAL GEOGRAPHY  1-3 HRS.
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. 4 71 703 0 4507—01

ES 730. GEOLOGIC TOPICS OF THE GREAT PLAINS  1-3 HRS.
(Prerequisite, graduate standing or 5 hours of Earth Science.) 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 orogenetic 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. 4 74 730 0 4007-03

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. 4 74 739 4 4007—03

ES 747. FIELD STUDIES IN EARTH SCIENCE  1-6 HRS.
(Prerequisite, BSE Degree or consent 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. 4 71 747 1 4007—03

ES 767. TOPICS IN EARTH SCIENCE (*)  1-4 HRS.
(Prerequisites, graduate standing, bachelors degree in science or math, 10 hrs. Earth Science and consent 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. 4 71 767 3 4007—03

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. 4 71 769 1 4007—03

ES 771. REMOTE SENSING  4 HRS.
(Prerequisite, MA 112 and GE 371 or ES 545 or by consent of instructor.) 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. 4 71 771 0 4007—03

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. 4 71 775 0 4007—03

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. 4 71 875 4 4006—99

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. 4 74 231 1 4006—01

GO 240. HAND SPECIMEN PETROLOGY  2 HRS.
(Prerequisite, ES 110/111 or consent of instructor.) An introduction to recognition, terminology, and classification of minerals, rocks and sediments. Emphasis on sight identification and description using only simple equipment. One lecture hour and two lab hours per week, plus field trips. 4 74 240 1 4006—02

GO 325. EARTH HISTORY  3 HRS.
(Prerequisite, ES 110/111 or consent of instructor.) 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. 4 74 325 1 4006—01

GO 326. PLATE TECTONICS 3 HRS. (Prerequisite, GO 325 or consent of instructor.) 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. 4 74 326 1 4006—03

GO 336. MINERALOGY 4 HRS. (Prerequisites, CH 123/124 recommended.) 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. 4 74 336 1 4006—99

GO 340. GEMSTONES AND GEMOLOGY 2-3 HRS. (Prerequisites, ES 110/111 or consent of instructor.) 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. 4 74 340 1 4006—99

GO 521. HISTORY OF GEOLOGY 2-3 HRS. (Prerequisites, ES 110/111 or equivalent, history of science, or consent of instructor.) 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. 4 74 521 0 4006—01

GO 533. ECONOMIC GEOLOGY 3 HRS. (Prerequisite, ES 110/111 or equivalent.) The study of economic mineral deposits with respect to genesis, prospecting techniques, and physical characteristics. 4 74 533 0 4006—99

GO 536. OPTICAL MINERALOGY 3 HRS. (Prerequisite, GO 336.) 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. 4 74 536 1 4006—99

GO 547. FIELD GEOLOGY 5 HRS. (Prerequisite, ES 110/111, GO 325 or consent of instructor.) 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. 4 74 547 2 4006—01

GO 548. FIELD STRATIGRAPHY 2 HRS. (Prerequisites, ES 110, ES 111, and GO 325.) 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. 4 74 548 2 4006—04

GO 568. STRUCTURAL GEOLOGY 3 HRS. (Prerequisites, MA 112 and GO 325.) 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. 4 74 568 0 4006—03

GO 569. INVERTEBRATE PALEONTOLOGY 3 HRS. (Prerequisite, ES 110/111.) 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. 4 74 569 1 4006—04

GO 570. SEDIMENTATION AND STRATIGRAPHY 3 HRS. (Prerequisites, GO 325 and consent of instructor.) 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 possible field trips. 4 74 570 0 4006—04

GO 571. GEOFHYDROLOGY 3 HRS. (Prerequisite, ES 110/111 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. 4 74 571 1 4006—99

GO 766. PETROLOGY AND PETROGRAPHY 4 HRS. (Prerequisite, GO 336.) 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. 4 74 766 1 4006-02

GO 769. VERTEBRATE PALEONTOLOGY 3 HRS. (Prerequisites, GO 325 or equivalent, or consent of instructor.) 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, paleobiogeography, and questions of evolutionary biology. The course is designed for students in Earth Science and Biology who have an interest in vertebrate evolutionary history. 4 74 769 0 4006—04

PHYSICS

PH 100. ORIENTATION TO PHYSICS 2 HRS. An orientation to physics concepts and research designed for the first
semester freshman physics major. Problem solving, graphing, SI units, numerical solutions, and probability are included. A consideration will be given to the various fields of physics and career opportunities in physics. A modest research project will be initiated. 4 73 100 0 4008—01

**PH 194. PHYSICS II LAB** 1 HR.
Laboratory to accompany PH 193. 4 73 194 1 4008—01

**PH 195. PHYSICS II RECITATION** 1 HR.
Recitation class to accompany PH 193. 4 73 195 0 4008—01

**PH 310. ENGINEERING MATERIALS** 2 HRS.
(Prerequisites, CH 123 and PH 193 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. 4 73 310 0 1401—01

**PH 315. STATICS** 3 HRS.
(Prerequisite, PH 140 or PH 190.) Primarily for pre-engineers, this course deals with rigid bodies and the forces on them while at rest. 4 73 315 0 4008—01

**PH 316. DYNAMICS** 3 HRS.
(Prerequisite, PH 190.) Motion, its causes and descriptions, is the subject of Dynamics. Newton’s laws and their extensions using energy and impulse are used on systems pertinant to engineering and applied physics careers. 4 73 316 0 4008—01

**PH 400. TOPICS IN PHYSICS ( * ) 1-5 HRS.**
(Prerequisite, physics or physical science teacher certification or consent of instructor.) 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.

**PH 401. ELECTRICAL CIRCUIT LABORATORY** 1 HR.
(Concurrent with enrollment in PH 410.) A lab course to accompany PH 410. Includes basic V-I measurements, laboratory instruments, power supplies, operational amplifiers, filters, wave-shaping circuits, and oscillators. 4 73 411 1 4008—08

**PH 410. ELECTRICAL CIRCUIT ANALYSIS** 3 HRS.
(Prerequisites, PH 193 and MA 335 or concurrent enrollment.) 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. 4 73 410 0 4008—08

**PH 411. ELECTRICAL CIRCUIT LABORATORY** 1 HR.
Laboratory to accompany PH 190. 4 73 411 0 4008—01

**PH 430. COMPUTER INTERFACING IN SCIENCE** 3 HRS.
(Prerequisites, CS 130 or equivalent, and ten hours in the natural sciences [biology, chemistry, earth science, geology or physics].) A lecture-laboratory course where students will learn to interface the microcomputer to several common laboratory instruments, both for the purpose of acquiring and analyzing data and for controlling experiments. 4 73 430 0 4008—99

**PH 490. INDEPENDENT STUDY** 1-3 HRS.
(Prerequisites, consent of instructor and senior college standing.) This course is for students wishing to investigate a problem with the assistance of an instructor but with the primary responsibility themselves. 4 73 490 3 4008—99

**PH 500. TOPICS IN PHYSICS** 1-5 HRS.
(Prerequisite, physics or physical science teacher certification or consent of instructor.) 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.

**PH 510. COMPUTER APPLICATIONS IN PHYSICS** 3 HRS.
(Prerequisites, PH 143 or PH 193 and CS 130 or equivalent programming experience.) Computer solutions of physics problems
using spreadsheets, computer algebra systems and programming languages. Use of the spreadsheet and other appropriate software in the physics laboratory. 4 73 510 0 4008—99

PH 520. LIGHT 3 HRS.  
(Prerequisite, PH 193.) An introductory course in geometrical and physical optics. Properties of lenses and simple optical instruments, phenomena of interference, diffraction and polarization, and electromagnetic character of light. 4 73 520 0 4008—07

PH 530. HEAT AND THERMODYNAMICS 3 HRS.  
(Prerequisites, PH 190 and MA 262.) Fundamental ideas of temperature, work, internal energy, heat, reversibility, entropy, and other thermodynamic functions. Application of the laws of thermodynamics to physics, chemistry and engineering. An introduction to statistical mechanics. 4 73 530 0 4008—99

PH 540. MODERN PHYSICS 3 HRS.  
(Prerequisites, PH 143 or PH 193 and MA 161 or MA 165.) Theories involved in advances in physics since 1900. Includes: atomic structure, relativity, wave mechanics, radioactivity and nuclear physics. 4 73 540 0 4008—99

PH 541. ATOMIC AND NUCLEAR PHYSICS I 3 HRS.  
(Prerequisite, PH 193.) 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. 4 73 541 0 4008—02

PH 547. ANALOG ELECTRONICS 3 HRS.  
(Prerequisite, PH 193 or consent of instructor.) 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 must be taken concurrently. 4 73 547 0 4008—99

PH 548. ANALOG ELECTRONICS LABORATORY 2 HRS.  
Laboratory to accompany PH 547. 4 73 548 1 4008—99

PH 550. DIGITAL ELECTRONICS 3 HRS.  
(Prerequisite, PH 193, PH 143 or consent of instructor.) After a review of AC and DC circuits, this 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 must be taken concurrently. 4 73 550 0 4008—99

PH 551. DIGITAL ELECTRONICS LABORATORY 2 HRS.  
Laboratory to accompany PH 550. 4 73 551 1 4008—99

PH 580. INTERDISCIPLINARY STUDIES IN SCIENCE 3 HRS.  
(Prerequisites, GB 100, MA 110 and PH 140 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. 4 73 580 0 4008—99

PH 635. INTERMEDIATE PHYSICS 3 HRS.  
(Prerequisite, PH 193 or PH 143 or consent of instructor.) 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. Three lecture periods per week. 4 73 635 0 4008—99

PH 645. NUCLEAR TECHNIQUES 3 HRS.  
(Prerequisite, PH 143 or PH 193.) 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. 4 73 645 1 4008—06

PH 700. TOPICS IN PHYSICS (*) 1-5 HRS.  
(Prerequisites, Physics degree; physics or physical science teacher certification; or consent of instructor.) 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. 4 73 700 0 4008—99

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. 4 73 730 2 4008—99

PH 741. ADVANCED PHYSICS LABORATORY I 3 HRS.  
(Prerequisite, PH 143 or PH 193.) Classical and modern physics experiments on fundamental constants of nature, X-rays, radioactivity, etc. Two 3-hour laboratory periods per week. 4 73 741 1 4008—99

PH 742. ADVANCED PHYSICS LABORATORY II 3 HRS.  
(Prerequisites, PH 193, PH 541 or consent of instructor.) Classical and modern physics experiments on fundamental constants of nature, X-rays, radioactivity, etc. Two 3-hour laboratory periods per week. 4 73 742 1 4008—99

PH 760. MECHANICS I 3 HRS.  
(Prerequisite, PH 193.) The basis of Newton's mechanics is presented and then applied to mass-points, collections of mass points, and finally a rigid body. Gravitation in classical mechanics is also discussed. 4 73 760 0 4008—99

PH 761. MECHANICS II 3 HRS.  
(Prerequisites, PH 760 and MA 263.) 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.
(Prerequisite, PH 193.) A study of electrostatics, electrical properties of matter, and potential theory. Three lecture periods per week. 4 73 762 0 4008—08

PH 763. ELECTRICITY AND MAGNETISM II 3 HRS.
(Prerequisite, PH 762 and MA 263.) A study of the magnetic field, electromagnetic induction, magnetic properties of matter, alternating current circuits, and Maxwell’s equations. Three lecture periods per week. 4 73 763 0 4008—08

PH 770. RESEARCH PROBLEM IN PHYSICS 1-3 HRS.
(Prerequisite, consent of instructor.) Individual studies by advanced students in problems of special interest in physics. 4 73 770 4 4008—99

PH 775. MICROCOMPUTER SYSTEMS 3 HRS.
(Prerequisite, PH 550 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. 4 73 775 0 4008—99

PH 780. INTRODUCTION TO SOLID STATE 3 HRS.
(Prerequisite, MA 161, PH 540 or PH 541 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. 4 73 780 0 4008—08

PH 785. NUCLEAR PHYSICS 3 HRS.
(Prerequisite, PH 541 or PH 540.) 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. 4 73 785 0 4008—06

PH 790. THEORETICAL PHYSICS 3 HRS.
(Prerequisite, PH 760 or consent of instructor.) Various mathematical tools in physics are studied. Infinite series, Fourier series, and many special functions are included. Emphasis is on the application of these ideas in physical theories. 4 73 790 0 4008—09

PH 795. INTRODUCTION TO QUANTUM MECHANICS 3 HRS.
(Prerequisites, PH 540 or PH 541, and MA 263.) The fundamental concepts of quantum mechanics are developed and applied to problems. Techniques for solving problems in this field are emphasized that involve differential equations, matrix equations and approximation methods. 4 73 795 0 4008—99

PH 801. TRENDS IN HIGH SCHOOL PHYSICS CURRICULA 3 HRS.
(Prerequisite, fifteen hours in physics and eight hours in chemistry and/or earth science.) 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. 4 73 801 1 1313—16

PH 802. MODERN DEVELOPMENTS IN PHYSICS 3 HRS.
(Prerequisite, fifteen hours in physics and eight hours in chemistry and/or earth science.) Designed for in-service physical science teachers. A study of recent advances in physics. 4 73 802 0 4008—99

PH 810. PLASMA PHYSICS 3 HRS.
(Prerequisites, PH 763, PH 530 and PH 761, 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. 4 73 810 0 4008—05

PH 820. ASTROPHYSICS 3 HRS.
(Prerequisites, PH 761, PH 763, and MA 335.) 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. 4 73 820 0 4008—99

PH 840. MATHEMATICAL PHYSICS 3 HRS.
(Prerequisite, PH 760.) Advanced applications of mathematical techniques in physics are considered for graduate students. 4 73 840 0 4008—99

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. 4 73 845 3 4008—99

PH 850. GRADUATE RESEARCH 1-5 HRS.
(Prerequisite, consent of instructor.) Investigative research by graduate students with demonstrated ability. 4 73 850 4 4008—99

PH 890. THESIS M.S. 1-5 HRS.
(Prerequisite, consent of instructor.) Required for the 30-hour degree, Master of Science with a major in physics. Research in an approved area of physics and the preparation of a thesis. 4 73 890 4 4008—99

PHYSICAL SCIENCE

PS 100. INTRODUCTION TO ENGINEERING 2 HRS.
(Prerequisite, enrollment limited to pre-engineering students only.) 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. 4 72 100 0 1401—01

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
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. 4 72 115 1 4001—01

PS 200. INTRODUCTION TO ENGINEERING GRAPHICS 1-3 HRS.
(Prerequisites, MA 112, high school trigonometry or equivalent.) Technical sketching and lettering, the design process, orthographic projection, multiview drawings, pictorials, and reading and interpreting drawings. (6 hours lecture/laboratory time/week.) 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. 4 72 200 0 1401—01

PS 214. PHYSICAL SCIENCE 3 HRS.
(Prerequisite, concurrent with PS 215.) 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. 4 72 214 0 4001—01

PS 215. PHYSICAL SCIENCE LAB 1 HR.
Laboratory to accompany PS 214. Weekly laboratory activities closely correlate with the class work. 4 72 215 1 4001—01

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. 4 72 218 1 4002—01

PS 330. EARTH SCIENCE FOR THE ELEMENTARY TEACHER 3 HRS.
(Prerequisite, for elementary education majors only.) 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 or PS 214.) 4 72 330 1 1313—16

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 PS 115.) 4 72 341 1 1313—16

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. 4 72 386 2 4001—01

PS 430. NATURE OF SCIENCE 2 HRS.
(Prerequisite, 20 hours of science.) 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. 4 72 430 0 4001—01

PS 500. TOPICS IN PHYSICAL SCIENCE (*) 5 HRS.
(Prerequisite, consent of the chair of the department.) 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 PS 500 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. 4 72 500 1 4001—01

PS 516. TEACHING PHYSICAL SCIENCES IN MIDDLE/HIGH SCHOOLS 3 HRS.
(Prerequisite, at least fifteen credit hours in the Physical Sciences. For pre-service teachers of Physical Sciences.) 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. 4 72 516 0 1313—16

PS 517. PHYSICAL SCIENCE TECHNIQUES II 3 HRS.
(Prerequisite, at least twenty-one credit hours in the physical sciences. For pre-service or in-service teachers of physical science.) Mutually selected topics not treated in PS 516, determined by the needs of the individual to enhance teaching effectiveness. Individualized instruction, the laboratory, and independent study are utilized. 4 72 517 3 1313—16

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. 4 72 520 0 4099—99

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. 4 72 768 1 1313—16

PS 801. MODERN DEVELOPMENTS IN THE PHYSICAL SCIENCES 3 HRS.
(Prerequisite, consent of instructor.) Recent curriculum and instruc-
tional innovations in physical science education at the secondary level, designed as a refresher course for secondary school science teachers. 4 72 801 0 4001—01

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. 4 72 810 2 4001—01

PS 839. GRADUATE RESEARCH 1-5 HRS.
Independent study and research in an approved field in the physical sciences or science education. 4 72 839 4 4001—01

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. 4 72 875 4 4001—01

DEPARTMENT OF SOCIAL SCIENCES

Assistant Professor John Sacher, Chair (History)

Professors: T. Clay Arnold (Political Science), Charles Brown (Philosophy), Phil Kelly (Political Science), Ronald McCoy (History) Loren E. Pennington (History). Associate Professors: Christopher Lovett (History), Gregory Schneider (History), Karen Manners Smith (History). Assistant Professors: Deborah Gerish (History), Ellen Hansen (Geography), Kalu N. Kalu (Political Science), Darla Mallein (Social Sciences Education), Corinne Painter (Philosophy)

http://www.emporia.edu/socsci/divis.htm

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 society 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 education. Intern assignments are part of the political science program. Field assignments are available in oral history, archival and museum techniques, international affairs, and geographic and economic community studies. The university holds institutional memberships in the Consortium for International Studies Education and the National Association of Public Affairs and Administration.

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, medicine, theology, 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. Teacher licensure in the Bachelor of Arts and Bachelor of Science programs is possible. The student can get general information by looking at the program for the degree Bachelor of Science in Education in the social sciences. The student should be sure to get the special information sheet on teacher licensure from the office of the Department of Social Sciences.

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.
BACHELOR OF ARTS
This degree program is designed for students who seek a liberal 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 special 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. Most students develop programs in their field of specialization which will call for more than the minimum number of upper-division credits.

BACHELOR OF SCIENCE
This degree program is designed for students who wish 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 special 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 for which a broad liberal arts background is essential. These include numerous areas of private business and government service. Many students who pursue this major also undertake additional professional training in such areas as law, religion, 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.

Bachelor of Arts - American History
(HI 111 and HI 112 do not count for this degree)

Total: 36 credit hours

6 hours: World component:
HI 101 World Cultures to 1500 3 hours
HI 102 Modern World Civilization 3 hours

3 hours: Department component:
HI 503 Research Seminar 3 hours

12 hours: Chronological component:
- Early US (at least 3 credits must come from this category)
  HI 340 Origins of Colonial America 3 hours
  HI 341 American Revolution, 1763-1789 3 hours
  HI 342 Early Republic, 1789-1848 3 hours
  HI 343 Civil War Era, 1848-1877 3 hours
- Modern US (at least 3 hours must come from this category)
  HI 344 Gilded Age & Progressive Era 3 hours
  HI 345 United States, 1914-1945 3 hours
  HI 346 United States, 1945-1974 3 hours
  HI 347 United States Since 1974 3 hours

9 hours: Topical Component (each of these classes must come from a different category)
- Women: HI 480 Introduction to Women’s Studies, HI 483 American Women’s History, HI 484 Early American Women, HI 485 Women of the Old West, HI 486 Modern American Women
- African-American: HI 443 African-American History
- Immigration: HI 457 History of Immigration, HI 458 Immigrant Voices
- Native American: HI 441 Themes in American Indian History
- Kansas: HI 333 Kansas
- Intellectual: HI 446 Political Parties, 1789-1896, HI 447 Political Parties Since 1896, HI 450 American Intellectual History, HI 451 History and Film, HI 452 History, Myth & Memory, HI 454 History and Biography, HI 455 History and Literature
- Regional: HI 431 Great Plains History, HI 432 Western Expansion to 1860, HI 444 Southern History to 1865, HI 445 Southern History Since 1865
- Military: HI 414 World War I, HI 425 World War II, HI 427 Vietnam
- Diplomatic: HI 448 American Diplomatic History, HI 449 America in the Cold War
- Borderlands: HI 442 Borderlands: Greater Southwest
- Public: HI 590 Introduction to Public History, HI 591 Local History, HI 592 Archival Management
- Environmental: HI 456 History and the Ecosystem, HI 430 Country Folk and the Land

Upon approval, other classes including film and field trip classes can fulfill a topical requirement

6 hours: Open Electives
This option can include world, US, independent study, special topics, and courses from outside of history (upon approval)

Bachelor of Arts - World History
(HI 101 and HI 102 do not count for this degree)

Total: 36 credit hours

6 hours: US component:
HI 111 US History to 1877 3 hours
HI 112 US History Since 1877 3 hours

3 hours: Department component:
HI 503 Research Seminar 3 hours

12 hours: Chronological component:
- Early World (at least 3 hours must come from this category)
  HI 310 Preclassical Age, 3000-500 BCE 3 hours
  HI 311 Ancient Greece, 800-200 BCE 3 hours
  HI 312 Roman World, 500 BCE-500 CE 3 hours
  HI 313 Medieval Europe, 500-1500 3 hours
  HI 314 Early Modern Europe, 1350-1650 3 hours
- Modern World (at least 3 hours must come from this category)
  HI 315 Age of Battles, 1684-1789 3 hours
  HI 316 Age of Revolutions, 1760-1848 3 hours

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HI 317  Age of Empire, 1848-1914  3 hours
HI 318  Age of Total War, 1900-1945  3 hours
HI 319  The World Since 1945  3 hours

9 hours: **Topical Component** (must come from 3 different categories)
- **Women**: HI 480 Introduction to Women’s Studies, HI 481 Medieval Women, HI 482 Women in Early Modern Europe
- **Latin America**: HI 442 Borderlands: Greater Southwest, HI 476 Colonial Latin America, HI 477 Modern Latin America, HI 478 History of Mexico
- **England/Ireland**: HI 460 England to 1660, HI 461 England Since 1660, HI 463 History of Ireland
- **Asia**: HI 474 China to 1800, HI 475 Modern China
- **Russia**: HI 418 Imperial Russia, HI 419 Soviet Union
- **Intellectual**: HI 413 Western Thought, 500 BCE-800, HI 414 Western Thought, 800-1500, HI 415 Western Thought, 1500-1789, HI 416 Anatomy of Revolutions
- **Middle East and Africa**: HI 410 History of Islam to 1500, HI 411 Medieval Crusades & Crusaders, HI 412 Modern Middle East
- **Military**: HI 423 War & Society, HI 424 World War I, HI 425 World War II, HI 427 Vietnam
- **Modern Europe**: HI 417 European Diplomatic History, HI 420 Eastern Europe, HI 421 Modern France, HI 422 Modern Germany, HI 426 Holocaust

Upon approval, other classes including film and field trip classes can fulfill a topical requirement.

6 hours: **Open Electives**
This option can include world, US, independent study, special topics, and courses from outside of history (upon approval).

**BACHELOR OF SCIENCE**
**HISTORY MAJOR**

This history major prepares students for those careers for 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, religion, 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.

Bachelor of Science - American History
(HI 111 and HI 112 do not count for this degree)

Total: 45 credit hours

6 hours: **World component**:
HI 101  World Cultures to 1500  3 hours
HI 102  Modern World Civilization  3 hours

3 hours: **Department component**:
HI 503  Research Seminar  3 hours

15 hours: **Chronological component**:
- **Early US** (at least 3 credits must come from this category)
  HI 340  Origins of Colonial America  3 hours

HI 341  American Revolution, 1763-1789  3 hours
HI 342  Early Republic, 1789-1848  3 hours
HI 343  Civil War Era, 1848-1877  3 hours
- **Modern US** (at least 3 credits must come from this category)
  HI 344  Gilded Age & Progressive Era  3 hours
HI 345  United States, 1914-1945  3 hours
HI 346  United States, 1945-1974  3 hours
HI 347  United States Since 1974  3 hours

12 hours: **Topical Component** (each of these classes must come from a different category)
- **Women**: HI 480 Introduction to Women’s Studies, HI 483 American Women’s History, HI 484 Early American Women, HI 485 Women of the Old West, HI 486 Modern American Women
- **African-American**: HI 443 African-American History
- **Immigration**: HI 457 History of Immigration, HI 458 Immigrant Voices
- **Native American**: HI 441 Themes in American Indian History
- **Kansas**: HI 333 Kansas
- **Intellectual**: HI 446 Political Parties, 1789-1896, HI 447 Political Parties Since 1896, HI 450 American Intellectual History, HI 451 History and Film, HI 452 History, Myth & Memory, HI 454 History and Biography, HI 455 History and Literature
- **Regional**: HI 431 Great Plains History, HI 432 Western Expansion to 1860, HI 444 Southern History to 1865, HI 445 Southern History Since 1865
- **Military**: HI 414 World War I, HI 425 World War II, HI 427 Vietnam
- **Diplomatic**: HI 448 American Diplomatic History, HI 449 America in the Cold War
- **Borderlands**: HI 442 Borderlands: Greater Southwest
- **Public**: HI 590 Introduction to Public History, HI 591 Local History, HI 592 Archival Management
- **Environmental**: HI 456 History and the Ecosystem, HI 430 Country Folk and the Land

Upon approval, other classes including film and field trip classes can fulfill a topical requirement.

9 hours: **Open Electives**
This option can include world, US, independent study, special topics, and courses from outside of history (upon approval).

Bachelor of Science - World History
(HI 101 and HI 102 do not count for this degree)

Total: 45 credit hours

6 hours: **US component**:
HI 111  US History to 1877  3 hours
HI 112  US History Since 1877  3 hours

3 hours: **Department component**:
HI 503  Research Seminar  3 hours

15 hours: **Chronological component**:
- **Early World** (at least 3 credit must come from this category)

HI 310 Preclassical Age, 3000-500 BCE 3 hours
HI 311 Ancient Greece, 800-200 BCE 3 hours
HI 312 Roman World, 500 BCE-500 CE 3 hours
HI 313 Medieval Europe, 500-1500 3 hours
HI 314 Early Modern Europe, 1350-1650 3 hours
- Modern World (at least 3 credits must come from this category)
  HI 315 Age of Battles, 1684-1789 3 hours
  HI 316 Age of Revolutions, 1760-1848 3 hours
  HI 317 Age of Empire, 1848-1914 3 hours
  HI 318 Age of Total War, 1900-1945 3 hours
  HI 319 The World Since 1945 3 hours

12 hours: Topical Component (must come from 3 different categories)
- Women: HI 480 Introduction to Women’s Studies, HI 481 Medieval Women, HI 482 Women in Early Modern Europe
- Latin America: HI 442 Borderlands: Greater Southwest, HI 476 Colonial Latin America, HI 477 Modern Latin America, HI 478 History of Mexico
- England/Ireland: HI 460 England to 1660, HI 461 England Since 1660, HI 463 History of Ireland
- Asia: HI 474 China to 1800, HI 475 Modern China
- Russia: HI 418 Imperial Russia, HI 419 Soviet Union
- Intellectual: HI 413 Western Thought, 500 BCE-800, HI 414 Western Thought, 800-1500, HI 415 Western Thought, 1500-1789, HI 416 Anatomy of Revolutions
- Middle East and Africa: HI 410 History of Islam to 1500, HI 411 Medieval Crusades & Crusaders, HI 412 Modern Middle East
- Military: HI 423 War & Society, HI 424 World War I, HI 425 World War II, HI 427 Vietnam
- Modern Europe: HI 417 European Diplomatic History, HI 420 Eastern Europe, HI 421 Modern France, HI 422 Modern Germany, HI 426 Holocaust

Upon approval, other classes including film and field trip classes can fulfill a topical requirement

9 hours: Open Electives
This option can include world, US, independent study, special topics, and courses from outside of history (upon approval).

HISTORY MINOR
Total credit hours required: 18
This may include 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 degree Bachelor of Arts with a major in political science is the traditional degree program. It reflects the goals of a well-rounded, humanistic 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 Western European and Latin American political systems constitute its course. Also, 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 (12 hours):
- PO 121 American National Government 3 hours
- PO 330 International Relations 3 hours
- PO 333 American Foreign Policy 3 hours
- PO 500 Research in Political Science 3 hours

Communication Requirement (3 hours):
- EG 301 Advanced Composition 3 hours

Political Science Electives (15 hours):
- PO 100 Introduction to Government & Politics 3 hours
- PO 331 International Relations Research 3 hours
- PO 335 International Law and Organization 3 hours
- PO 345 Introduction to Comparative Politics 3 hours
- PO 350 Public Administration 3 hours
- PO 410 Development of Political Thought 3 hours
- PO 411 Contemporary Political Ideas 3 hours
- PO 427 Gov’t & Politics of Latin America 3 hours
- PO 471 Independent Study 3 hours

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 are the following:

- Communication
- Economics
- English
- Foreign Languages
- History
- National Security Concentration
- Philosophy

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 automatic data processing.

BACHELOR OF SCIENCE
POLITICAL SCIENCE MAJOR
The degree Bachelor of Science with a major in Political Science is a decidedly domestic course of study. That is to say, knowledge and understanding of American political institutions,
organizations, and processes are its central focus. Students pursuing this degree will gain from a disciplined study of legislative, executive, and judicial institutions at the national, state, and local levels. A grounding in the various theoretical approaches to the study of American politics complements this course of study and gives the student a sense of perspective. Also, 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 (18 hours):

- PO 121 American National Government 3 hours
- PO 322 State and Local Government 3 hours
- PO 350 Public Administration 3 hours
- PO 410 Development of Political Thought 3 hours
- PO 412 American Political Thought 3 hours
- PO 500 Research in Political Science 3 hours

Communication Requirement (3 hours):

- EG 301 Advanced Composition 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 The American Bureaucracy 3 hours

Preferred Political Science Electives (12 hours):

- PO 312 Political Thinking: An Introduction 3 hours
- PO 351 Seminar in Public Affairs 3 hours
- PO 354 Pol of Budgeting & Financial Adm 3 hours
- PO 400 Seminar in Political Science 3 hours
- PO 411 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 3 hours
- PO 480 Introduction to Law 2 hours

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 Introduction to Comparative Politics 3 hours
- PO 422 Gov't & Politics of Western Europe 3 hours
- PO 423 Gov't & Pol of Soviet Union/Russia 3 hours
- PO 425 Politics of Developing Areas 3 hours
- PO 426 Government & Politics of China 3 hours
- PO 427 Gov't & Politics of Latin America 3 hours

Any of the Preferred Electives (above) not already taken for preferred elective credit.

Other Electives (6 hours):

- PI 255 Ethics 3 hours
- PI 256 Logic 3 hours
- SP 222 Debate and Argumentation 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

NATIONAL SECURITY CONCENTRATION

The National Security Concentration 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 post-modern paradigms in international relations and cooperation.

Total: 24 credit hours

Required:

- PO 400 International Conflict Processes: War & Peace 3 hours
- HI 423 War and Society 3 hours
- HI 449 America in the Cold War 3 hours
- GE 300 Geography of International Develop. 3 hours

And one of the following:

- PO 471 Independent Study 3 hours
- HI 471 Independent Study in American Hist. 3 hours
- HI 472 Independent Study in World History 3 hours
- SO 471 Independent Study 3 hours
- GE 471 Independent Study 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 Countries 3 hours
- PO 427 Gov. & Politics of Latin America 3 hours
- PO 540 Democracy in Peril 3 hours
- GE 372 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 Stratifications 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 Associate Chair of Political Science

PUBLIC AFFAIRS EMPHASIS

Students pursuing the Bachelor of Science in Political Science may elect to pursue the Public Affairs Emphasis. Students are encouraged to enter the Public Affairs Emphasis during their freshman or sophomore years.

This subject area provides a career-relevant education for students who seek entry into government at the local, state, or national levels which are principally concerned with providing regulation or services to the public. Students interested in careers in government, public management, or not-for-profit organization administration have the opportunity to participate in planned courses of study 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 positions. Following this course of study serves well 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
Required Political Science (20 hours):

- PO 322 State & Local Government & Politics 3 hours
- PO 350 Public Administration 3 hours
- PO 351 Seminar in Public Affairs 3 hours (Personnel Management)
- PO 451 Practicum in Public Affairs 5 hours

And two 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
- PO 449 The American Bureaucracy 3 hours

Economics (9 hours):

- EC 103 Principles of Economics I 3 hours
- EC 104 Principles of Economics II 3 hours

And one of the following:

- EC 554 Public Finance 3 hours
- PO 354 Politics of Budgeting & Financial Administration 3 hours

Methods/Statistics (6 hours):

- PO 500 Research in Political Science 3 hours

And one of the following:

- BU 255 Business Statistics 3 hours
- MA 341 Introduction to Probability and Statistics 3 hours

Sociology (6 hours):

- SO 101 Introduction to Sociology 3 hours

And one of the following:

- SO 320 Social Stratification 3 hours
- SO 351 Introduction to Social Welfare 3 hours
- SO 353 Criminology 3 hours
- SO 370 Race & Ethnic Relations 3 hours
- SO 405 Urban Sociology 3 hours
- SO 418 Juvenile Delinquency 3 hours
- SO 553 Community Organization & Development 3 hours

Philosophy (3 hours) selected from the following:

- PI 255 Ethics 3 hours
- PI 256 Logic 3 hours

Computer Studies (3 hours) selected from the following:

- IS 113 Intro to Microcomputer Applications 3 hours
- CS 115 Elements of Computer Science 3 hours

Accounting (3 hours):

- AC 223 Financial Accounting 3 hours

Communication Skills (9 hours):

- SP 303 Organizational Communication 3 hours
- EG 301 Advanced Composition 3 hours

And one of the following:

- SP 222 Argumentation and Debate 3 hours
- SP 302 Discussion 3 hours
- SP 315 Small Group Communication 3 hours

Any one of the following foreign language courses:

- FR 110, FR 111, FR 213, FR 495,
- SA 110, SA 111, SA 213, SA 495,
- GR 110, GR 111, GR 213

Complementary Courses (11-12 hours):

In consultation with the advisor, select 11-12 hours of course work specified in the Political Science curriculum. The electives may accommodate academic requirements for students who wish to pursue double majors or a minor in another field.

PUBLIC AFFAIRS MINOR

The public affairs minor is designed for students who wish to supplement their knowledge of administrative behavior, governmental institutions, and public policy making. A 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 Affairs 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 American Bureaucracy 3 hours
- PO 451 Practicum 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
- EC 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 515 Urban Geography 3 hours
- SO 353 Criminology 3 hours
- SO 405 Urban Sociology 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.

Social Sciences

BACHELOR OF ARTS
SOCIAL SCIENCES MAJOR

Intended as preparation for graduate school, international careers, and other pursuits that call for a more flexible curriculum format, the Bachelor of Arts in the Social Sciences requires a total of 39 social sciences hours and ten hours in foreign languages.

Required Core Courses (15 hours):

- PO 100 Intro. to Government & Politics 3 hours
- GE 101 World Regional Geography 3 hours
- PI 225 Introduction to Philosophy 3 hours

ONE of the following:

- HI 111 U.S. History to 1877 3 hours
- HI 112 U.S. History since 1877 3 hours
- HI 101 World Cultures to 1500 3 hours
- HI 102 Modern World Civilization 3 hours

Plus:

- Research seminar within the Department 3 hours
Emphasis (24 hours):
An additional 12 hours in two of the following areas OR 24 hours in one of the following disciplines as approved by an advisor:

- Geography (GE)
- Philosophy (PI)
- History (HI)
- Political Science (PO)

The student should include at least 15 hours of courses numbered 300 or above within the 24 hour emphasis.

Other Requirements:
10 hours earned in a foreign language.

Second Program of Study:
A second program of study of at least 12 hours in another discipline is required.

BACHELOR OF SCIENCE
SOCIAL SCIENCES MAJOR
This degree gives students a broad exposure to one or more of the social sciences and additional work in related disciplines. Students may structure this degree for a specific interest in Geography, Philosophy, History, or Political Science. Careers in law, journalism, cartography, the ministry, government service, law enforcement, university teaching, or numerous other areas may be fit into this degree. Emphasis in one or more disciplines may likewise be utilized for regional or area studies, both American and international.

Required Core Courses (15 hours):
- PO 100 Intro. to Government & Politics 3 hours
- GE 101 World Regional Geography 3 hours
- PI 225 Introduction to Philosophy 3 hours

ONE of the following:
- HI 111 U.S. History to 1877 3 hours
- HI 112 U.S. History Since 1877 3 hours
- HI 101 World Cultures to 1500 3 hours
- HI 102 Modern World Civilization 3 hours

Plus:
Research seminar within the Department 3 hours

Emphasis (24 hours):
An additional 12 hours in two of the following areas OR 24 hours in one of the following disciplines as approved by an advisor:

- Geography (GE)
- Philosophy (PI)
- History (HI)
- Political Science (PO)

The student should include at least 15 hours of courses numbered 300 or above within the 24 hour emphasis.

Elective Courses (30 credits):
Students should select 30 additional hours of elective courses in consultation with their advisor.

BACHELOR OF SCIENCE IN EDUCATION
SOCIAL SCIENCES TEACHING FIELD
Those students who wish to teach the social sciences in secondary schools commonly take this degree, although licensure is possible in the other degree programs in the Department of Social Sciences, except the Bachelor of General Studies. All students in the social sciences who are preparing for teacher licensure are advised to get the special information sheet on teacher licensure from the social sciences office, and to check general education and professional studies programs established by The Teachers College. All students must meet with the Social Sciences education advisor to set up a program of study.

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.

College-wide courses do not apply in answering social sciences teaching field requirements. Honors courses are highly recommended.

Two Teaching Fields
This option requires a second teaching field such as physical education, business, English, etc. 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 52 hours):
- SS 460 Tchg Secondary/Middle Social Studies 3 hours
- SS 540 Dev Prof Teaching Portfolios 1 hour
- 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

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 52 hours):
- SS 460 Teaching Secondary/Middle Soc Stu 3 hours
- SS 540 Dev Prof Teaching Portfolios 1 hour
- 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
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 Department of Social Sciences 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 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 (31 hours)

Required Courses:

SS 460 Teaching Secondary/Middle Soc Stu 3 hours
SS 540 Dev Prof Teaching Portfolios 1 hour
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 adviser in the Department of Social Sciences before the student's initial enrollment.

Additional Program Requirements:

All students selecting middle school licensure must complete the equivalent of either one-half semester or one semester of student teaching in the social sciences at this grade level. This requirement will be coordinated by The Teachers College. Also, PY 211, Developmental Psychology (3 hours) offered in The Teachers College, is required of all students pursuing this program.

College-wide courses do not apply in answering social sciences teaching field requirements. Honors courses are highly recommended.

GEOGRAPHY MINOR

Geography minors are designed for students who wish to increase their geographic knowledge and expand their international awareness. 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 372 Economic Geography 3 hours

Electives (9 credit hours) selected from the following:
GE 272 Geography of Resource Develop. 3 hours
GE 325 The United States & Canada 3 hours
GE 354 Cultural Geography 3 hours
GE 357 Europe 3 hours
GE 515 Urban Geography 3 hours
GE 555 Africa 3 hours
GE 556 Latin America 3 hours
GE 558 Far East & Pacific 3 hours
GE 560 People’s Republic of China 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 Climatology 3 hours

Electives (6 credit hours) selected from the following:
GE 325 The United States & Canada 3 hours
GE 353 Conservation of Natural Resources 3 hours
GE 371 Cartography 3 hours
GE 372 Economic Geography 3 hours
GE 703 Sem in Physical Geography 3 hours

Suggested geography minor for social sciences, political science history, sociology, anthropology, and other majors seeking B.S. or B.A. degrees.

Basic courses (6 credit hours):
GE 101 World Regional Geography 3 hours
GE 354 Cultural Geography 3 hours

Electives (9 credit hours) selected from the following:
GE 254 Physical Geography 3 hours
GE 325 The United States and Canada 3 hours
GE 327 The Geography of the Great Plains 3 hours
GE 333 Geography of Kansas 3 hours
GE 357 Europe 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 255 Ethics 3 hours
- PI 256 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 like Philosophy of Science, Existential Philosophy and World Religions
- Special topics courses, including Philosophy of Art, Environmental Philosophy, Philosophy of Education, or Philosophy and Literature

Completion of courses in the Major Ideas of Western Civilization sequence may also count toward the philosophy minor, subject to approval of the Associate Chair.

Courses offered by the Department of Social Sciences:

GEOGRAPHY

**GE 101. WORLD REGIONAL GEOGRAPHY** 3 HRS.
An introductory geographic survey arranged around the major eight world regions: Anglo-America, Latin America, Europe, Soviet Union, the Middle East, Asia, the Pacific World, and Africa. Emphasis is placed upon an analysis of the natural environment, cultural environment, population, political status, economic development, problems, and potentials. 4 84 101 0 4507—01

**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. 4 84 254 0 4507—01

**GE 300. TOPICS IN GEOGRAPHY** 1-3 HRS.
Investigations into selected areas of Geography. 4 84 300 0

**GE 325. GEOGRAPHY OF THE UNITED STATES AND CANADA** 2-3 HRS.
An application and use of the elements of geography in a study of the Anglo-American area. The first part of the course considers the continent as a whole and its relation with the rest of the world. The remainder of the course is spent in more intensive study of the regional differentiation of the United States and Canada. 4 84 325 0 4507—01

**GE 327. GEOGRAPHY OF THE GREAT PLAINS** 3 HRS.
This course emphasizes a spatial analysis of physical environment, resources, and land utilization characteristics of the Great Plains region. Special attention is given to the interrelationship of those factors. Settlement patterns, and the cultural adaptation to the Great Plains environment, are also examined. 4 84 327 0 4507—01

**GE 333. KANSAS** 3 HRS.
A study of Kansas from Late Pleistocene times to the present, with emphasis on the historical significance of place, the cultural development of the people and social institutions, and economic growth and development. 4 84 333 0 4507—01

**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. 4 84 341 0 2606—03

**GE 353. CONSERVATION OF NATURAL RESOURCES** 2-3 HRS.
A survey of the natural resources of the United States, original and present, and the social and economic results of environmental pollution, and the past and present philosophies of conservation. A discussion of the need for proper utilization of the natural environment and the best means to achieve this goal. Social, economic, and political aspects of environmental conservation are emphasized. 4 84 353 0 4507—01

**GE 354. CULTURAL GEOGRAPHY** 2-3 HRS.
The geography of people and their principal ways of life. The reasons for population concentration or sparseness; population pressure and the capacity of the Earth to support future population growth; various groupings of the world’s peoples by language, race, religion, social customs and characteristics. 4 84 354 0 4507—01

**GE 357. EUROPE** 2-3 HRS.
A survey of Europe as a whole and its role in relation to the rest of the world, followed by a more intensive regional study of the continent. Designed to aid anyone who is seeking to understand Europe’s present condition by giving a background in regional diversity of peoples, economic development, resources, physical and cultural features and other geographic factors. 4 84 357 0 4507—01

**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
A regional survey of the physical, economic, and cultural patterns of the Middle East and Mediterranean world. Emphasis on the historical, physical, and cultural unity of the Moslem and arid characteristics evidenced within the region. 4 84 542 0 4507—01

GE 555. AFRICA 3 HRS.
A regional survey of the physical and cultural features of the continent of Africa with special emphasis on contemporary historical development and the problems and prospects for economic development. 4 84 555 0 4507—01

GE 556. LATIN AMERICA 2-3 HRS.
A systematic and regional survey of the physical and cultural environments of Latin America. The term “Latin America” includes Mexico, Central America and the Caribbean countries, as well as continental South America. 4 84 556 0 4507—01

GE 558. FAR EAST AND PACIFIC 2-3 HRS.
Regional survey of the physical and cultural features of the area south of the Soviet Union from India eastward; includes Australia, New Zealand, and the island groups of the Pacific. 4 84 558 0 4507—01

GE 559. THE FORMER SOVIET UNION 2-3 HRS.
This course will examine the recent disintegration of the former Soviet Union and the transition to an emerging commonwealth of independent states (12 former SSR's) from the perspectives of contemporary history, and political, cultural, and economic geography. In addition, the policies of glasnost, perestroika, and privatization during the continuing transition from socialism to a capitalistic, free-market economic system will be discussed in depth. Emphasis will be placed on the Russian Republic (the former Russian SFSR), the Ukrainian Republic (the former Ukrainian SSR), the Belarus (the former Byelorussian SSR). 4 84 559 0 4507—01

GE 560. THE PEOPLE'S REPUBLIC OF CHINA 2-3 HRS.
A regional survey of the natural, cultural, and political distributional patterns of Mainland China. Emphasis is placed upon the consideration of the human-environmental interrelationships existing within Mainland China, the nation’s potential for development in geographic perspective, and the geopolitical significance of Mainland China during the contemporary period. 4 84 560 0 4507—01

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. 4 84 701 0 4507—01

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. 4 84 702 0 4507—01

GE 703. SEMINAR IN PHYSICAL GEOGRAPHY 1-3 HRS.
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. 4 84 703 0 4507—01
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. 4 84 704 0 4507—01

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. 4 84 710 0 4507—01

GE 810. RESEARCH PROBLEM IN GEOGRAPHY 1-3 HRS.
(Prerequisite, six hours of Geography, 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. 4 84 810 4 4507—01

HISTORY

HI 101. WORLD CULTURES TO 1500 3 HRS.
An introductory survey from Pre-Historic society through the Italian Renaissance. Societies in Europe, Asia, and Africa are surveyed with an emphasis given to Ancient Greece and Rome, and to Medieval Europe. Cultural history is emphasized. Open to all students and a companion course to HI102. Students may receive credit in either HI101 or HI102 or in both courses. 4 83 101 0 5401—01

HI 102. MODERN WORLD CIVILIZATION 3 HRS.
A continuation of HI 101 from the Reformation 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 French Revolution, the rise of modern Germany, Soviet Russia, and the two World Wars. May be taken after HI101 or separately. 4 83 102 0 5401—01

HI 111. U.S. HISTORY TO 1877 3 HRS.
A basic survey of early American history, suitable for general education or for an introductory course. 4 83 111 0 5401—01

HI 112. U.S. HISTORY SINCE 1877 3 HRS.
A basic survey of recent American history, suitable for general education or for an introductory course. 4 83 112 0 5401—01

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. 4 83 120 0 5401—01

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. 4 83 121 0 5401—01

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. 4 83 122 0 5401—01

HI 300. TOPICS IN WORLD HISTORY 1-3 HRS.
Designed to present vital topics in world history for the undergraduate student. This course will concern selected subjects from world political, cultural, and societal patterns with demonstrated affinity to contemporary society. 4 83 300 0 5401—01

HI 301. TOPICS IN U.S. HISTORY 1-3 HRS.
Designed to present vital topics in American history for the undergraduate student. This course will concern selected subjects pertinent to American society and considered from the historical perspective. 4 83 301 0 5401—01

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. 4 83 310 0 5401—01

HI 311. ANCIENT GREECE, 800-200 BCE 3 HRS.
A study of the development of Hellenic and Hellenistic civilization from the age of Mycenae to 146 B.C.E., emphasizing the social and political evolution of the Greek city-states, the culture of the Age of Pericles, the conquests of Philip and Alexander, and the dissemination of Greek culture throughout the ancient world. 4 83 311 0 5401—01

HI 312. ROMAN WORLD, 500 B.C.E - 500 CE 3 HRS.
A study of the rise and fall of the Roman Republic and the rise and decline of the Roman Empire from the founding of Rome to the advent of Christianity (ca. 325 A.D.), with emphasis on the conflicts of the social orders, social and political reforms, Roman imperialism, and the changing characteristics of Roman culture. 4 83 312 0 5401—01

HI 313. MEDIEVAL EUROPE, 500-1500 3 HRS.
A study of the period from the decline of the Roman Empire to the eve of the Renaissance emphasizing the rise of Christianity, feudalism, the Crusades, the rise of the national state, and the culture of the Middle Ages. 4 83 313 0 5401—01

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. 4 83 314 0 5401—01

HI 315. AGE OF BATTLES, 1684-1789 3 HRS.
Explores within the context of European and world history the decline of Spain, the rise of France, the emergence of Prussia and Russia, with special attention on continental diplomacy, absolutism, the Enlightenment, the international slave trade, and colonization in Asia and the New World. 4 83 315 0 5401—01

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. 4 83 316 0
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. 4 83 317 0 5401—01

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. 4 83 318 0 5401—01

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. 4 83 319 0 5401—01

HI 333. KANSAS 3 HRS.
(Prerequisite, a required course to meet Kansas State Department of Education Licensure in Secondary Level History/Government 6-12 and Middle Level 5-9 Comprehensive.) The history of Kansas from 1541 to present, with emphasis on cultural approaches to state history. (The geography of Kansas is given substantial treatment as an influence on the state’s history and culture.) 4 83 333 0 5401—01

HI 340. ORIGINS OF COLONIAL AMERICA 3 HRS.
Explores the interactions between various European and tribal powers leading to the creation of multi cultural 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. 4 83 340 0 5401—01

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. 4 83 341 0 5401—01

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. 4 83 342 0 5401—01

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. 4 83 343 0 5401—01

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. 4 83 344 0 5401—01

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. 4 83 345 0 5401—01

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. 4 83 346 0 5401—01

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. 4 83 347 0 5401—01

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. 4 83 401 0 5401—01

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. 4 83 410 0 5401—01

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. 4 83 411 0 5401—01

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. 4 83 412 0 5401—01

HI 413. WESTERN THOUGHT, 500 B.C.E.-800 3 HRS.
Explores intellectual developments in European society and their historical context, focusing on Greek, Hellenistic, Roman, and early Christian philosophy, the social and political environment in which these ideas emerged, and their effects (if any) on these societies. 4 83 413 0 5401—01

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. 4 83 414 0 5401—01

HI 415. WESTERN THOUGHT, 1500-1789 3 HRS.
Explores intellectual developments in European society and their historical context, focusing on humanism, the Scientific Revolution, and the Enlightenment; the social and political environment in which these ideas emerged, and their effects (if any) on these societies. 4 83 415 0 5401—01

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. 4 83 416 0 5401—01

HI 417. EUROPEAN DIPLOMATIC HISTORY 3 HRS.
Explores European diplomacy from the Congress of Vienna in 1815 to the present, emphasizing the Concert of Europe, the Eastern Question, diplomatic efforts to stifle revolutions in the nineteenth century, European policy outside of Europe, and the origins of the world wars and Cold War. 4 83 417 0 5401—01

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. 4 83 418 0 5401—01

HI 419. SOVIET UNION 3 HRS.
A history of modern Russia with particular emphasis on the nineteenth-century background of the Communist Revolution, the Revolution itself, and the Stalin era. 4 83 419 0 5401—01

HI 420. EASTERN EUROPE 3 HRS.
Explores East Central Europe and the Balkans from the nineteenth through the twentieth centuries, focusing on nationalism, regional and ethnic identity, and conflicts emerging from the period of Ottoman domination through the post-Cold War era. 4 83 420 0 5401—01

HI 421. MODERN FRANCE 3 HRS.
Explores French history from the eighteenth through the twentieth centuries, focusing on the Enlightenment, the Revolution, and turmoil in the mid-nineteenth century, Napoleon III, and the Third Republic. Special attention will be paid to revolutionary fervor, nationalism, imperialism, and the legacy of French collaboration with Nazi Germany. 4 83 421 0 5401—01

HI 422. MODERN GERMANY 3 HRS.
Traces the development of Germany from the nineteenth-century to the present; the unification of Germany, Imperial Germany, the Weimar Republic, the Third Reich, and the present Germany. 4 83 422 0 5401—01

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. 4 83 423 0 5401—01

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. 4 83 424 0 5401—01

HI 425. WORLD WAR II 3 HRS.
The diplomatic background, military operations, domestic developments, and peace settlements of the Second World War. Emphasis will be placed upon issues of abiding interest, including the causes of the war, social and economic change initiated by war, scientific and technological achievement, clash of ideologies, and the influence of the war on the post-war world. 4 83 425 0 5401—01

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. 4 83 426 0 5401—01

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. 4 83 427 0 5401—01

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. 4 83 430 0 5401—01

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 United States. 4 83 431 0 5401—01

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. 4 83 432 0 5401—01

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. 4 83 441 0 5401—01

HI 442. BORDERLANDS: GREATER SOUTHWEST 3 HRS.
Explores cultural interactions and exchange in the American Southwest from the prehistoric era to the modern day, with emphasis on Indian, Hispanic, and Anglo contributions to the region and its influential image. 4 83 442 0 5401—01

**HII 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. 4 83 443 0 5401—01

**HII 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. 4 83 444 0 5401—01

**HII 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. 4 83 445 0 5401—01

**HII 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. 4 83 446 0 5401—01

**HII 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. 4 83 447 0 5401—01

**HII 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. 4 83 448 0 5401—01

**HII 449. AMERICA IN THE COLD WAR** 3 HRS.  
Explores foreign policy and domestic issues in America during the Cold War, focusing on diplomatic relations with the Soviet Union and China as shaped by national concerns and constraints. 4 83 449 0 5401—01

**HII 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. 4 83 450 0 5401—01

**HII 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. 4 83 451 0 5401—01

**HII 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. 4 83 452 0 5401—01

**HII 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. 4 83 454 0 5401—01

**HII 455. HISTORY AND LITERATURE** 3 HRS.  
Explores selected American historical documents and literature, focusing on the ways fiction, poetry, and biography convey history and the ways in which historical documents can also be literature. Students will ask literary and historical questions of all readings or nontextual sources, examining audience, cultural values, and historical context. 4 83 455 0 5401—01

**HII 456. HISTORY AND THE ECOSYSTEM** 3 HRS.  
Explores how ecosystems (climate, flora, fauna, and disease, affect cultures and historical events, drawn from accounts of the environment’s impact on people or human attempts to control nature. 4 83 456 0 5401—01

**HII 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. 4 83 457 0 5401—01

**HII 458. IMMIGRANT VOICES** 3 HRS.  
Explores immigrants’ experiences in the United States as told in their own words, comparing these perspectives to the American view of its country as a haven for immigrants. Immigrants from Africa, Asia, Latin America, and Europe will be emphasized. 4 83 458 0 5401—01

**HII 460. ENGLAND TO 1660** 3 HRS.  
The development of English social, political, and economic institutions from Roman times to 1660. 4 83 460 0 5401—01

**HII 461. ENGLAND SINCE 1660** 3 HRS.  
The development of the political, social, and intellectual traditions of modern Britain, and the spread of British influence throughout the world. 4 83 461 0 5401—01

**HII 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. 4 83 462 0 5401—01

**HII 463. HISTORY OF IRELAND** 3 HRS.  
Explores Ireland and Irish people from prehistoric time to the present, focusing on the political, economic, and social development of the post-1840s, and relations with Great Britain in the twentieth century. 4 83 463 0 5401—01

**HII 464. IRELAND IN FILM** 1 HR.  
Explores representation of modern Ireland through films, focusing on
HI 471. INDEPENDENT STUDY IN AMERICAN HISTORY 1-3 HRS.
(Prerequisites, 6 hours of American History and consent of instructor.) Special project or readings on a topic initiated by the student and approved by the instructor. 4 83 471 3 5401—01

HI 472. INDEPENDENT STUDY IN WORLD HISTORY 1-3 HRS.
(Prerequisites, 6 hours European/World History and consent of instructor.) Special project or readings on a topic initiated by the student and approved by the instructor. 4 83 472 3 5401—01

HI 473. 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. 4 83 474 0 5401—01

HI 474. 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. 4 83 475 0 5401—01

HI 475. MODERN 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. 4 83 476 0 5401—01

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. 4 83 476 0 5401—01

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. 4 83 477 0 5401—01

HI 478. HISTORY OF MEXICO 3 HRS.
Explores Mexican history from pre-Columbian times to the present, including the period of conquest, domination by Spain, the turbulent nineteenth century, and the effects of the Mexican Revolution. Themes will include tensions among ethnic groups, attempts to develop democracy, foreign relations, religion, and economic struggles. 4 83 478 0 5401—01

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. 4 83 480 0 5401—01

HI 481. MEDIEVAL WOMEN 3 HRS.
Explores medieval social history as it relates to women, family structures, and the workplace. The course will compare expectations of women (usually enunciated by men) to their actual experiences as shaped by class, geography, religious affiliation, and political status. 4 83 481 0 5401—01

HI 482. WOMEN IN EARLY MODERN EUROPE 3 HRS.
Explores social history from 1500 to 1715 as it relates to women, family structures, and the workplace. The course will explore women’s experiences as shaped by class, geography, religious affiliation, and political status in a world affected by humanism, reformations, political upheaval, and the Scientific Revolution. 4 83 482 0 5401—01

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. 4 83 483 0 5401—01

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. 4 83 484 0 5401—01

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. 4 83 485 0 5401—01

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 Fifities, 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. 4 83 486 0 5401—01

HI 501. PHILOSOPHY AND WRITING OF HISTORY 3 HRS.
(Prerequisites, History major or minor, or consent of instructor.) Designed to acquaint the history major with major historians and their writings from Hereodotus 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. 4 83 501 0 5401—01

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 annually in conjunction with a related history course (not required), field study courses incur separate expenses beyond tuition. 4 83 502 2 5401—01

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 510. READINGS IN WORLD HISTORY  1-3 HRS.  
(Prerequisite, consent of instructor.) Involved readings and discussions on selected topics of major historical significance in European and world history. 4 83 510 0 5401—01

HI 540. READINGS IN U.S. HISTORY  1-3 HRS.  
(Prerequisite, consent of instructor.) Involved readings and discussions on selected topics of major historical significance in U.S. history. 4 83 540 0 5401—01

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. 4 83 590 0 5401—01

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. 4 83 591 0 5401—01

HI 592. ARCHIVAL MANAGEMENT  3 HRS.  
(Prerequisite, HI 590 or consent of instructor.) 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. 4 83 592 0 5401—01

HI 593. MUSEUM INTERNSHIP  1-3 HRS.  
(Prerequisite, HI 590 or consent of instructor.) 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 these objectives. 4 83 593 2 5401—01

HI 594. ARCHIVAL INTERNSHIP  1-3 HRS.  
(Prerequisite, HI 590 or consent of instructor.) 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. 4 83 594 2 5401—01

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. 4 83 710 0 5401—01

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. 4 83 740 0 5401—01

HI 790. DIRECTED READINGS I  1-3 HRS.  
(Prerequisites, 6 hours World History and consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor. 4 83 790 4 5401—01

HI 791. DIRECTED READING II  1-3 HRS.  
(Prerequisites, 6 hours American History and consent of instructor.) Special research problems or readings on a topic initiated by the student and approved by the instructor. 4 83 791 4 5401—01

HI 815. RESEARCH SEMINAR  3 HRS.  
(Prerequisites, 6 graduate hours in American or World History and consent of instructor.) 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. 4 83 815 0 5401—01

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. 4 83 890 4 5401—01

HI 891. ARCHIVAL INTERNSHIP  3-6 HRS.  
(Prerequisite, permission to enroll must be approved by program adviser to later than three months prior to the time actual work is to begin.) Supervised archival or museum experience at selected centers. Students are expected to live in the area of the museum or archive where work is conducted. 4 83 891 2 5401—01

HI 892. MUSEUM INTERNSHIP  3-6 HRS.  
(Prerequisite, HI 590 Introduction to Public History or permission of instructor.) 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 these objectives. 4 83 392 2 5401—01

HI 893. GTA TRAINING SEMINAR  1 HR.  
(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. 4 83 893 0 5401—01

PHILOSOPHY

PI 225. INTRODUCTION TO PHILOSOPHY  2-3 HRS.  
A survey of the general issues, questions, and problems in philosophy. 4 85 225 0 3801—01

PI 255. ETHICS  2-3 HRS.
A study of ethical issues, problems, and the differing ethical frameworks from which decisions may be made. 4 85 255 0 3801—01

**PI 256. LOGIC**  
2-3 HRS.  
Although some attention is given to the philosophy of language and the philosophy of science, primary emphasis is placed upon formal systems of deductive reasoning. 4 85 256 0 3801—01

**PI 275. PHILOSOPHY OF ART AND BEAUTY**  
3 HRS.  
An introduction to classic and contemporary philosophical approaches to art and beauty. Topics include the nature of art, the relation between different arts, the nature of artistic creation, and the problem of evaluating works of art. Examples will be drawn from literature, music, and the visual arts. 4 85 275 0 3801—01

**PI 285. ENVIRONMENTAL ETHICS**  
3 HRS.  
A study of ethical issues concerning the relation of humans to the natural environment. Topics include Western and non-Western conceptions of nature, the application of various ethical theories and concepts to environmental concerns, and the role of religious, scientific, technological, economic, and political considerations in determining environmental policy. 4 85 285 0 3801—03

**PI 295. PHILOSOPHY OF HUMAN NATURE**  
3 HRS.  
A survey and examination of the most influential ideas and philosophical theories on human nature. The course covers conceptions of human nature found in Greek philosophy and the world’s religions as well as notions of human nature found in thinkers such as Freud, Darwin, and contemporary philosophy. 4 85 295 0 3801—01

**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. 4 85 300 0 3801—01

**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. 4 85 335 0 3801—01

**PI 369. WORLD RELIGIONS**  
2-3 HRS.  
An introduction to the living religions of humankind. 4 85 369 0 3802—01

**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. 4 85 370 0 3801—01

**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. 4 85 373 0 3801—01

**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. 4 85 375 0 3801—01

**PI 395. WESTERN RELIGIOUS PHILOSOPHY**  
2-3 HRS.  
An examination of the basic ideas associated with the Judeo-Christian religious and philosophical traditions. 4 85 395 0 3801—01

**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. 4 85 400 0 3801—01

**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, Phenomenology, and Phenomenology. 4 85 412 0 3801—01

**PI 413. EXISTENTIAL PHILOSOPHY**  
1-3 HRS.  
A depth study in the philosophy of existentialism concerning Kierkegaard, Sartre, Tillich, Camus, and others. 4 85 413 0 3801—01

**PI 471. INDEPENDENT STUDY**  
1-3 HRS.  
(Prerequisites, six hours of philosophy, plus consent of instructor and the department chair. Does not answer general education requirements.) Special project or readings on a topic initiated by the student and approved by the instructor. 4 85 471 3 3801—01

**PI 500. TOPICS IN PHILOSOPHY**  
1-3 HRS.  
(Prerequisite, limit of six hours credit for undergraduates in PI 500.) Designed to present vital topics in philosophy for the undergraduate and graduate student. 4 85 500 0 3801—01

**PI 810. RESEARCH PROBLEM IN PHILOSOPHY**  
1-3 HRS.  
(Prerequisites, six hours of philosophy, 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. 4 85 810 4 3801—01

**POLITICAL SCIENCE**

**PO 100. INTRODUCTION TO GOVERNMENT AND POLITICS**  
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. 4 86 100 0 4510—01

**PO 121. AMERICAN NATIONAL GOVERNMENT**  
2-3 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. 4 86 121 0 4510—01

**PO 322. STATE AND LOCAL GOVERNMENT AND POLITICS**  
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. 4 86 322 0 4510—01

**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. 4 86 330 0 4509—01

**PO 331. 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 Transnational Relations, International Organization, Comparative Foreign Policy, Policy Analysis, Global Problems, Alternative Futures, World Politics, Theory and Practice, Simulation, United Nations. 4 86 331 0 4509—01

**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. 4 86 333 0 4510—01

**PO 334. SOVIET/RUSSIAN FOREIGN POLICY** 1-3 HRS.
An examination and analysis of the content and methods of foreign policy of the Soviet Union/Russia looking especially at the various regional interests of the U.S.S.R./Russia and its global relationship with the West including militarism and arms control. 4 86 334 0 4509—01

**PO 335. INTERNATIONAL LAW AND ORGANIZATION** 3 HRS.
(Prerequisite, PO 121.) 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. 4 86 335 0 4510—01

**PO 345. INTRODUCTION TO 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. 4 86 345 0 4510—01

**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. 4 86 350 0 4404—01

**PO 351. SEMINAR IN PUBLIC AFFAIRS** 3 HRS.
(Prerequisites, PO 350 and consent of instructor.) 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 inter-actions between scholars and public administration. Organizational behavioral theories applicable to government management are introduced and applied. 4 86 351 0 4404—01

**PO 354. POLITICS OF BUDGETING AND FINANCIAL ADMINISTRATION** 3 HRS.
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. 4 86 354 0 4404—01

**PO 400. SEMINAR IN POLITICAL SCIENCE** 1-3 HRS.
(Prerequisite, nine hours political science or consent of instructor.) 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. 4 86 400 0 4510—01

**PO 410. DEVELOPMENT OF POLITICAL THOUGHT** 2-3 HRS.
(Prerequisite, six hours of political science or consent of instructor.) 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. 4 86 410 0 4510—01

**PO 411. CONTEMPORARY POLITICAL IDEAS** 2-3 HRS.
(Prerequisite, six hours of political science or consent of instructor.) 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. 4 86 411 0 4510—01

**PO 412. AMERICAN POLITICAL THOUGHT** 2-3 HRS.
(Prerequisite, six hours of political science or consent of instructor.) Development of American political thought from the colonial period to the present. Background in European thought will be noted. 4 86 412 0 4510—01

**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. 4 86 422 0 4510—01

**PO 423. GOVERNMENT AND POLITICS OF THE SOVIET UNION / RUSSIA** 1-3 HRS.
(Prerequisite, three hours of political science or consent of instructor.) A study of politics and government in the Soviet Union/Russia. Some attention will be given to methods of comparative study as well as
those unique to the study of the Soviet Union/Russia and to the topic of Marxism-Leninism and its applications. 4 86 423 0 4510—01

PO 425. POLITICS OF THE DEVELOPING AREAS 1-3 HRS.  
(Prerequisite, three hours of political science or consent of instructor.) 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. 4 86 425 0 4510—01

PO 426. GOVERNMENT AND POLITICS OF CHINA 1-3 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. 4 86 426 0 4510—01

PO 427. GOVERNMENT & POLITICS 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. 4 86 427 0 4510—01

PO 441. AMERICAN POLITICAL PARTIES & ELECTIONS 3 HRS.  
(Prerequisite, PO 121.) 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. 4 86 441 0 4510—01

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. 4 86 444 0 4510—01

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. 4 86 445 0 4510—01

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. 4 86 446 0 4510—01

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. 4 86 447 0 4510—01

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. 4 86 448 0 4510—01

PO 449. THE AMERICAN BUREAUCRACY 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. 4 86 449 0 4510—01

PO 451. PRACTICUM IN PUBLIC AFFAIRS 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. 4 86 451 2 4404—01

PO 455. LEGISLATIVE INTERNSHIP 5 HRS.  
(Prerequisites, PO 121 and PO 322. Enrollment by permission of the Director of the Public Affairs 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. 4 86 455 2 4510—01

PO 471. INDEPENDENT STUDY 1-3 HRS.  
(Prerequisites, six hours of political science plus consent of instructor and the department chair. Does not answer general education requirements.) Special project or readings on a topic initiated by the student and approved by the instructor. 4 86 471 3 4510—01

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. Does not apply on major or minor requirements. 4 86 480 0 2201—02

PO 500. RESEARCH IN POLITICAL SCIENCE 3 HRS.  
(Prerequisite, PO 121 or comparable introductory course in social science.) 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. 4 86 500 0 4510—01

PO 540. SPECIAL TOPICS IN POLITICAL SCIENCE 1-3 HRS.
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. 4 86 701 0 4510—01

PO 702. SEMINAR IN POLITICAL THEORY  1-3 HRS.
(Prerequisite, six hours of political science or consent of instructor.) An intensive examination of selected problems, individuals or particular ideas in the area of political theory. 4 86 702 0 4510—01

PO 703. SEMINAR IN POLITICAL PROCESSES  1-3 HRS.
(Prerequisite, six hours of political science, or consent of instructor.) 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. 4 86 703 0 4510—01

PO 704. SEMINAR IN COMPARATIVE GOVERNMENT AND POLITICS  1-3 HRS.
(Prerequisite, six hours of political science or consent of instructor.) An intensive examination of selected problems in the study of political systems, institutions, or behavior on a cross-national basis or in the methods of comparative analysis. 4 86 704 0 4510—01

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. 4 86 705 0 4510—01

PO 706. 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. 4 86 706 0 4510—01

PO 707. 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. 4 86 707 0 4510—01

PO 708. 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. 4 86 708 0 4510—01

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. 4 86 733 0 4510—01

PO 750. PUBLIC ADMINISTRATION  3 HRS.
An intensive study of the structures and procedures utilized in governmental organizations and the administrative processes. 4 86 750 0 4401—01

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. 4 86 757 0 2202—99

PO 810. RESEARCH PROBLEM IN POLITICAL SCIENCE  1-3 HRS.
(Prerequisites, six hours of political science, 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. 4 86 810 4 4510—01

SOCIAL SCIENCE

SS 150. INTERNATIONAL STUDENT ORIENTATION  1 HR.
(Prerequisite, required of all new international students during their first semester in residence, unless exempted by International Student Advisor. Not open to United States students.) May not be repeated for credit. Introduction to the university and its policies, immigration regulations, university facilities and their purposes, the Emporia community, and selected important aspects of the American society. Lectures by university and community specialists and authorities. 4 87 150 0 4599—99

SS 310. INTRODUCTION TO TEACHING SOCIAL STUDIES  1 HR.
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. 4 87 310 0 1313—18

SS 460. TEACHING SECONDARY/MIDDLE SOCIAL STUDIES  3 HRS.
A substantive methods course designed for prospective secondary/ middle social studies teachers. Emphasis upon the identification and application of content from the social science disciplines to the secondary/middle curriculum. 4 87 460 0 1313—18

SS 540. DEVELOPING PROFESSIONAL TEACHER
PORTFOLIO 1 HR.
(Prerequisite, permission of instructor; social science majors only; have to be admitted to Phase II—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. 4 87 540 0 1313—18

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. 4 87 543 0 4501—01

SS 740. SEMINAR IN SOCIAL SCIENCE 2-3 HRS.
Investigation of the various fields in the social sciences and/or the teaching of the social studies. 4 87 740 0 4501—01

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. 4 87 743 0 4501—01

SS 842. PROJECT, M.A.T. 1-3 HRS.
Required for the Master of Arts in Teaching degree in the Social Sciences. 4 87 842 4 4501—01

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Associate Professor Nathaniel Eugene Terrell, Chair


http://www.emporia.edu/socanth/

Students interested in sociology and anthropology 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

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 33 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 Club. Sociology Club activities include both educational and social gatherings and all students are encouraged, but not required, to participate. 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. The 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.

Sociology Core Requirements (21 hours):

Students graduating as sociology majors or minors must have a minimum grade of “C” for all core courses.

AN 110 Introduction to Cultural Anthropology 3 hours
SO 101 Introduction to Sociology 3 hours
SO 202 Social Problems 3 hours
SO 450 Research Methods (Fall only) 3 hours
SO 501 Sociological Theory: Classical (Fall only) 3 hours
SO 550 Research Methods and Statistics in Sociology (Spring only) 3 hours
SO 565 Sociological Theory: Contemporary (Spring only) 3 hours

Anthropology Track (12 hours):

AN 320 Introduction to Physical Anthropology 3 hours
Electives in Anthropology 9 hours
(Excluding AN 471 Independent Study, and SO 472 Sociology Practicum)

Sociology Track (12 hours):

Choose at least 6 hours from these courses:
SO 303 Social Deviance 3 hours
SO 320 Social Stratification 3 hours
SO 353 Criminology 3 hours
SO 370 Race and Ethnic Relations 3 hours
SO 400 Sociology of the Family 3 hours
SO 406 Population 3 hours
SO 418 Juvenile Delinquency 3 hours
SO 430 Sociology of Gender 3 hours
AND
Electives in Sociology 6 hours

(BACHELLOR OF SCIENCE

SOCIOLY MAJOR

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 Club. Sociology Club activities include both educational and social gatherings and all students are encouraged, but not required, to participate. 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. The 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.

Sociology Core Requirements (21 hours):

Students graduating as sociology majors or minors must have a minimum grade of “C” for all core courses.

AN 110 Introduction to Cultural Anthropology 3 hours
SO 101 Introduction to Sociology 3 hours
SO 202 Social Problems 3 hours
SO 450 Research Methods (Fall only) 3 hours

Total of 33 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.

* A minimum of 15 hours toward the major must be completed at ESU.
(A statistics course is strongly recommended for anyone pursuing a graduate degree.)
SO 501 Sociological Theory: Classical
   (Fall only) 3 hours
SO 550 Research Methods and Statistics in
   Sociology (Spring only) 3 hours
SO 565 Sociological Theory: Contemporary
   (Spring only) 3 hours

In addition to the above 21-hour core, students may choose
one of the following career interest tracks (24 hours) for a total of
45 hours required for this major.

**Social Services and Family Studies Track (24 hours):**

SO 261 Marriage and Family 3 hours
SO 300 Topics in Sociology 3 hours
SO 320 Social Stratification 3 hours
SO 325 Medical Sociology 3 hours
SO 350 Adult Development and Aging 3 hours
SO 351 Introduction to Social Welfare 3 hours
SO 352 Sociology of Education 3 hours
SO 354 Information, Technology and Society 3 hours
SO 356 Social Welfare Issues 3 hours
SO 400 Sociology of the Family 3 hours
SO 401 Sociology and Religion 3 hours
SO 402 Sociology of Slavery 3 hours
SO 406 Population 3 hours
SO 410 Domestic Violence 3 hours
SO 420 Sociology of Divorce 3 hours
SO 430 Sociology of Gender 3 hours
SO 460 Society and Personality 3 hours
SO 471 Independent Study 1-6 hours
SO 472 Sociology Practicum 1-6 hours
SO 540 Topics in Sociology 3 hours
Electives in Sociology or Anthropology 3 hours

**Criminal Justice Track (24 hours):**

SO 125 Introduction to Criminal Justice 3 hours
SO 300 Topics in Sociology 3 hours
SO 303 Social Deviance 3 hours
SO 310 Introduction to Law Enforcement 3 hours
SO 315 Introduction to Criminal Investigation 3 hours
SO 330 Victimology 3 hours
SO 335 Criminal Court Process 3 hours
SO 340 Community Corrections 3 hours
SO 353 Criminology 3 hours
SO 370 Race and Ethnic Relations 3 hours
SO 375 Homeless and Runaway Youths 3 hours
SO 403 Sociology of Corrections 3 hours
SO 410 Domestic Violence 3 hours
SO 418 Juvenile Delinquency 3 hours
SO 471 Independent Study 1-6 hours
SO 472 Sociology Practicum 1-6 hours
SO 473 Internship in Criminal Justice 1-6 hours
SO 540 Topics in Sociology 3 hours
Electives in Sociology or Anthropology 6 hours

(A statistics course is strongly recommended for anyone pursuing
a graduate degree.)

**MINOR IN SOCIOLOGY**

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.

**Required Courses (6 hours):**

Students graduating as sociology majors or minors must have
a minimum of “C” for all core courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SO 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SO 202</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: Students may not use more than 6 hours of SO 471
(Independent Study), SO 472 (Sociology Practicum), and/or SO
473 (Internship in Criminal Justice) combined for any of the
tracks.

* A minimum of 21 semester hours toward the major must be
completed at ESU.
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 Criminal Justice may be counted as an elective. All Independent Study, Practicum and Internship hours need the approval of the instructor.

MINOR IN SOCIOLOGY/ANTHROPOLOGY
A minor in Sociology/Anthropology consists of 18 semester hours of Sociology/Anthropology course work. A minimum of 9 hours in Sociology/Anthropology must be completed at Emporia State University.

Required Courses (12 hours):
Students graduating as sociology majors or minors must have a minimum of “C” for all core courses.

- SO 101 Introduction to Sociology 3 hours
- SO 202 Social Problems 3 hours
- AN 110 Introduction to Cultural Anthropology 3 hours
- AN 320 Introduction to Physical Anthropology 3 hours

The remaining 6 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, SO 473 Internship in Criminal Justice and/or AN 471 Independent Study may be counted as an elective. All Independent Study, Practicum and Internship hours need the approval of the instructor.

Courses offered by the Department of Sociology and Anthropology:

ANTHROPOLOGY

AN 101. INTRODUCTION TO ANTHROPOLOGY 3 HRS.
An introduction to the basic assumptions and objectives of anthropology. 4 91 101 0 4502—01

AN 110. INTRODUCTION TO CULTURAL ANTHROPOLOGY 3 HRS.
Students will be introduced to Cultural Anthropology—the study of the cultural diversity of contemporary societies and the factors that influenced their development. 4 91 110 0 4502—01

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. 4 91 200 0 4503—01

AN 300. TOPICS IN ANTHROPOLOGY 1-3 HRS.
Investigations into selected areas of anthropological thought. Can be repeated with the permission of the instructor. 4 91 300 0 4502—01

AN 302. INTRODUCTION TO ARCHAEOLOGY 3 HRS.
An introduction to the methods and major conclusions of archaeological research. 4 91 302 0 4503—01

AN 320. INTRODUCTION TO PHYSICAL ANTHROPOLOGY 3 HRS.

This course provides an introduction to physical anthropology. Focus will be to explore the causes and consequences of human evolutionary history. 4 91 320 0 4502—01

AN 355. ARCHAEOLOGICAL ANALYSIS 3 HRS.
A research participation course in which the student analyzes and interprets archaeological data. 4 91 355 1 4503—01

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. 4 91 356 2 4503—01

AN 410. CROSS-CULTURAL STUDIES 3 HRS.
The application of cross-cultural methods to the explanation of cultural differences and similarities. 4 91 410 0 4502—01

AN 445. CULTURE AND PERSONALITY 3 HRS.
(Prerequisite, AN 101.) An investigation of the relationship between personality and culture. 4 91 445 0 4502—01

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. 4 91 471 3 4502—01

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. 4 91 540 0 4502—01

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. 4 91 701 0 4502—01

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. 4 91 750 0 4502—01

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. 4 91 810 4 4502—01

SOCIOLOGY

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. 4 92 101 0 4511—01

SO 125. INTRODUCTION TO CRIMINAL JUSTICE 3 HRS.
This course provides an introduction to law enforcement and the
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. 4 92 125 0 4504—01

SO 261. MARRIAGE AND FAMILY 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. 4 92 261 0 1907—04

SO 300. TOPICS IN SOCIOLOGY 1-3 HRS.
(Prerequisite, SO 101.) Investigations into selected areas of sociological thought. 4 92 300 0 4511—01

SO 301. SPORT IN SOCIETY 3 HRS.
(Prerequisite, SO 101.) 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. 4 92 301 0 4511—01

SO 303. SOCIAL DEVIANCE 3 HRS.
(Prerequisite, SO 101.) 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. 4 92 303 0 4511—01

SO 310. INTRODUCTION TO LAW ENFORCEMENT 3 HRS.
(Prerequisites, SO 101 and SO 125.) This course studies the evolution of law enforcement in the United States, law enforcement as a career, criminal law, police operations, critical issues in law enforcement, and the criminal justice system in action. 4 92 310 0 4301—04

SO 315. INTRODUCTION TO CRIMINAL INVESTIGATION 3 HRS.
(Prerequisites, SO 101 and SO 125.) 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. 4 92 315 0 4301—04

SO 320. SOCIAL STRATIFICATION 3 HRS.
(Prerequisite, SO 101.) Comparative analysis of inequalities of wealth, power and prestige in contemporary societies; class aspects of community structure and social mobility. 4 92 320 0 4511—01

SO 325. MEDICAL SOCIOLOGY 3 HRS.
(Prerequisite, SO 101.) 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. 4 92 325 0 4511—01

SO 330. VICTIMOLOGY 3 HRS.
(Prerequisite, SO 101.) 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. 4 92 330 0 4504—01

SO 335. CRIMINAL COURT PROCESS 3 HRS.
(Prerequisite, SO 101.) This course will cover law enforcement, courts, and corrections. 4 92 335 0 4504—01

SO 340. COMMUNITY CORRECTIONS 3 HRS.
(Prerequisites, SO 101 and SO 125.) 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. 4 92 340 0 4504—01

SO 350. ADULT DEVELOPMENT AND AGING 3 HRS.
(Prerequisite, SO 101.) Current social theory and research related to human development during the adult life cycle from young adulthood through old age. 4 92 350 0 4511—01

SO 351. INTRODUCTION TO SOCIAL WELFARE 3 HRS.
(Prerequisite, SO 101.) 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. 4 92 351 0 4407—01

SO 352. SOCIOLOGY OF EDUCATION 3 HRS.
(Prerequisite, SO 101.) A sociological analysis of education, the school as a social institution, the culture of the school and the interrelationship of society and education. 4 92 352 0 4511—01

SO 353. CRIMINOLOGY 3 HRS.
(Prerequisite, SO 101.) 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. 4 92 353 0 4504—01

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. 4 92 354 0 4511—01

SO 356. SOCIAL WELFARE ISSUES 3 HRS.
(Prerequisite, SO 101.) 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.
An interdisciplinary examination of domestic technology and urbanization. 4 92 361 0 4511—01

SO 370. RACE AND ETHNIC RELATIONS 2-3 HRS. (Prerequisite, SO 101.) 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. 4 92 370 0 4511—01

SO 375. HOMELESS AND RUNAWAY YOUTHS 3 HRS. (Prerequisite, SO 101.) This course will examine historical perspectives, politics, causes, housing, special populations, and solutions among the homeless and runaway youths. 4 92 375 0 4511—01

SO 400. SOCIOLOGY OF THE FAMILY 3 HRS. (Prerequisite, SO 101.) Examining the American family as a primary social institution: its historical background, social dynamics and current issues affecting contemporary family life. 4 92 400 0 4511—01

SO 401. SOCIOLOGY AND RELIGION 3 HRS. (Prerequisite, SO 101.) This course presents the sociological treatment of different religions, in terms of how different religions are defined, their major structural features, and their role in the lives of individuals and in the social system as a whole. The course will also look at how different religions begin, how they function as a source of social cohesion or social conflicts, and how religion can lead to social change. 4 92 401 0 4511—01

SO 402. SOCIOLOGY OF SLAVERY 3 HRS. (Prerequisite, SO 101.) 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. 4 92 402 0 4511—01

SO 403. SOCIOLOGY OF CORRECTIONS 3 HRS. (Prerequisite, SO 101.) 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. 4 92 403 0 4511—01

SO 405. URBAN SOCIETY 3 HRS. (Prerequisite, SO 101.) Nature, extent and causes of urbanization; ecology of cities and metropolitan regions; urban types and institutions. 4 92 405 0 4512—01

SO 406. POPULATION 3 HRS. (Prerequisite, SO 101.) An analysis of the United States and world population trends with special attention to the problems arising from technology and urbanization. 4 92 406 0 4512—01

SO 410. DOMESTIC VIOLENCE 3 HRS. (Prerequisite, SO 101.) 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. 4 92 410 0 4511—01

SO 418. JUVENILE DELINQUENCY 3 HRS. (Prerequisite, SO 101.) Covers the causes and extent of delinquency along with identifications, treatment, and prevention. Included are topology and case history concepts. 4 92 418 0 4504—01

SO 420. SOCIOLOGY OF DIVORCE 3 HRS. (Prerequisite, SO 101.) 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. 4 92 420 0 4511—01

SO 430. SOCIOLOGY OF GENDER 3 HRS. (Prerequisite, SO 101.) 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. 4 92 430 0 4511—01

SO 450. RESEARCH METHODS 3 HRS. (Prerequisite, SO 101.) 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. 4 92 450 0 4511—01

SO 460. SOCIETY AND PERSONALITY 3 HRS. (Prerequisite, SO 101.) 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. 4 92 460 0 4511—01

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. 4 92 471 3 4511—01

SO 472. SOCIOLOGY PRACTICUM 1-3 HRS. (Prerequisite, consent of instructor.) A practicum experience working in criminal justice, social welfare or other agencies. 4 92 472 2 4511—01

SO 473. INTERNSHIP IN CRIMINAL JUSTICE 1-3 HRS. (Prerequisites, SO 101 and 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. 4 92 473 2 4301—04

SO 480. COMMUNITY MENTAL HEALTH 3 HRS. (Prerequisite, SO 101.) 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. 4 92 480 0 4511—01

SO 501. SOCIOLOGICAL THEORY: CLASSICAL 3 HRS. (Prerequisite, SO 101.) 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 540. TOPICS IN SOCIOLOGY 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, SO 450.) 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, SO 101 and 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: CONTEMPORARY 3 HRS.  
(Prerequisite, SO 501.) This course builds on the survey of the classical tradition. It examines current (20th Century) theoretical developments in sociology, including structural functionalism, symbolic interactionism, conflict theory, and phenomenology.

SO 709. SEX EDUCATION 3 HRS.  
(Prerequisite, courses in general biology and sociology.) 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.  
(Prerequisite, SO 101 or permission of instructor.) 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 project or readings on a topic initiated by the student and approved by the instructor.
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 catlettr@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 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 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 emphasis 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, 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 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 EMPHASIS 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 3 hours (designated section)
- EG 207 Introduction to Literature 3 hours (designated section)

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

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 and representatives from the Teachers College.

Through the Center’s early years, meetings of this joint science and mathematics education committee were held on an as-needed basis among the sciences, mathematics, and teacher education.

During the academic year 1976-77, the Department of Biological Sciences made space available for the Center from a converted laboratory--Science Hall 177. In it was started a collection of K-12 science and mathematics curriculum materials. These materials, along with current materials, are available for use by university students and faculty as well as teachers from
area school districts and others.

Gradual expansion of the Center's mission led to the establishment of a half-time director's position in 1981. During the 1990-91 academic year, the Center's name was changed to the Science and Mathematics Education Center to more fully 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 and Computer Science, Physical Sciences, and the Teachers College.

The Kansas Science Teacher, an annual publication serving science and mathematics teachers, was begun in 1984, and continues 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 present collection is in excess of 7000, primarily serving teachers in Kansas.

MISSION AND GOALS

The general mission of the Science and Mathematics Education Center is the improvement of preservice and inservice 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, and secondary science and mathematics teaching fields.

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 and Computer Science, 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 the writing of proposals 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 math and science teacher organizations.

Major activities conducted by the Science and Mathematics Education Center include dissemination of curriculum materials, staff development, consultation, research within school districts, state-wide research, and science/ mathematics curriculum development.

NEWMAN NURSING LIBRARY

The Nursing Library is located on the second floor of Cora Miller Hall, the building housing Newman Division 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. The book, video, and journal holdings are 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.
THE TEACHERS COLLEGE

Teresa A. Mehring, Dean

J. Phillip Bennett, Associate Dean

The Teachers College consists of the Dean’s Office, six academic departments, the Office of Professional Education Services, the Jones Institute for Educational Excellence, and the Resource Center. Academic departments of The Teachers College are the following:

Department of Counselor Education and Rehabilitation Programs
Department of Early Childhood/Elementary Teacher Education
Department of Health, Physical Education, and Recreation
Department of Instructional Design & Technology
Department of Psychology and Special Education
Department of School Leadership/Middle & Secondary Teacher Education

http://www.emporia.edu/teach/tc/tcolhome.htm

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 and personnel preparation unit of Emporia State University is to develop The Professional: Critical Thinker, Creative Planner, and Effective Practitioner. 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 and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

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-BASED PROFESSIONALS

Knowledge
Candidates will exhibit knowledge of:
- general education within an intellectual framework.
- essential concepts of their content studies.
- philosophical, historical, social, and theoretical foundations of education.
4) theories of human physical, cognitive, social, and motional development.
5) characteristics and equitable treatment of diverse learners.
6) essential concepts of planning, assessment, and instruction.
7) appropriate technology and how it may be used to enhance teaching and learning.
8) techniques to integrate professional studies with essential concepts from their general studies and content studies.
9) legal and ethical issues and practice in education.

Skills
Candidates will be able to:
- integrate and use concepts from their general, content, and professional studies in their teaching environment.
- demonstrate professional performance that reflects current theory, research, and practice.
- implement non-biased techniques for meeting needs of diverse learners.
- use and support effective communication techniques in order to develop a positive learning environment.
- demonstrate creative planning and curriculum integration to promote learning of all students.
- employ appropriate assessment techniques in order to measure the development and learning of their students.
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
- make use of appropriate technology in their teaching environment.

Dispositions
Candidates will demonstrate a:
- commitment to professionalism and ethical standards.
- desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
- dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
- belief in having high expectations for all learners.
- respect for cultural and individual differences by providing equitable learning opportunities for all.
- desire to communicate with family and community members to make them partners in the educational process.
- commitment to collaboration with other professionals to improve the overall learning of students.

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; 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 Director of Admissions, whose office is located in room 208 of Visser Hall. Student teaching, all other field experiences, and procedures and requirements for becoming initially licensed to teach are administered by the Office of Professional Education Services (208 Visser Hall)

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 study. These Professional Development Schools are located in various school districts within the state.

For teacher education admission requirements, see admission requirements located in the Early Childhood/Elementary Teacher 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 been convicted as a felon or has otherwise committed offenses inappropriate for a teacher.

(The Teachers College Policies and Procedures Manual, revised July 2003.)

In addition KSBE Regulations 91-22-1a, Denial, suspension, or revocation of license; public censure; grounds; report, effective May 19, 2000 states:

(a) Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause, including any of the following:

1. Conviction of any crime punishable as a felony;
2. Conviction of any crime involving a minor;
3. Conviction of any misdemeanor involving theft;
4. Conviction of any misdemeanor involving drug-related conduct;
5. Conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;
6. Conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;
7. Commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;
8. Engaging in any sexual activity with a student;
9. Breach of an employment contract with an education agency by abandonment of the position;
10. Conduct resulting in a finding of contempt of court in a child support proceeding;
11. Entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;
12. Obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts;
13. Denial, revocation, cancellation, or suspension of a license in another state on grounds similar to any of the grounds described in this subsection.

(b) A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).

If the student fails to disclose information which is requested or intentionally reports false or inaccurate information, their licensure may be revoked or denied. If denied admission to the Emporia State University Teacher Education Program, the student is entitled to a hearing regarding this decision.

CAPPING POLICY

On December 5, 1991, The Council on Teacher Education approved a policy for capping enrollments in Phase I/Block 1 elementary and secondary teacher education. To date, this policy has not been implemented. Should future fiscal or personnel limitations dictate the implementation of the capping policy, students will be provided a minimum of one calendar year notice by the dean of The Teachers College.

NOTE: Teacher education students should refer to the appropriate sections of this catalog for a description of general education requirements and specific requirements for a teaching field. Students should also consult regularly with their advisors to make certain they are fulfilling all teacher education requirements.

GRADUATION REQUIREMENT

EFFECTIVE FALL 2000

Any Emporia State University student who will receive an education degree will be required to pass the Principles of Learning Test at the appropriate level (elementary, middle school, or secondary school) prior to graduation. Beginning September 1, 2005, any student who will receive an education degree at ESU will be required to pass a content assessment in all content areas in which they will receive a recommendation for a teacher license endorsement prior to graduation.

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. The 2002-2003 Title II Report may be viewed at the following address on the homepage of the Office of the Dean: http://www.emporia.edu/teach/dean/titleii.htm

POST-BACCALAUREATE

LICENSIURE 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 (certified) in another field. Information may be obtained from the university’s director of licensure, room 208, Visser Hall.

A program providing for a restricted teaching license is available for individuals who hold a bachelor's degree. Information may be obtained from the university’s director of licensure, room 208, Visser Hall.

**OFFICE OF PROFESSIONAL EDUCATION SERVICES (OPES)**

The Office of Professional Education Services functions as an administrative component of The Teachers College. Its primary mission is to initiate, implement, and maintain administrative procedures that relate to or supplement the teacher education programs. Primary responsibilities include record keeping for admission to teacher education and licensure, monitoring credentials for students to ensure that admission standards are being maintained, and establishing and coordinating all field experiences affiliated with teacher education at the undergraduate level.

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. 2 30 462 2 1312—02

**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. 2 30 463 2 1312—02

**LE 470. STUDENT TEACHING, SPECIAL EDUCATION, ELEMENTARY** 6 HRS.
(Prerequisite, admission to Block 3 Teacher Education. Senior standing.) Participation, under supervision, in teaching special education 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 consists of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office and is taken concurrently with EL 464. 2 30 470 2 1310—01

**LE 471. STUDENT TEACHING, SPECIAL EDUCATION, SECONDARY** 9-12 HRS.
(Prerequisite, admission to Phase II Teacher Education. Consent of advisor.) Participation, under supervision, in teaching at the secondary 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 three-quarters of the semester to a full semester or the equivalent. Specific assignment is made by the student teaching office. 2 30 471 2 1310—01

**LE 472. STUDENT TEACHING, SPECIAL EDUCATION, SECONDARY** 6 HRS.
(Prerequisite, admission to Phase II Teacher Education.) Participation, under supervision, in teaching special education 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 and is taken concurrently with LE 490. 2 30 472 2 1310—01

**LE 480. STUDENT TEACHING, MIDDLE LEVEL** 3-12 HRS.
(Prerequisite, admission to 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. 2 30 480 2 1312—03

**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 consists 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 EL 464. 2 30 481 2 1312—04

**LE 485. STUDENT TEACHING, EARLY CHILDHOOD SPECIAL EDUCATION** 6 HRS.
(Prerequisites, consent of advisor, CD 660, CD 636, CD 438, 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
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 AND REHABILITATION PROGRAMS

Associate Professor Patricia J. Neufeld, Interim Chair


http://www.emporia.edu/counre/

BACHELOR OF SCIENCE REHABILITATION SERVICES EDUCATION MAJOR

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 functioning that he/she is capable of achieving. This may be realized through improved vocational activity, independent living skills, or competitive employment. 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 RE 290 Introduction to Rehabilitation Programs (3) or RE 291 Survey of Disabling Conditions (3) with a grade of B or better.
3. Students with less than 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 do the following:

1. Submit a completed Admissions Application for the Rehabilitation Services Education program and a copy of your transcript to the Department of Counselor Education and
Rehabilitation Programs.
After admission into the Department of Counselor Education and Rehabilitation Programs, 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: RE 320, Independent Study; RE 445, Observation in Rehabilitation; RE 636, Introduction to Group Procedures; and RE 699, 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 1 hour
- RE 392 Survey of Mental/Psych Disabilities 3 hours
- RE 510 Helping Relationships in Counseling 3 hours
- RE 636 Introduction to Group Procedures 2 hours
- RE 640 Disab Policy & Human Serv Sys 2 hours
- RE 641 Case Management in Rehabilitation 3 hours
- RE 680 Independent Living & Advocacy 2 hours
- RE 692 Voc Info 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) 5 hours

GRADUATE PROGRAM
The Department of Counselor Education and Rehabilitation Programs offers graduate work leading to the Master of Science degree for the student desiring to qualify as a school counselor, rehabilitation counselor, mental health counselor, or student personnel worker.

Courses offered by the Department of Counselor Education and Rehabilitation Programs:

COUNSELOR EDUCATION

CE 200. LIFE PLANNING WORKSHOP 1 HR.
(Prerequisite, consent of instructor.) Life Planning Workshops have as their primary focus helping each participant in the group process to assess him/her now and project into the future. The group structure is designed to enable each person to apply planned change to his/her life through such activities as values clarification and decision-making skills. 2 25 200 0 1311—01

CE 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. 2 25 205 2 1311—01

CE 210. STUDENT PROGRAMMING ACTIVITIES 1 HR.
(Prerequisite, consent of instructor.) Student Programming Activities is designed to aid each participant in understanding, evaluating, and effectively programming activities for student organizations. Programming methods, skills, and facilities (i.e., publicity, finance, contracts, ethics, promotion) are studied, practiced and evaluated in order to improve the programming area. 2 25 210 0 1311—01

CE 301. INTRODUCTION TO THE COUNSELING PROFESSION 2 HRS.
An overview of the counseling profession with specific attention given to the work of counselors in school, rehabilitation, mental health, and student personnel settings. 2 25 301 0 1311—01

CE 320. SPECIAL TOPICS IN COUNSELOR EDUCATION 1-3 HRS.
(Prerequisite, departmental permission.) This course is for the study of various special topics and experimental course offerings by the Department of Counselor Education and Rehabilitation Programs. 2 25 320 3 1311—01

CE 400. TEACHER'S ROLE IN GUIDANCE 2 HRS.
(Prerequisites, GPA of 2.75 and 172 on the Pre-Professional Skills Test, or 2.5 GPA and 179, 178, 176 in PPST reading, mathematics, and writing tests, respectively. Enrollment concurrently with ED 333, ED 335 and PY 334 in a single time block. No cross enrollments permitted.) This course is a part of the first phase of professional education and is designed to help prospective teachers understand the role of the teacher in guidance, development of self-esteem, classroom management, discipline, career planning, multicultural awareness, and the use of testing. Students will complete this course as part of the block in either semester of their junior year and prior to enrollment in their content specialty methods course. This professional education course integrates with the other courses in Phase I to provide a theoretical and practical base for observation and microlab teaching activities. 2 25 400 0 1311—01

CE 420. GUIDANCE SEMINAR FOR RESIDENT AIDES 1 HR.
(Prerequisite, resident aides only.) 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. 2 25 420 0 1311—01

CE 510. HELPING RELATIONSHIPS IN COUNSELING 3 HRS.
(Prerequisite, consent of instructor.) 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. 2 25 510 0 1311—01

CE 610. GRIEF, DEATH AND BEREAVEMENT COUNSELING 1 HR.
(Prerequisite, permission required.) 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. 2 25 610 0 1311—01

CE 615. CRISIS COUNSELING 2 HRS.  
(Prerequisite, permission required.) A seminar-type course designed to help counselors and others in the helping professions to work with individuals, families, or groups in crisis resolution. Students will discuss intervention strategies and models for developmental and situational crisis situations. Physiological and psychological reaction to stress will be discussed. Basic concepts on establishing “Hot-Line” and “Walk-In” crisis centers are considered. 2 25 615 1311—01

CE 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. 2 25 700 0 1311—01

CE 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. 2 25 705 0 1311—01

CE 709. INTRODUCTION TO MENTAL HEALTH COUNSELING 3 HRS.  
(Prerequisite, permission required.) This course serves as the basic course introducing students to the theoretical and historical framework within which a mental health counselor functions. The student will be introduced to various mental health professions and to the interfacing of all mental health professions. 2 25 709 0 1311—01

CE 710. MULTI-CULTURAL COUNSELING 3 HRS.  
(Prerequisite, permission required.) 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. 2 25 710 0 1311—01

CE 715. PARENTING AND PARENT CONSULTATION 3 HRS.  
(Prerequisite, permission required.) 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. 2 25 715 0 1311—01

CE 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. 2 25 720 3 1311—01

CE 726. SPECIAL ISSUES IN MARRIAGE COUNSELING 1 HR.  
(Prerequisite, 9 graduate hours in CERP or permission required.) This course covers in-depth, specific issues pertinent to problems presented in marriage counseling situations. Specific time is devoted to in-depth study of the administration, interpretation, and use of appraisal and social history forms and instruments as well as to special topics such as divorce, alcoholism, and sexuality. 2 25 726 0 5115—05

CE 738. MARRIAGE AND FAMILY COUNSELING 3 HRS.  
(Prerequisite, 9 graduate hours of CERP 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 experiences 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. 2 25 738 0 5115—05

CE 788. COUNSELING THE ADULT AND AGED 2 HRS.  
(Prerequisite, permission required.) This course focuses on the issues involved in providing effective counseling for the adult through the adult life-span, including the aging process. Specific areas of emphasis include life-span theories of human development, major societal concerns on discrimination on the basis of age, life-span career development and lifestyle needs, and understanding the needs, characteristics, and special conditions affecting the older persons in our society. 2 25 788 0 1311—99

CE 800. INTRODUCTION OF STUDENT AFFAIRS PRACTICE 3 HRS.  
(Prerequisite, permission required.) An introductory survey course to acquaint the student with basic concepts and procedures involved in developmental programming and counseling in higher education. This course includes such areas as the psycho-social and historical bases of student affairs, the epistemological and philosophical foundations of the purpose and function of student affairs, and thorough discussion of the current problems facing institutions of higher education including funding, legislation, diversity, research, ethics, and legal and professional issues. The problems of developing and operating college counseling/developmental programming and services will be examined. 2 25 800 0 1311—01

CE 803. COMMUNITY COLLEGE PERSONNEL ATTITUDBNAL GROUPS 3 HRS.  
(Prerequisite, consent of instructor.) Using group process techniques, the course is designed to increase awareness and acceptance of the feelings and reactions of self and others, develop positive attitudes toward self and others, and increase knowledge in the area of interpersonal relationships. 2 25 803 2 1311—01

CE 805. PROFESSIONAL AND ETHICAL ISSUES IN COUNSELING 1 HR.
(Prerequisite, graduate students.) 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. 2 25 805 0 1311—01

CE 806. ADVANCED COUNSELING ETHICS 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. 2 25 806 0 1311—01

CE 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. 2 25 807 0 1311—01

CE 810. COUNSELING SKILLS DEVELOPMENT 2 HRS.
(Prerequisites, graduate students and permission required.) 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. 2 25 810 2 1311—01

CE 815. INDIVIDUAL AND GROUP APPRAISAL 3 HRS.
(Prerequisite, graduate students.) 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 interpretation 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. 2 25 815 0 1311—01

CE 820. CAREER COUNSELING AND DEVELOPMENT 3 HRS.
(Prerequisites, CE 810, CE 825 or concurrent, and permission required.) 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. 2 25 820 0 1311—01

CE 825. COUNSELING THEORIES 3 HRS.
(Prerequisites, graduate students and 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. 2 25 825 0 1311—01

CE 850. THEORIES OF GROUP COUNSELING 3 HRS.
(Prerequisite, CE 810, CE 825, or permission required.) 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. 2 25 850 0 1311—01

CE 855. ADMINISTRATION OF STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION 3 HRS.
(Prerequisite, consent of instructor.) Includes the theories, principles, and practices of effective student personnel administration. Designed as a concentrated seminar experience for students planning to enter a career in student personnel work. Includes an understanding of short range and long range planning, administrative and organizational structure, committee operation and effectiveness, selection of staff, delegation of responsibility, and line staff relationships. 2 25 855 0 1311—01

CE 860. MANAGEMENT OF COUNSELING PROGRAMS 3 HRS.
(Prerequisites, 15 graduate hours of CE courses including CE 700 and CE 705 and permission required.) 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. 2 25 860 0 1311—01

CE 865. SUPERVISED PRACTICUM II 3 HRS.
(Prerequisites, CE 810, CE 815, CE 825 or concurrently and CE 820 or concurrently.) Supervised practice of all aspects of the delivery of counseling and guidance services. Emphasis in class is on the critiquing of video and audio tapes of counseling interviews resulting from actual counseling experience in a cooperating secondary school, college, rehabilitation, or other agency settings. 2 25 865 2 1311—01

CE 871. SUPERVISED PRACTICUM IN SCHOOL COUNSELING 3 HRS.
(Prerequisites, CE 700, CE 705, CE 710, CE 715, CE 805, CE 810, CE 820, CE 825, CE 850, 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. 2 25 871 2 1311—01

CE 873. SUPERVISED PRACTICUM IN COUNSELING 3 HRS.
(Prerequisites, CE 805, CE 810, CE 825, and at least one of the following CE 820, CE 710, RE 832, CE 800, or CE 709, and permission required.) 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 supervision and one and one-half hours of group supervision each week. Liability insurance coverage is required. 2 25 873 2 1311—02

CE 874. GROUP COUNSELING PRACTICUM 3 HRS.
such as the effectiveness of groups and the development of leadership

Interns will complete 600 clock hours of experience at a site

(Prerequisites, CE 873, CE 710, CE 820, RE 832, or permission required.) This course covers a broad spectrum of experiences available in providing the graduate student necessary supervised group counseling co-facilitating experience. This course will consist of weekly three hour class discussion and viewing of video taping or audio taping of group counseling sessions. These group counseling sessions will be conducted under the supervision of a counselor in a school, mental health setting, or similar settings. The graduate student will serve as co-facilitator of the group counseling sessions. These sessions will range from group guidance or support groups to group counseling sessions. Length of time for group sessions will range from three to 15 weeks. Approximately 6-10 hours per week will be spent outside of class time in a group counseling practicum placement setting.

2 25 874 2 1311—01

CE 880. COUNSELING AND DEVELOPMENT SEMINAR IN STUDENT AFFAIRS 3 HRS.
(Prerequisite, 15 hours of courses required in the student personnel services program.) This course is designed for the integration and application of all work in the student personnel services program. Attention is given to research reported in the literature on topics of (1) developmental issues in higher education such as career issues, holistic wellness, and relationships; (2) programmatic delivery issues such as the effectiveness of groups and the development of leadership potential; and (3) programming foci such as advising, living issues, diversity, and activities. Students are given the opportunity to investigate and report on advanced topics as well as to focus on areas of deficiency.

2 25 880 0 1311—01

CE 881. SCHOOL COUNSELING INTERNSHIP 1-6 HRS.
(Prerequisites, CE 871, 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 or sites 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.

2 25 881 2 1311—01

CE 882. MENTAL HEALTH COUNSELING INTERNSHIP 1-6 HRS.
(Prerequisite, CE 873, CE 710, CE 820, RE 832, or permission required. Also, both CE 850 and RE 833 must be taken prior to or concurrently with this course.) Interns will complete a 900 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. In general, the successful completion of this experience should enable the prospective mental health counselor to function effectively in any institution or agency offering mental health counseling services.

2 25 882 2 1311—01

CE 883. INTERNSHIP IN STUDENT AFFAIRS 1-6 HRS.
(Prerequisites, CE 873, CE 710, CE 820, RE 832, or permission required; CE 850 must be taken prior to or concurrently with this course.) Interns will complete 600 clock hours of experience at a site or sites that offer opportunities for working with college students. 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.

2 25 883 2 1311—01

CE 885. INDIVIDUAL AND GROUP DIFFERENCES 3 HRS.
(Prerequisite, CE 815 or permission of instructor.) An intensive study of the literature on individual and group differences. In addition to understanding the variability in human differences, emphasis is upon the significance of research studies in the area and upon factors that tend to produce differences within individuals and groups.

2 25 885 0 1311—01

CE 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. Admissions and approval of projects must come from the Chair of the Department of Counselor Education and Rehabilitation Programs.

2 25 890 4 1311—01

CE 895. THESIS, M.S. 1-5 HRS.
(Prerequisite, permission required.) Designed for graduate students working toward the degree, Master of Science, and specializing in counselor education. Permission to enroll to be granted by the Chair of the Department of Counselor Education and Rehabilitation Programs.

2 25 895 4 1311—01

CE 900. COUNSELING INTERNSHIP 3-6 HRS.
(Prerequisite, CE 875.) Independent and supervised practice in various aspects of a counseling program. Internship while employed as a counselor in a cooperating school district or agency. Some class time to be spent on campus, with additional time spent in the cooperating school or agency under the supervision of department staff members.

2 25 900 2 1311—01

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.

2 26 290 0 5123-10

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.

2 26 291 0 5123—10
RE 301. REHABILITATION RESEARCH AND REPORT WRITING 1 HR.
(Prerequisites, RE 290 or concurrent; for RSE majors and minors.)
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. 2 26 301 0 5123—99

RE 305. ETHICS IN HUMAN SERVICES 1 HR.
(Prerequisite, major/minor in RSE program or permission required.)
This course will examine codes of ethics, professional behavior, ethical issues, and legal and liability concerns facing practitioners working in the rehabilitation field. It will expose students to the implications of unethical behavior and the challenges practitioners must address in their employment. 2 26 305 0 5123—10

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. 2 26 320 3 5123—07

RE 392. SURVEY OF MENTAL/PSYCHOLOGICAL DISABILITIES 3 HRS.
(Prerequisite, permission required.) This course focused 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. 2 26 392 0 5115—99

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. 2 26 445 2 5123—10

RE 510. HELPING RELATIONSHIPS IN COUNSELING 3 HRS.
(Prerequisite, consent of instructor.) 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. 2 26 510 0 1311—01

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. 2 26 540 0 5102—05

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. 2 26 541 0 5102—05

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. 2 26 560 0 5115—99

RE 636. INTRODUCTION TO GROUP PROCEDURES 2 HRS.
(Prerequisites, RSE majors and minors and permission required.) 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 guidance activities. The majority of class time will be spent providing students with the opportunity to realize the potential of providing educational and self-growth experiences for persons who have a disability. Scholarly materials will be presented to acquaint the student with the various theoretical approaches and uses of group work. A great deal of time will also be spent in the application of this knowledge in a group experience. 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. 2 26 636 0 5123—10

RE 640. DISABILITY POLICY AND HUMAN SERVICE SYSTEMS 2 HRS.
(Prerequisite, rehabilitation majors or permission required.) 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. 2 26 640 0 5123—99

RE 641. CASE MANAGEMENT IN REHABILITATION 3 HRS.
(Prerequisites, RE 290, RE 291, RE 692, or permission required.) 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. 2 26 641 0 5123—10

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. 2 26 660 0 5115—01

RE 670. ALCOHOL AND DRUG ABUSE IN COUNSELING 3 HRS.
(Prerequisites, graduate student or permission required.) 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. 2 26 670 0 5115—01

RE 680. INDEPENDENT LIVING AND ADVOCACY 2 HRS.
(Prerequisites, RE 290, RE 291, or concurrent and permission required.) 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. 2 26 680 0 5123—10

RE 681. FAMILY ISSUES IN REHABILITATION 1 HR.
(Prerequisites, upper level undergraduates must complete RE 290, RE 291, or concurrent. Graduate students permission required from CERP advisor.) 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. It will emphasize a holistic view of the family, disability, and rehabilitation. 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. 2 26 681 0 5123—99

RE 682. BEHAVIORAL INTERVENTIONS IN REHABILITATION 1 JR.
(Prerequisites, upper level undergraduates must complete RE 290, RE 291 or concurrent. Graduate students permission required from CERP advisor.) 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. 2 26 682 0 5123—99

RE 692. VOCATIONAL INFORMATION AND ASSESSMENT 3 HRS.
(Prerequisites, upper level undergraduates must complete RE 290, RE 291 or concurrent. Graduate students permission required from CERP advisor.) 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. 2 26 692 0 5123—10

RE 695. EMPLOYMENT ISSUES IN REHABILITATION 3 HRS.
(Prerequisites, upper level undergraduates must complete RE 290, RE 291, or concurrent. Graduate students permission required from CERP advisor.) 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. 2 26 695 0 5123—10

RE 699. INTERNSHIP IN REHABILITATION SERVICES 1-9 HRS.
(Prerequisite, 18 hours of required courses and 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. 2 26 699 2 5123—99

RE 700. SEMINAR IN REHABILITATION SERVICES 1 HR.
(Prerequisites, RE 699 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. 2 26 700 0 5123—99
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. 2 26 720 3 5123—10

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. 2 26 741 0 5123—10

RE 742. MANAGEMENT AND LEADERSHIP IN REHABILITATION 2 HRS.  
(Prerequisite, rehabilitation majors only.) 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. 2 26 742 0 5123—910

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. 2 26 743 0 5123—99

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. 2 26 744 0 5123—10

RE 746. PSYCHOPHARMACOLOGY 1 HR.  
(Prerequisite, permission required.) 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. 2 26 746 0 5123—99

RE 747. ADMINISTRATION OF HUMAN SERVICES PROGRAMS 2 HRS.  
(Prerequisite, graduate students or 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. 2 26 747 0 5123—99

RE 751. ADVANCED CASE MANAGEMENT 2 HRS.  
(Prerequisite, graduate students or permission required.) 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. 2 26 751 0 5123—9

RE 801. FOUNDATIONS OF REHABILITATION COUNSELING 3 HRS.  
(Prerequisites, graduate student and permission required.) 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. 2 26 801 0 5123—10

RE 830. MEDICAL ASPECTS OF DISABILITY 3 HRS.  
(Prerequisite, permission required.) 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. 2 26 830 0 1310—99

RE 832. PSYCHOSOCIAL DEVELOPMENT AND DISABILITY 3 HRS.  
(Prerequisite, majors in CERP or permission required.) 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.**
(Prerequisite, majors in CERP or permission required.) 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. 2 26 833 0 5123—99

**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. 2 26 845 2 5123—10

**RE 855. SUPERVISED PRACTICUM IN REHABILITATION COUNSELING 3 HRS.**
(Prerequisites, CE 805, CE 810, CE 825, RE 801 or permission required. 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. 2 26 855 2 5123—10

**RE 875. TRENDS AND ISSUES IN REHABILITATION COUNSELING 3 HRS.**
(Prerequisite, graduate rehabilitation majors and permission required.) 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. 2 26 875 3 5123—10

**RE 899. INTERNSHIP IN REHABILITATION 1-12 HRS.**
(Prerequisites, rehabilitation counseling majors, RE 855, 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. 2 26 899 2 5123—10

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**DEPARTMENT OF EARLY CHILDHOOD/ELEMENTARY TEACHER EDUCATION**

Professor Lawrence Lyman, Chair

**Professors:** Tara Azwell, Gerry Coffman, R. Scott Irwin, Leo Pauls (phased retirement), Scott Waters. **Associate Professors:** Connie Briggs, Eileen Hogan, Gary Rice, Carol Russell, Nancy Smith. **Assistant Professors:** Elizabeth Dobler, Sharon Green, J. Sophie Thayer. **Instructors:** Lendi Bland, Barbara Bleeker, Dee Holmes, Harriett Johnson, Lori Mann, Matt Seimears, K. Sue Peterson*.

*Names followed by an asterisk (*) are full-time university personnel teaching part-time in an academic department.

http://www.emporia.edu/earlychd/div.htm

The Department of Early Childhood/Elementary Teacher Education provides undergraduate and graduate degree programs for the preparation of teachers, early childhood through middle school.

**BACHELOR OF SCIENCE IN EDUCATION ELEMENTARY EDUCATION MAJOR**

See the general education requirements in the General Education section of this catalog.

**Professional Education (32-33 hours):**

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<tr>
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<td>Using Children’s Literature in the Classroom</td>
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<td>Information Management</td>
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<td>EE 312</td>
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<td>EL/ED 220</td>
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<td>ED 535</td>
<td>Cultural Awareness</td>
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<td>MA 308</td>
<td>Elementary Math II</td>
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<tr>
<td>IT 125</td>
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<td>SD 560</td>
<td>Collaboration &amp; Strategies</td>
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<td>AR 324</td>
<td>Elementary Art Education</td>
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</tr>
<tr>
<td>PE 381</td>
<td>Elementary School Health</td>
<td></td>
</tr>
</tbody>
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*Names followed by an asterisk (*) are full-time university personnel teaching part-time in an academic department.
& Physical Education 2 hours
MU 344 Music for Elementary Teachers 2 hours

ADMISSION TO BLOCK 1
Block 1 Courses (6 hours):
EE 311 Planning & Assessment of Teaching 1 hour
EE 313 Reading for the Elementary Teacher I 3 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:

- Have a grade of "C" or better in EL/ED 220, EL 230, EL 310*, EG 101, EG 102, MA 110, MA 307, MA 308*, SD 550, SD 560*, SP 101, GB 303*, and IT 371* (*Concurrent enrollment permitted.)
- Minimum grade point average of 2.75 in the "Core Curriculum General Education Courses."
- Junior-level or post-baccalaureate classification in the university.
- Pre-Professional Skills Test (PPST scores of writing 172, reading 173, and mathematics 172).
- Completion of a minimum of 100 hours of supervised work experience with children or youth in advocacy roles.
- Minimum cumulative grade point average of 2.5.
- Complete all application processes in Elementary Advising, VH 245 no later than October 1 for spring admission or March 1 for summer or fall admission (applications are taken a year prior to the PDS [Block 2/3] program).
- Disclosure Statement completed and signed.
- Ethics and Professionalism Statement signed.
- Must be approved by the Elementary Admissions Committee.
- Successfully complete required reading, spelling, and handwriting tests.

Block 2 and Block 3 classes must be taken at a Professional Development School (PDS). PDS sites are located in the Emporia area, the Kansas City area, Butler County, Burlington, and Topeka. 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 the student has met all requirements. To insure placement for spring semester, completed application materials should be received in Elementary Advising by October 1. To insure placement for fall semester, completed application materials should be received in Elementary Advising by March 1.

ADMISSION TO BLOCK 2
Block 2 Courses (17 hours):
(Must be completed in a Professional Development School)
EE 314 Teaching Social Studies in the Elementary School 2 hours
EE 315 Teaching Language Arts in the Elementary School 3 hours
EE 317 Teaching Mathematics in the Elementary School 2 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 cumulative grade-point average of at least 2.5.
- A minimum 2.5 grade-point average in required professional studies.
- Minimum of "C" grade in Block 1 professional education courses.
- Health clearance must be completed to be in a school setting.
- Complete all application processes in Elementary Advising, VH 245.
- Have permission of the Elementary Admissions Committee.
- Participate in personal interview when requested by the Elementary Admissions Committee or the Department of Early Childhood/Elementary Teacher Education.
- 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 125, IT 371, LI 228, MA 308, MU 344, PE 381, SD 550, SD 560); and at least two from teachers of elementary education courses (EL 230, EL 310, EE 311, EE 312, EE 313 or EE 316).

ADMISSION TO BLOCK 3
Block 3 Courses (17 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 3 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.
- 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:

- Completion of all required course work.
- Completion of all Block 3 courses with a grade of C or better.
- Satisfactory completion of a Teacher Work Sample product.
- Satisfactory evaluations from the PDS mentor teacher and the university supervisor.
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 a minimum of 9 hours of elective credit approved by the Elementary Advising Office. It is recommended that students select elective hours from the following areas: art, bilingual 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. Completion of early childhood education, early childhood special education, and special education can lead to a second full or provisional licensure in addition to elementary education licensure. 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.

Courses offered by the Department of Early Childhood/Elementary Teacher 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. 231 121 0 1907—06

**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. 231 160 0 1303—01

**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. 231 161 2 1312—04

**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. 231 170 0 1312—04

**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. 231 260 0 1303—01

**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. 231 261 2 1312—04

**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. 231 262 2 1312—04

**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. 231 272 0 1907—07

**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. 231 273 0 1907—08

**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. 231 274 0 1907—08
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. 2 31 275 3 1907—08

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. To be taken concurrently with CD 660. 2 31 310 2 1312—04

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. 2 31 321 0 2002—01

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. 2 31 322 0 2002—01

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. 2 31 323 0 2002—03

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. 2 31 324 0 2002-99

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. 2 31 326 0 1312—04

CD 327. METHODS OF INCLUSIVE EARLY CHILDHOOD EDUCATION 1 HR.
(Prerequisite, CD 262; 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. 2 31 327 0 1312—04

CD 328. PRACTICUM IN INCLUSIVE EARLY CHILDHOOD EDUCATION I 1 HR.
(Prerequisite, 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. 2 31 328 2 1312—04

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. 2 31 343 2 1312—04

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. 2 31 344 0 1312—04

CD 429. METHODS OF INCLUSIVE EARLY CHILDHOOD EDUCATION II 2 HRS.
(Prerequisites, CD 327, CD 328, and concurrent with CD 430.) This
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. 2 31 745 0 1312—04

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. 2 31 761 0 1312—04

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 350 or CI 839.) 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. 2 31 762 3 2002—03

CD 763. ABUSE AND NEGLECT OF YOUNG CHILDREN  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 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. 2 31 763 3 2002—01

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 of 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. 2 31 764 3 2002—03

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 and 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. 2 31 765 3 2002—04

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
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. 2 31 766 3 2002-01

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 precautions, responsibilities, knowledge of illnesses (including communicable diseases and emotional problems), first aid and first aid 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. 2 31 768 3 2002—01

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. 2 31 769 3 2002—04

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. 2 31 770 3 2002—01

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. 2 31 771 3 2002—99

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. 2 31 772 3 2002—01

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. 2 31 773 3 2002—04

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. 2 31 774 3 1303—01

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. 2 31 775 3 1312—04

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. 2 31 780 0 2002—03

CD 781. OBSERVATION, ASSESSMENT AND SCREENING IN EARLY CHILDHOOD 3 HRS. (Prerequisites, CD 660 and 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. 2 31 781 0 1312—04

CD 782. FAMILY INVOLVEMENT IN EARLY CHILDHOOD PROGRAMS 3 HRS. (Prerequisite, CI 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...
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. 2 31 836 0 1310—99

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. 2 31 837 0 1310—99

CD 838. ADVANCED METHODS FOR INCLUSIVE EARLY CHILDHOOD EDUCATION 3 HRS.
(Prerequisite, 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. 2 31 838 0 1310—01

CD 840. WORKING WITH INFANTS AND TODDLERS WITH SPECIAL NEEDS AND THEIR FAMILIES 3 HRS.
(Prerequisite, EL 751.) 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. 2 31 840 0 1907—06

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. 2 31 845 0 1310—99

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. 2 31 850 4 1312—99

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. 2 31 853 4 1399—99

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. 2 31 855 4 1399—99

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. 2 31 860 2 1312—99

CD 861. EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM: HOME BASED 3 HRS.
(Prerequisite, CD 840.) 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. 2 31 861 2 1310—99

CD 890. EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM: CENTER BASED 3 HRS.
(Prerequisite, CD 838.) This course provides students with experience in an early childhood special education preschool setting. Assessment and program planning are included. 2 31 890 2 1310—99

STUDENT TEACHING /
LABORATORY EXPERIENCES
All student teaching course descriptions are located in THE TEACHERS COLLEGE section under Office of Professional Education Services (OPES), 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. 2 33 072 1 3201—03

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. 2 33 100 0 3201—03

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. 2 33 220 0 1312—99

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. 2 33 230 0 1313—05

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. 2 33 310 0 1303—01

EL 343. SPECIAL STUDIES IN ELEMENTARY 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. 2 33 343 2 1312—02

EL 344. SPECIAL STUDIES IN ELEMENTARY EDUCATION 1-3 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. 2 33 344 2 1312—02

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. 2 33 353 2 1399—99

EL 416. TEACHING OF READING IN THE SECONDARY SCHOOLS 2-3 HRS.
To help prospective teachers see more clearly the role of the school staff in teaching students to read as part of the total school program. Includes special approaches, study skills and library usage, vocabulary development techniques and procedures for effective reading in all content subject areas. Emphasis is on reading as a development process. 2 33 416 0 1313—15

EL 431. PROFESSIONAL RELATIONS OF TEACHERS 2 HRS.
(Prerequisite, completion of Block 2 requirements.) This course is designed around a competency guidebook which the student in the professional education block completes during the student teaching semester. Seminars to reinforce selected topics are also part of this course. Emphasized is an appreciation of both the current and potential status of public school teaching as a career. Professionalism, teacher certification, ethics and autonomy and accreditation. Position availability, employment procedures, types of contracts, salary practices, work load, leaves, and benefits. School district organization finance and law, the professional stance of teacher association, negotiations, unions, sanctions, and strikes. The professional approach in teacher relations with the school board, administration, students, parents, and community. 2 33 431 0 1312—99

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. 2 33 451 3 1399—99

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. 2 33 464 2 1312—02

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. 2 33 466 2 1312—02

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. 2 33 516 0 1313—15

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. 2 33 535 0 1302—01

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
EL 717. READING RECOVERY TEACHER TRAINING I 3 HRS.
(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. 2 33 716 0 1313—15

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. 2 33 717 0 1313—15

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. 2 33 721 0 1313—15

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. 2 33 723 0 1313—15

EL 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. 2 33 725 0 1313—15

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. 2 33 743 2 1303—01

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. 2 33 744 0 1303—01

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. 2 33 745 0 1312—04

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. 2 33 750 0 1303—01

EL 751. APPLICATION OF DEVELOPMENTAL THEORIES 3 HRS.
(Prerequisite, ECSE majors must have CD 782.) 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. 2 33 751 0 1312—06

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. 2 33 801 0 1313—15

EL 802. IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SCHOOL 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. 2 33 802 0 1313—11

EL 803. IMPROVEMENT OF INSTRUCTION IN SCIENCE EDUCATION 3 HRS.
(Prerequisite, consent of instructor or graduate standing.) 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. 2 33 803 1 1313—16

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. 2 33 804 0 1313—18

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. 2 33 812 0 1313—15

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. 2 33 815 0 1303—01

EL 821. READING CURRICULUM DEVELOPMENT AND STRATEGY INSTRUCTION 3 HRS.
(Prerequisites, EL 721 or EL 723.) 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. 2 33 821 0 1313—15

EL 823. ANALYSIS OF READING ASSESSMENT AND INSTRUCTION I 3 HRS.
(Prerequisites, EL 721 or EL 723 and EL 821.) 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.) 2 33 823 0 1313—15

EL 825. ANALYSIS OF READING ASSESSMENT AND INSTRUCTION II 3 HRS.
(Prerequisites, EL 721 or EL 723 and EL 821.) 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). 2 33 825 0 1313—15

EL 827. PRACTICUM IN READING: ELEMENTARY 2 HRS.
(Prerequisites, EL 823 and EL 825.) Students are required to apply the knowledge and skills in assessment and instruction gained from the prerequisite courses to work with a disabled reader in grades preK-3. The student will be expected to complete a comprehensive case study including assessment, instruction, and reflection. 2 33 827 2 1313—15

EL 828. PRACTICUM IN READING: SECONDARY 2 HRS.
(Prerequisites, EL 823 and EL 825.) Students are required to apply the knowledge and skills in assessment and instruction gained from the prerequisite courses to work with a disabled reader in grades 4-12. The student will be expected to complete a comprehensive case study including assessment, instruction, and reflection. 2 33 828 2 1313—15

EL 829. READING SPECIALIST AS A

PROFESSIONAL 2 HRS.
(Prerequisite, EL 827.) Emphasis is placed on the various professional roles a reading specialist will fulfill in the school, district, and state. Discussions will focus on how the reading specialist becomes an effective leader within the school. 2 33 829 0 1313—15

EL 830. READING SPECIALIST INTERNSHIP I 2 HRS.
(Prerequisites, M.S. degree in Education with Reading Specialist emphasis and conditional license as a reading specialist.) Emphasis is placed on the student applying the reading specialist training in a leadership role within the school context, the district, and in the state. The course will focus on the reading specialist as a leader. The student will participate in continued study of prominent issues in reading. 2 33 830 2 1313—15

EL 831. READING SPECIALIST INTERNSHIP II 2 HRS.
(Prerequisites, M.S. degree in Education with Reading Specialist emphasis; conditional license as a reading specialist; EL 830.) Emphasis is placed on the student applying the reading specialist training in a leadership role within the school context, the district, and in the state. The course will focus on the reading specialist as a leader. The student will participate in continued study of prominent issues in reading. 2 33 831 2 1313—15

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. 2 33 833 0 1309—01

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. 2 33 842 0 1399—99

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. 2 33 843 0 1399—99

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. 2 33 853 4 1306—01

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. 2 33 855 4 1399—99

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. 2 33 861 2 1312—02

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. 2 33 865 0 1304—04

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. 2 33 866 0 1304—99

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. 2 33 870 2 1313—11

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. 2 33 877 3 1312—99

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. 2 33 879 2 1308—01

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. 2 33 884 2 1303—01

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. 2 33 885 0 1312—99

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. 2 33 886 2 1303—01

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. 2 33 887 0 1306—04

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. 2 33 891 2 1304—04

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. 2 33 892 2 1308—01

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. 2 33 915 0 1313—15

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. 1 33 916 0 1313—15

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. 2 33 917 0 1313—15

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. 2 33 918 0 1313—15

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. 2 33 919 0 1313—15

**EE 314. TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL** 2 HRS.  
(Prerequisite, admission to Elementary Block 2.) This 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. 2 28 314 0 1313—18

**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. 2 28 315 0 1313—05

**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. 2 28 316 1 1313—16

**EE 317. TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL** 2 HRS.  
(Prerequisite, a college course in basic mathematics such as MA 200, 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. 2 28 317 0 1313—11

**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. 2 28 318 0 1312—99

**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. 2 28 320 2 1312—02

**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. 2 28 413 0 1313—15

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. 2 28 414 2 1313—15

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. 2 28 415 0 1303—01

EE 431. PROFESSIONAL COMPETENCIES FOR TEACHERS 3 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. 2 28 431 2 1301—01

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Professor Kathy Ermler, Chair

Professors: Kathy Ermler, Joella H. Mehrhof, William J. Stinson.  
Associate Professors: John Baxter, Michael Butler, Clint Longacre, Mark Stanbrough, Vicki Worrell.  
Assistant Professors: Joan Brewer, Robert Stow, Theresa Tetuan.  
Instructors: Damon Leiss, Lauren Loucks, Shawna Smith, Jennifer Thomas.

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, happy, 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 is to inspire individuals to actively pursue healthy lifestyles.

MISSION

The mission of the Department of Health, Physical Education, and Recreation at Emporia State University is to prepare professionals in the area of health, physical education and recreation, facilitate research and scholarly inquiry, and provide services in health, physical education, and recreation. 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 and recreation. The Physical Education Building has five gymnasiums, an eight-lane swimming pool and an adaptive pool. Also included are six handball-racketball courts, dance studio, 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 Physical Education 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

Any sport or activity involving physical movement involves some risk of bodily injury. Those risks include injury to muscles, tendons, ligaments, bone, skin, teeth, and any of the vital organs. Students in sports or physical activity courses must assume the responsibility that their own medical condition permits participation in such activities.

INSTRUCTIONAL PROGRAM IN PHYSICAL EDUCATION FOR GENERAL EDUCATION STUDENTS

If possible students should enroll in PE 100, Lifetime Fitness, the first semester of their freshman year, and a physical activity course the second semester. Students who are unable to participate in the regular classes should enroll in PE 105, which is a class adapted to meet their particular needs.

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 sports merchandising, physical activity directors in private, public and individual organizations, intramural directors, athletic trainers, camp directors, personal trainers, and program directors and clinicians in health agencies of all types.

PROFESSIONAL PREPARATION PROGRAMS IN HEALTH EDUCATION AND PHYSICAL
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 (K-12) issued by the Kansas State Board of Education.

**BACHELOR OF SCIENCE IN EDUCATION**

**HEALTH EDUCATION TEACHING FIELD**

**OPTION A - Two Teaching Fields**

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.

**Required Courses (30 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL 150</td>
<td>Health for Human Wholeness</td>
<td>3</td>
</tr>
<tr>
<td>HL 155</td>
<td>First Aid and Personal Safety</td>
<td>2</td>
</tr>
<tr>
<td>HL 355</td>
<td>Health Promotion Management</td>
<td>3</td>
</tr>
<tr>
<td>HL 400</td>
<td>Health Risk Factors</td>
<td>3</td>
</tr>
<tr>
<td>HL 458</td>
<td>Teaching Sexuality Education</td>
<td>3</td>
</tr>
<tr>
<td>HL 558</td>
<td>School Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HL 559</td>
<td>Methods &amp; Strategies of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>HL 266</td>
<td>Technology in HPER</td>
<td>3</td>
</tr>
<tr>
<td>PE 570</td>
<td>Teaching Methods in Middle/Secondary Physical Education</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives** 6 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 the four checkpoints conducted at various phases during the program as determined by the Department of HPER.

**OPTION B - One Teaching Field**

This plan prepares the student to teach physical education at the K-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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 161</td>
<td>Foundations of PE: Court/Field Sports</td>
<td>1</td>
</tr>
<tr>
<td>PE 162</td>
<td>Foundations of PE: Individual</td>
<td></td>
</tr>
<tr>
<td>PE 164</td>
<td>Foundations of PE: Outdoor Activities</td>
<td>1</td>
</tr>
<tr>
<td>PE 165</td>
<td>Foundations of PE: Dance</td>
<td>1</td>
</tr>
<tr>
<td>PE 166</td>
<td>Foundations of PE: Racquet Sports</td>
<td>1</td>
</tr>
<tr>
<td>PE 262</td>
<td>Special Populations in HPER</td>
<td>2</td>
</tr>
<tr>
<td>PE 264</td>
<td>Special Populations Lab in HPER</td>
<td>1</td>
</tr>
<tr>
<td>PE 266</td>
<td>Technology in HPER</td>
<td>3</td>
</tr>
<tr>
<td>PE 300</td>
<td>History of Physical Education &amp; Sport</td>
<td>1</td>
</tr>
<tr>
<td>PE 345</td>
<td>Prevention &amp; Care of Athletic</td>
<td></td>
</tr>
<tr>
<td>PE 360</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PE 362</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 365</td>
<td>Elementary School Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 400</td>
<td>Measurement and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>PE 480</td>
<td>Elementary School PE Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>PE 570</td>
<td>Teaching Methods in Middle/Secondary Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>HL 400</td>
<td>Health Risk Factors</td>
<td>3</td>
</tr>
</tbody>
</table>

*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 the four checkpoints conducted at various phases during the program as determined by the Department of HPER.

**BACHELOR OF SCIENCE**

**ATHLETIC TRAINING MAJOR**

*(CAAHEP Accredited)*

The Bachelor of Science Degree in Athletic Training is a CAAHEP accredited education program designed for students who desire to become certified athletic trainers. The student who
Employment opportunities are available in municipal recreation services and park agencies; in 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 (46 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC 100</td>
<td>Introduction to Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>RC 210</td>
<td>Foundations of Recreational Activities and Leadership</td>
<td>2</td>
</tr>
<tr>
<td>RC 300</td>
<td>Facility Operations</td>
<td>1</td>
</tr>
<tr>
<td>RC 374</td>
<td>Recreation Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>RC 376</td>
<td>Field Experience in University Recreation</td>
<td>2</td>
</tr>
<tr>
<td>RC 389</td>
<td>Program Design &amp; Implementation</td>
<td>3</td>
</tr>
<tr>
<td>RC 390</td>
<td>Promotion and PR in Recreation &amp; Leisure</td>
<td>2</td>
</tr>
<tr>
<td>RC 400</td>
<td>Practicum in Leisure Services</td>
<td>2</td>
</tr>
<tr>
<td>RC 404</td>
<td>Organization &amp; Administration in Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>RC 451</td>
<td>Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>RC 510</td>
<td>Internship in Recreation</td>
<td>12</td>
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<tr>
<td>HL 155</td>
<td>First Aid &amp; Personal Safety</td>
<td>2</td>
</tr>
<tr>
<td>HL 333</td>
<td>Community Health Program &amp; Services</td>
<td>3</td>
</tr>
<tr>
<td>PE 164</td>
<td>Foundations of PE: Outdoor Activities</td>
<td>1</td>
</tr>
<tr>
<td>PE 262</td>
<td>Special Populations in PE &amp; Rec</td>
<td>2</td>
</tr>
<tr>
<td>PE 264</td>
<td>Special Populations Lab in HPER</td>
<td>1</td>
</tr>
<tr>
<td>PE 266</td>
<td>Technology in HPER</td>
<td>3</td>
</tr>
</tbody>
</table>

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 the four checkpoints conducted at various phases during the program as determined by the Department of HPER.

BACHELOR OF SCIENCE

HEALTH PROMOTION MAJOR

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. The students must maintain a cumulative grade point average of 2.5 and a content GPA of 2.75.

Health Promotion (55 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>HL 150</td>
<td>Health for Human Wholeness</td>
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</tr>
<tr>
<td>HL 155</td>
<td>First Aid and Personal Safety</td>
<td>2</td>
</tr>
<tr>
<td>HL 344</td>
<td>Modifying Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HL 353</td>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HL 355</td>
<td>Health Promotion/Protection Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses (48 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>HL 155</td>
<td>First Aid and Personal Safety</td>
<td>2</td>
</tr>
<tr>
<td>HL 400</td>
<td>Health Risk Factors</td>
<td>3</td>
</tr>
<tr>
<td>PE 271</td>
<td>Intro to Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>PE 272</td>
<td>Intro to Athletic Training Lab</td>
<td>1</td>
</tr>
<tr>
<td>PE 273</td>
<td>Organization and Administration of Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>PE 274</td>
<td>Clinical Education I</td>
<td>1</td>
</tr>
<tr>
<td>PE 275</td>
<td>Clinical Education II</td>
<td>1</td>
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<tr>
<td>PE 345</td>
<td>Prevention and Care of Athletic Injuries</td>
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<tr>
<td>PE 346</td>
<td>Clinical Education III</td>
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<tr>
<td>PE 347</td>
<td>Clinical Education IV</td>
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<tr>
<td>PE 360</td>
<td>Exercise Physiology</td>
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<tr>
<td>PE 362</td>
<td>Kinesiology</td>
<td>3</td>
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<tr>
<td>PE 400</td>
<td>Measurement and Evaluation</td>
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<tr>
<td>PE 481</td>
<td>Modality Usage in Athletic Training</td>
<td>3</td>
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<tr>
<td>PE 482</td>
<td>Rehabilitation of Athletic Injuries</td>
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<tr>
<td>PE 483</td>
<td>Clinical Education V</td>
<td>1</td>
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<tr>
<td>PE 484</td>
<td>Clinical Education VI</td>
<td>1</td>
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<tr>
<td>PE 485</td>
<td>Assessment of Phy Inj - Upper</td>
<td>3</td>
</tr>
<tr>
<td>PE 486</td>
<td>Assessment of Phy Inj - Lower</td>
<td>3</td>
</tr>
<tr>
<td>PE 517</td>
<td>Issues in Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>NU 220</td>
<td>Basic Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>ZO 362/363</td>
<td>Anatomy &amp; Physiology and Lab</td>
<td>5</td>
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</table>

General Education Core Curriculum Requirements:

Cultural Literacy —

Social and Behavioral Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 211</td>
<td>Developmental Psychology</td>
<td>3</td>
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</table>

Life Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GB 140/141</td>
<td>Principals of Biology &amp; Lab</td>
<td>4</td>
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Graduation Requirements —

Applied Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HL 150</td>
<td>Health for Human Wholeness</td>
<td>3</td>
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Athletic Training students should take ZO 362/363 Human Anatomy and Physiology/Lab instead of ZO 200/201 Introduction to Anatomy and Physiology/Lab.

Athletic Training students should take GB 140 Principles of Biology instead of GB 100 General Biology.

In order to successfully progress through the chosen program, a student must complete the four checkpoints conducted at various phases 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 industrial agencies.
**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 which must be signed by the department chair no later than the beginning of the junior year. Specific course requirements follow.

**HEALTH MINOR**

*This non-teaching minor consists of 15 hours.*

**Required Courses (8 hours):**

- HL 150 Health for Human Wholeness 3 hours
- HL 155 First Aid and Personal Safety 2 hours
- HL 353 Community Health Program and Services 3 hours

**Elective courses (minimum of 7 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.

**PHYSICAL EDUCATION MINOR**

*This non-teaching minor consists of 15 hours.*

**Required Courses (4 hours):**

- HL 155 First Aid and Personal Safety 2 hours

**Two of the following 1 hour courses must be selected:**

- PE 161 Foundations of PE: Court/Field Sports 1 hour
- PE 162 Foundations of PE: Individual Activities 1 hour
- PE 164 Foundations of PE: Outdoor Activities 1 hour
- PE 165 Foundations of PE: Dance 1 hour
- PE 166 Foundations of PE: Racquet Sports 1 hour

**Elective Courses (minimum of 11 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.

The following scientific foundation courses must be included:

- PE 360 Physiology of Exercise 3 hours
- PE 362 Kinesiology 3 hours
- ZO 200/201, Anatomy and Physiology/Lab are prerequisites for all of the above classes.

**RECREATION MINOR**

*This non-teaching minor consists of 15 hours.*

**Required Courses (10 credit hours):**

- RC 100 Introduction to Leisure Services 3 hours
- RC 210 Foundations of Recreation Activities and Leadership 2 hours
- RC 389 Program Design & Implementation 3 hours
- RC 390 Promotion and PR in Recreation and Leisure 2 hours

**Elective Courses (5 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.

**PHYSICAL EDUCATION (COACHING) MINOR**

**Required Courses (15 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 (prerequisite ZO 200-201) 3 hours
- PE 378 Field Experience 1 hour

**Select 2 from the following fundamentals of coaching classes:**

- PE 350 Fund. and Coaching of Baseball 3 hours
- PE 351 Fund. and Coaching of Basketball 3 hours
- PE 352 Fund. and Coaching of Football 3 hours
- PE 354 Fund. and Coaching of Track 3 hours
- PE 355 Fund. and Coaching of Volleyball 3 hours
- PE 356 Fund. and Coaching of Softball 3 hours

**NOTE:** General Education must include ZO 200 and ZO 201.

**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 is the only fully accredited distance learning master’s degree program in the United States. Courses are offered through computer technology and the internet with information on...
assignments and course content delivered through electronic discussion boards, resource links, video streaming, PowerPoint and CD-ROMs.

The object of this program is to build upon a well-rounded 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 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 and a graduate committee 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, each student will be encouraged to implement a strategic plan that will help them to achieve success in athletics, academics and careers. 2 48 143 0 1313—14

**HL 150. HEALTH FOR HUMAN WHOLENESS  3 HRS.**
Health for Human Wholeness is an overview of the dimensions of health as they directly affect the individual human being. A significant amount of time is devoted to exploring, evaluating, and adjusting current health status/behaviors by way of problem-solving discussions, activities, and projects. Course concentrates on promoting behavior changes to achieve and maintain optimal well-being.
2 48 150 0 03401—01

**HL 155. FIRST AID AND PERSONAL SAFETY  2 HRS.**
2 48 155 0 1805—01

**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 which will result in the making of intelligent health decisions.
2 48 251 0 1704—04

**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. 2 48 252 0 1704—01

**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. 2 48 340 0 1313—07

**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. 2 48 344 0 3105—01

**HL 353. COMMUNITY HEALTH PROGRAM 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. 2 48 353 0 5103—01

**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. 2 48 354 0 1704—02

**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 educated assorted at-risk populations regarding these methods. 2 48 355 0 5211—07

**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.
2 48 356 0 3105—03

**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. 2 48 389 0 3401—03

**HL 400. HEALTH RISK FACTORS  3 HRS.**
(Prerequisite, HL 150.) This course allows students to obtain,
interpret and understand basic health information and services. It develops their confidence in using such information and services in a health-enhancing manner. The class will examine the major concepts, ideas, research, and teaching activities related to health risk behaviors. Future professionals will also learn to recognize if their students or clients are experiencing distress in these areas. 2 48 400 0 1313—07

HL 455. INSTRUCTOR’S COURSE IN FIRST AID AND PERSONAL SAFETY 2 HRS. (Prerequisite, HL 155 or American National Red Cross certification in First Aid and Personal Safety Course.) 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.) 2 48 455 0 1313—14

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 upon suicide prevention and intervention. 2 48 456 0 1907—03

HL 457. HUMAN SEXUALITY 2 HRS. This course provides a comprehensive introduction to the biological, psychosocial, behavioral and cultural aspects of sexuality. An emphasis will be placed on learning basic human sexuality concepts and exploration of various cultural perspectives that relates to individual, as well as societal, issues. 2 48 457 0 1313—07

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. 2 48 458 0 1313—07

HL 459. 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. 2 48 465 0 5122—01

HL 490. SPECIAL TOPICS IN HPER 1, 2, or 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 can not 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. 2 48 490 2 1313—14

HL 550. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL 3 HRS. (Prerequisite, health education or elementary education major.) 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. 2 48 550 0 1313—07

HL 558. SCHOOL HEALTH PROMOTION 3 HRS. This course develops an understanding of the comprehensive school health model and provides information on strategic interventions of advocating for, planning, implementing, and assessing the components of healthy schools. 2 48 558 0 1313—07

HL 559. METHODS OF TEACHING HEALTH 4 HRS. (Prerequisites, junior and senior standing and permission of instructor.) Principles of K-12 school health instruction with emphasis upon curriculum construction, instructional strategies and materials, lesson plan development, actual teaching experiences, and evaluative techniques. 2 48 559 0 1313—07

HL 560. SPECIAL PROBLEMS IN HEALTH AND SAFETY EDUCATION 1-3 HRS. (Prerequisites, junior or senior status and consent 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. 2 48 560 3 1313—07

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. 2 48 565 0 3501—01

HL 566. EXERCISE PROGRAMMING IN HEALTH PROMOTION 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. 2 48 566 0 3105—05

HL 570. PRACTICUM IN HEALTH PROMOTION 2 HRS. (Prerequisites, HL 565 or HL 465 and permission of instructor.) This course requires the student to participate in a minimum of a 50-hour field experience in health promotion. The practicum is designed to expand the student’s skills in activities, programs, and administrative responsibilities. Not for graduate credit. 2 48 570 2 3105—01

HL 580. INTERNSHIP IN HEALTH PROMOTION 12 HRS. (Prerequisites, HL 378, 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 per semester on-site is required. In addition the student is required to submit a midterm and final report, including an intern portfolio. 2 48 580 2 3105—05

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.
2 48 620 0 3401—04

**HL 650. CRITICAL HEALTH ISSUES** 1-3 HRS.
(Prerequisite, instructor approval for undergraduate students only. In all but the most extreme cases, the undergraduate student must be taking or have completed all required courses in the Option A program before becoming eligible to take HL 650.) 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. 2 48 650 0 1313—07

**HL 700. CURRENT DEVELOPMENTS IN HEALTH 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 health education. 2 48 700 0 1313—07

**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. 2 48 701 0 1313—07

**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. 2 48 751 0 1313—07

**HL 850. PROGRAMS AND INTERVENTION IN WELLNESS** 3 HRS.
Identification of the various factors which influence decisions behaviors. Development of strategies for effective utilization of health information in the community, school, clinical, corporate, athletic, and higher education setting. 2 48 850 0 1313—07

**PHYSICAL EDUCATION**

**PE 161. FOUNDATIONS OF PHYSICAL EDUCATION: COURT AND FIELD SPORTS** 1 HR.
(Prerequisite, Physical Education and Recreation majors only.) This course is designed for the professional student in physical education or recreation to develop the basic skills used in a variety of court and field games such as hockey, soccer, volleyball, basketball, etc. Skills instruction and teaching methods are developed through a series of learning progressions. 2 49 161 1 1313—14

**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. 2 49 164 0 1313—14

**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. 2 49 165 0 1313—14

**PE 166. FOUNDATIONS OF PHYSICAL EDUCATION: RACQUET SPORTS** 1 HR.
(Prerequisite, physical education majors only.) 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. 2 49 166 1 1313—14

**PE 262. SPECIAL POPULATIONS IN PHYSICAL EDUCATION & RECREATION** 2 HRS.
(Prerequisites, ZO 200/201.) 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. 2 49 262 0 1313—14

**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. 2 49 264 1 1313—14

**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. 2 49 266 0 1313—14

**PE 268. MOVEMENT PERFORMANCE AND ANALYSIS** 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. 2 49 268 9 1313—14

**PE 271. INTRODUCTION TO ATHLETIC
Students must complete a minimum of 150 clinical hours. Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). 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 272. INTRODUCTION TO ATHLETIC TRAINING LAB** 1 HR.
(Prerequisite, must be taken concurrently with PE 271.) This class is the clinical application (lab) of the class PE271, 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. 2 49 272 1 1313—14

**PE 273. ADMINISTRATION/ORGANIZATION OF ATHLETIC TRAINING** 2 HRS.
(Prerequisite, admission into the Athletic Training Education Program or permission of Program Director.) 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. 2 49 273 0 1313—14

**PE 274. CLINICAL EDUCATION I** 1 HR.
(Prerequisite, admission into the Athletic Training Education Program.) 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. 2 49 274 2 1313—14

**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. 2 49 275 2 1313—14

**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 is examined. 2 49 300 0 1313—14

**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. 2 49 305 0 1313—14

**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. 2 49 320 0 1313—14

**PE 345. PREVENTION AND CARE OF ATHLETIC INJURIES** 3 HRS.
(Prerequisites, ZO 200 and ZO 201.) Preventive measures, first aid, taping, bandaging, therapeutic care, and evaluation and rehabilitation used in alleviating conditions and injuries incurred in athletic participation. 2 49 345 0 1313—14

**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. 2 49 346 2 1313—04

**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. 2 49 347 2 1313—14

**PE 350. FUNDAMENTALS & COACHING OF BASEBALL** 3 HRS.
(Prerequisite, Junior standing or permission of instructor.) 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. 2 49 350 0 1313—14

**PE 351. FUNDAMENTALS & COACHING OF BASKETBALL** 3 HRS.
(Prerequisite, PE major or consent of instructor.) 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. 2 49 351 0 1313—14

**PE 352. FUNDAMENTALS & COACHING OF
FOOTBALL 3 HRS.
(Prerequisite, PE major or consent of instructor.) 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. 2 49 352 0 1313—14

PE 354. FUNDAMENTALS AND COACHING OF TRACK AND FIELD 3 HRS.
(Prerequisite, PE major or consent of instructor.) 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. 2 49 354 0 1313—14

PE 355. FUNDAMENTALS & COACHING OF VOLLEYBALL 3 HRS.
(Prerequisite, PE major or consent of instructor.) 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. 2 49 355 0 1313—14

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. 2 49 356 0 1313—14

PE 360. PHYSIOLOGY OF EXERCISE 3 HRS.
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. 2 49 360 0 1313—14

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. 2 49 361 0 1313—14

PE 362. KINESIOLOGY 3 HRS.
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. 2 49 362 0 1313—14

PE 365. ELEMENTARY PE 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. 2 49 365 0 1313—14

PE 374. WATER SAFETY INSTRUCTOR 2 HRS.
(Prerequisites, 1. At least 17 years of age; 2. Successful completion of Red Cross First Aid; 3. Current certification for Red Cross Emergency Water.) 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. 2 49 374 0 1313—14

PE 375. DANCE COMPOSITION 2 HRS.
(Prerequisite, intermediate or advanced modern dance.) 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. 2 49 375 0 1313—14

PE 378. FIELD EXPERIENCES 1-2 HRS.
(Prerequisite, junior and senior majors only.) Designed to provide opportunities for the student to gain experience in observing and teaching under the supervision of a master teacher or leader. 2 49 378 2 1313—14

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. 2 49 381 0 1313—14

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. 2 49 400 0 1313—14

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. 2 49 420 0 1313—14

PE 460. ORGANIZATION & ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION, RECREATION & ATHLETICS 2 HRS.
(Prerequisite, senior majors.) 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. 2 49 460 0 1313—14

PE 471. INDEPENDENT STUDY 1-3 HRS.
(Prerequisite, junior or senior majors.) A supervised survey and review of literature on a problem in the field. Written report with documentation is required. 2 49 471 3 1313—14
PE 480. ELEMENTARY PHYSICAL EDUCATION CURRICULUM 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. 2 49 480 0 1313—14

PE 481. THERAPEUTIC MODALITY USAGE IN ATHLETIC TRAINING 3 HRS.
(Prerequisites, ZO 362, ZO 363, and admission into the Athletic Training Education Program or permission of Program Director.) 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. 2 49 481 0 1313—14

PE 482. REHABILITATION OF ATHLETIC INJURIES 3 HRS.
(Prerequisites, ZO 362, ZO 363, and admission into the Athletic Training Education Program or permission of Program Director.) 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. 2 49 482 0 1313—14

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. 2 49 483 2 1313—14

PE 484. CLINICAL EDUCATION VI 1 HR.
(Prerequisites, PE 483 and PE 517.) Students will be assessed on psychomotor skills acquired from previous coursework (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. 2 49 484 2 1313—14

PE 485. ASSESSMENT OF PHYSICAL INJURIES-UPPER BODY 3 HRS.
(Prerequisites, ZO 362, ZO 363, and admission into the Athletic Training Education Program or permission of Program Director.) 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. 2 49 485 2 1313—14

PE 486. ASSESSMENT OF PHYSICAL INJURIES-LOWER BODY 3 HRS.
(Prerequisites, ZO 362, ZO 363, and admission into the Athletic Training Education Program or permission of Program Director.) 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. 2 49 486 2 1313—14

PE 490. SPECIAL TOPICS IN HPER 1, 2, or 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. 2 49 490 2 1313—14

PE 517. ISSUES IN ATHLETIC TRAINING 2 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. 2 49 517 0 1313—14

PE 570. TEACHING METHODS IN MIDDLE/SECONDARY PHYSICAL EDUCATION 5 HRS.
(Prerequisites, PE 160, PE 161, PE 164, PE 165, PE 166, majors only.) 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. 2 49 570 0 1313—14

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. 2 49 700 0 1313—14

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. 2 49 701 0 1313—14

PE 707. APPLIED PSYCHOLOGY OF HEALTH, SPORT, AND MOVEMENT SCIENCE 3 HRS.
Course is designed to study the psychology of the athlete under competitive conditions, as well as the non-competitive training individuals. 2 49 707 0 1313—14

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. 2 49 710 0 1313—14
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. 2 49 738 0 1313—14

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. 2 49 762 0 1313—14

PE 768. ADVANCED EXERCISE PHYSIOLOGY 3 HRS.
(Prerequisites, graduate status and completion of HPER entrance examination or permission of instructor.) 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. 2 49 768 1 1313—14

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. 2 49 801 3 1313—14

PE 803. MOTOR LEARNING 3 HRS.
Course is designed to acquaint students with research findings and empirical evidence regarding the psychological and physiological implications of motor skills, learning theories and other individual differences as they influence physical activity. 2 49 803 0 1313—14

PE 858. ETHICS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION 3 HRS.
This course is designed to develop and promote critical thinking and decision-making skills/abilities within the rubric of education, physical education and sport. Topics in this course include philosophical foundations, ethics, ethical decision-making and basic information in sport law. 2 49 858 0 1313—14

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 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. 2 49 859 0 1313—14

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. 2 49 860 0 1313—14

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. 2 49 861 0 1313—14

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. 2 49 862 0 1313—14

PE 864. SOCIOLOGY OF SPORT 3 HRS.
(Prerequisite, graduate status.) A course designed to study the sociological aspects of contemporary sport. The reading, writing and purposeful dialogue on the community of sport will provide some insight into the natures and significance of both sociology and sport. 2 49 864 0 1313—14

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. 2 49 865 0 1313—14

PE 868. RESEARCH PROBLEMS IN HEALTH, PHYSICAL EDUCATION AND RECREATION 1-3 HRS.
(Prerequisite, accepted as degree candidate and a graduate degree plan on file.) A course designed to allow the graduate student to pursue a well defined and significant problem in any aspect of health, physical education, recreation and athletics. Culminates in a bound research paper presenting possible solutions. 2 49 868 4 1313—14

PE 869. THESIS 1-5 HRS.
(Prerequisites, accepted as degree candidate and graduate degree plan on file.) 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. 2 49 869 4 1313—14

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. 2 50 100 0 3101—01

RC 150. FOUNDATIONS OF RECREATIONAL ACTIVITIES 2 HRS.
(Prerequisite, RC 100 or concurrent.) A course designed to acquaint the student with methods and techniques involved in the development and presentation of primary social recreation activities to varied clientele. 2 50 150 0 3101—01

RC 201. OUTDOOR RECREATION 2 HRS.
(Prerequisite, consent of instructor.) This course is designed to acquaint the student with the breadth of outdoor recreation, recre-
RC 210. FOUNDATIONS OF RECREATION ACTIVITIES AND LEADERSHIP 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. 2 50 210 0 3199—99

RC 300. FACILITY OPERATIONS IN RECREATION 1 HR.
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. 2 50 300 0 3103—01

RC 374. RECREATION DELIVERY SYSTEMS 3 HRS.
(Prerequisite, RC 100.) 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. 2 50 374 0 3103—01

RC 376. FIELD EXPERIENCE IN UNIVERSITY RECREATION SETTINGS 2 HRS.
(Prerequisites, RC 100 and RC 300.) 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. 2 50 376 2 3101—01

RC 378. PRACTICUM IN LEISURE SERVICES 2 HRS.
(Prerequisites, consent of instructor.) 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. May be repeated once for credit. 2 50 378 2 3199—99

RC 389. PROGRAM DESIGN AND IMPLEMENTATION IN RECREATION 3 HRS.
(Prerequisite, RC 100; taken concurrently with RC 390.) 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. 2 50 389 0 3103—01

RC 390. PROMOTION AND PUBLIC RELATIONS IN RECREATION AND LEISURE 2 HRS.
(Prerequisite, RC 100; taken concurrently with RC 389.) 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. 2 50 390 0 3103—01

RC 400. PRACTICUM IN LEISURE SERVICES 2 HRS.
(Prerequisite, RC 100.) 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. 2 50 400 2 3199—99

RC 404. ORGANIZATION AND ADMINISTRATION OF LEISURE STUDIES 3 HRS.
(Prerequisites, RC 100 and RC 300.) This course is designed to give students comprehensive knowledge of the management of recreation organizations. Major emphasis will be upon policy formation, personnel management, physical resource utilization, budgeting, evaluation, professionalism, relationships, and legalities. 2 50 404 0 3103—01

RC 451. PROFESSIONAL DEVELOPMENT IN LEISURE STUDIES 1 HR.
(Prerequisite, taken in the semester prior to the student’s internship.) 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. 2 50 451 0 3101—01

RC 490. SPECIAL TOPICS IN HPER 1, 2, or 3 HRS.
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. 2 50 490 2 1313—14

RC 510. INTERNSHIP IN RECREATION 12 HRS.
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. 2 50 510 2 3199—99

RC 600. INDEPENDENT STUDY IN RECREATION 1-3 HRS.
(Prerequisite, consent of instructor.) 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. 2 50 600 2 3199—01

RC 700. CURRENT DEVELOPMENTS IN RECREATION 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 recreation. 2 50 700 0 3101—01

ACTIVITY COURSES
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 100</td>
<td>LIFETIME FITNESS</td>
<td>1 HR.</td>
<td>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.</td>
</tr>
<tr>
<td>PE 103</td>
<td>AEROBIC DANCE</td>
<td>1 HR.</td>
<td>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.</td>
</tr>
<tr>
<td>PE 104</td>
<td>WALKING AND JOGGING</td>
<td>1 HR.</td>
<td>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.</td>
</tr>
<tr>
<td>PE 105</td>
<td>ADAPTED PHYSICAL EDUCATION</td>
<td>1 HR.</td>
<td>(Temporary or permanent physical handicap; referred from Student Health Center.) Diversified program of developmental activities for either permanently or temporarily handicapped students who may not safely or successfully participate in an unrestricted program.</td>
</tr>
<tr>
<td>PE 110</td>
<td>BASKETBALL</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to basketball.</td>
</tr>
<tr>
<td>PE 112</td>
<td>SOCCER</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to soccer.</td>
</tr>
<tr>
<td>PE 113</td>
<td>SOFTBALL</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to softball.</td>
</tr>
<tr>
<td>PE 117</td>
<td>VOLLEYBALL</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to volleyball.</td>
</tr>
<tr>
<td>PE 121</td>
<td>BADMINTON</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to badminton.</td>
</tr>
<tr>
<td>PE 122</td>
<td>BAIT, FLY, AND SPIN CASTING</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to fishing.</td>
</tr>
<tr>
<td>PE 124</td>
<td>FENCING</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to fencing.</td>
</tr>
<tr>
<td>PE 125</td>
<td>GOLF</td>
<td>1 HR.</td>
<td>This course is designed to give students an opportunity to develop the basic skills and knowledge related to golf.</td>
</tr>
<tr>
<td>PE 127</td>
<td>TENNIS</td>
<td>1 HR.</td>
<td>Includes techniques of riding, bike safety, history, minor repairs, bike</td>
</tr>
</tbody>
</table>
styles and touring information. 2 49 175 5 3601—08

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. 2 49 179 5 3601—08

PE 180. RACKETBALL 1 HR.
Designed to acquaint the student with skills, strategies and rules of racketball. Individual and doubles play is emphasized. 2 49 180 5 3601—08

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. 2 49 181 5 3601—08

PE 210. VARSITY BASKETBALL 1 HR.
(Prerequisite, consent of instructor.) Designed for the highly skilled student who is interested in further development of skills and knowledge necessary to compete at the intercollegiate level. 2 49 210 5 3601—08

PE 213. VARSITY SOFTBALL 1 HR.
(Prerequisite, consent of instructor.) 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. 2 49 213 5 3601—08

PE 214. VARSITY BASEBALL 1 HR.
(Prerequisite, consent of instructor.) Designed for the highly skilled student who is interested in further development of skills and knowledge necessary to compete at the intercollegiate level. 2 49 214 5 3601—08

PE 215. VARSITY FOOTBALL 1 HR.
(Prerequisite, consent of instructor.) 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. 2 49 215 5 3601—08

PE 216. VARSITY TRACK AND FIELD 1 HR.
(Prerequisite, consent of instructor.) 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. 2 49 216 5 3601—08

PE 217. VARSITY VOLLEYBALL 1 HR.
(Prerequisite, consent of instructor.) 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. 2 49 217 5 3601—08

PE 218. VARSITY CROSS COUNTRY 1 HR.
(Prerequisite, consent of instructor.) A course for the highly skilled athlete which provides the different methods of training, strategy and meet preparation of cross country running. 2 49 218 5 3601—08

PE 220. SPIRIT CORPS 1 HR.
(Prerequisite, consent of instructor.) This course is designed for those students who wish to train as varsity cheerleaders/yell leaders. 2 49 220 5 3601—08

PE 228. VARSITY TENNIS 1 HR.
(Prerequisite, consent of instructor.) Course is to provide students further learning experience for the development of skills, techniques and strategy for playing at the intercollegiate level. 2 49 228 5 3601—08

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. 2 49 229 5 3601—08

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. 2 49 234 5 3601—08

PE 240. INTERMEDIATE SWIMMING 1 HR.
(Prerequisite, PE 140 or equivalent.) This course is designed to offer the student the opportunity to further develop and increase skills in the seven basic strokes and diving. 2 49 240 5 3601—08

PE 243. LIFEGUARD TRAINING 1 HR.
(Prerequisite, PE 240 or Red Cross Intermediate Swimming Skills.) 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. 2 49 243 5 3601—08

PE 248. SKIN AND SCUBA DIVING 1 HR.
(Prerequisite, PE 240 or equivalent.) The study and practice of underwater diving with and without self-contained breathing apparatus, including physics, physiology, ecology and safety related to diving. 2 49 248 5 3601—08

DEPARTMENT OF INSTRUCTIONAL DESIGN AND TECHNOLOGY

Associate Professor Marcus D. Childress, Chair

Professors: Harvey Foyle, Armand Seguin. Associate Professor: Dusti D. Howell. Assistant Professor: Jane Eberle  Instructor:
Michael J. Kasnic.

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 which is delivered entirely via the Internet. This degree serves students in education and those in business and industry who are implementing computer-based learning systems.

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. 2 60 143 0 1303—01

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. 2 60 144 0 1303—01

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. 2 60 325 0 1313—01

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. 2 60 343 2 1303—01

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. 2 60 344 0 1303—01

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. 2 60 371 0 1305—01

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. 2 60 451 3 1399—99

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. 2 60 543 0 1303—01

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. 2 60 544 0 1303—01

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. 2 60 572 0 1305—01

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. 2 60 573 0 1305—01

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. 2 60 574 0 1305—99

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. 2 60 575 2 1305—01

IT 700. FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY 3 HRS.
(Prerequisites, computer literacy or the equivalent of IT 325.) This course will provide the student with a theoretical and hands-on survey of current and projected uses of instructional technology in schools. Topics will include the internet, electronic mail, video-based
instruction, educational software, computer simulations, and using technology to enhance higher-order thinking skills. Emphasis will be on learning practical technologies and classroom applications.

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. 2 60 743 2 1303—01

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. 2 60 744 0 1303—01

IT 800. INSTRUCTIONAL DESIGN 3 HR. (Prerequisite, IT 700.) This course presents a systematic method for the planning and development of instructional programs. In addition to examining the research supporting contemporary methods of instructional design, students will apply instructional design principles to the development of a text-based instructional program. 2 60 800 0 1305—01

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. 2 60 805 0 1305—01

IT 810. MULTIMEDIA DESIGN 3 HRS. (Prerequisite, IT 700.) 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. 2 60 810 0 1305—01

IT 820. DESIGNING / DEVELOPING WEB-BASED INSTRUCTION 3 HRS. (Prerequisite, IT 700.) Students in this course will design and develop an instructional product in digital format for delivery via the World Wide Web. The course will include a review of the literature specifically related to web-based design theory. Various models of distance education systems are identified and contrasted with an emphasis on web-based instruction. 2 60 820 0 1305—01

IT 830. CONTEMPORARY ISSUES IN DISTANCE EDUCATION 3 HRS. (Prerequisite, IT 700 or permission.) This course is a web-based course to teach and inform teachers and other professionals about distance education and the special needs/concerns of delivering instruction via a distance. This course is less about the mechanics of the technology; rather it is more about the research and ideology behind current, effective distance education. Issues such as addressing learner needs, fostering an interactive learning environment, creating dialogue between near and far site students, and dealing with technological difficulties will be researched, discussed and debated. 2 60 830 0 1305—01

IT 850. IMPLEMENTATION OF CORPORATE LEARNING SYSTEMS 3 HRS. (Prerequisite, IT 800.) 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. 2 60 850 0 1305—01

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. 2 60 853 4 1306—01

IT 899. MASTERS PROJECT IN INSTRUCTIONAL DESIGN/TECHNOLOGY 3 HRS. (Prerequisites, must be taken last semester of enrollment; consent of instructor.) This project is designed for field practitioners. Completion of the course will require the student to demonstrate in an open forum a culminating project. The project will be conceptualized at the beginning of the students’ program, approved by their advisor, updated, and refined as the student completes class work during their course of study. The final project will form a coherent package integrating the students’ instructional technology educational experiences and their anticipated or ongoing professional responsibilities. 2 60 899 0 1305—01

DEPARTMENT OF
PSYCHOLOGY AND SPECIAL EDUCATION

Professor Kenneth A. Weaver, Chair


* Names followed by an asterisk (*) are full-time university personnel teaching part-time in an academic department.

http://www.emporia.edu/psysepe

The Department of Psychology and Special Education provides undergraduate training for those students who plan to enter the work force upon graduation as well as those who plan to do graduate work in psychology. Undergraduate training is offered also for students who plan to teach psychology at the secondary level.

At the graduate level, training is provided in general experimental, clinical, industrial/organizational, and school psychology; art therapy; and the following areas of special education: adaptive and gifts and talents. The Specialist in Education degree is offered in school psychology.

BACHELOR OF ARTS
PSYCHOLOGY MAJOR

The major requires a total of 36 hours with 25 hours specified by the department and 11 hours of electives. 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.

Required Courses (25 hours):

Students graduating as psychology majors or minors, or with a psychology or special education teaching field, must have a minimum of C for each course on their degree plans with the department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 101</td>
<td>Intro to the Psychology Major</td>
<td>1</td>
</tr>
<tr>
<td>PY 210</td>
<td>The Psychology of Development</td>
<td>3</td>
</tr>
<tr>
<td>PY 300</td>
<td>Descriptive Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PY 301</td>
<td>Experimental Research and Infer Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PY 322</td>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td>PY 401</td>
<td>Foundations of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 427</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 440</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PY 626</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (11 hours):

A minimum of 11 hours must be selected by the student from courses such as the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 101</td>
<td>Introductory Psychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PY 230</td>
<td>Applied Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PY 343</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 370</td>
<td>Psychology of Individuals with Mental Retardation</td>
<td>3</td>
</tr>
<tr>
<td>PY 403</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>PY 432</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 490</td>
<td>Undergraduate Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>PY 500</td>
<td>Multicultural Psychology &amp; Special Education</td>
<td>1</td>
</tr>
<tr>
<td>PY 501</td>
<td>Introduction to Statistical Software</td>
<td>1</td>
</tr>
<tr>
<td>PY 502</td>
<td>The Professional Psychologist</td>
<td>1</td>
</tr>
<tr>
<td>PY 506</td>
<td>Methods for Teaching Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 600</td>
<td>Advanced General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 624</td>
<td>Theories of Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PY 707</td>
<td>Memory</td>
<td>3</td>
</tr>
<tr>
<td>PY 709</td>
<td>Introduction to Neuropsychology</td>
<td>1</td>
</tr>
<tr>
<td>PY 722</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>SD 550</td>
<td>Survey of Exceptionality</td>
<td>3</td>
</tr>
</tbody>
</table>

The student is required to complete a second program of study of at least 12 hours in another discipline.

BACHELOR OF SCIENCE
PSYCHOLOGY MAJOR

This major requires a total of 41 hours with 29 hours specified by the department and 12 hours of electives from one of two tracks. In addition, a minimum of 15 hours approved by the department from a related or supporting field is required. 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.

Required Courses (29 hours):

Students graduating as psychology majors or minors, or with a psychology or special education teaching field, must have a minimum of C for each course on their degree plans with the department.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 102</td>
<td>Introduction to the Psychology Major</td>
<td>1</td>
</tr>
<tr>
<td>PY 210</td>
<td>Psychology of Development</td>
<td>3</td>
</tr>
<tr>
<td>PY 300</td>
<td>Descriptive Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PY 301</td>
<td>Experimental Research and Infer Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PY 322</td>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td>PY 343</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 401</td>
<td>Foundations of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 427</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 490</td>
<td>Senior Seminar*</td>
<td>4</td>
</tr>
</tbody>
</table>

Graduate School/Science Track (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 101</td>
<td>Introductory Psychology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PY 333</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 402</td>
<td>Brain and Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>
PY 502 Professional Psychologist 1 hour
PY 506 Methods for Teaching Psychology 3 hours
PY 520 Statistics 1 3 hours
PY 600 Advanced General Psychology 3 hours
PY 624 Theories of Motivation 3 hours
PY 625 Sensation/Perception 3 hours
PY 626 Theories of Personality 3 hours
PY 707 Memory 3 hours
PY 709 Introduction to Neuropsychology 1 hour
PY 303 Special Topics 1-3 hours
PY 403 Independent Study 1-3 hours
PY 540 Special Topics 1-3 hours

**Applied Human Services/Business Track (12 hours)**
PY 101 Introductory Psychology Lab 1 hour
PY 230 Applied Psychology 2 hours
PY 323 Culture and Psychology 3 hours
PY 333 Social Psychology 3 hours
PY 370 Psychology of Individuals with Mental Retardation 3 hours
PY 432 Introduction to I/O Psychology 3 hours
PY 502 Professional Psychologist 1 hour
PY 506 Methods for Teaching Psychology 3 hours
PY 600 Advanced General Psychology 3 hours
PY 626 Theories of Personality 3 hours
PY 303 Special Topics 1-3 hours
PY 403 Independent Study 1-3 hours
PY 540 Special Topics 1-3 hours
SD 550 Survey of Exceptionality 3 hours

*Each fall, all new psychology majors are assigned to one of the nine Psychology faculty as mentees. Faculty mentors contact mentees once each semester to see how they are doing and advise their Senior Seminar. Senior Seminar advisement will focus on either a research project or one-semester internship with the advisor’s approval.

The student is required to complete a second program of study of at least 15 hours in another discipline.

**MINOR IN PSYCHOLOGY**
A minor in psychology requires 17 hours excluding introductory psychology. Twelve hours are specified by the department.

**Required Courses (12 hours):**
- Students graduating as psychology majors or minors, or with a psychology or special education teaching field, must have a minimum of C for each course on their degree plans with the department.

  - PY 210 Psychology of Development 3 hours
  - PY 401 Foundations of Psychology 3 hours
  - PY 427 Abnormal Psychology 3 hours
  - PY 440 Psychological Testing 3 hours

**Elective Courses (5 hours):**
Four hours of electives must be selected from the following courses.

  - PY 102 Introduction to the Psychology Major 1 hour
  - PY 210 The Psychology of Development 3 hours
  - PY 300 Descriptive Research and Statistics 3 hours
  - PY 301 Experimental Research and Inferential Statistics 3 hours
  - PY 322 Learning 3 hours
  - PY 333 Social Psychology 3 hours
  - PY 343 Cognitive Psychology 3 hours
  - PY 370 Psychology of Individuals with Mental Retardation 3 hours
  - PY 401 Foundations of Psychology 3 hours
  - PY 403 Independent Study 1-3 hours
  - PY 432 Introduction to Industrial/Organizational Psychology 3 hours
  - PY 500 Multicultural Psychology & Special Education 1 hour
  - PY 501 Introduction to Statistical Software 1 hour
  - PY 502 The Professional Psychologist 1 hour
  - PY 506 Methods for Teaching Psychology 3 hours
  - PY 520 Statistics I 3 hours
  - PY 600 Advanced General Psychology 3 hours
  - PY 624 Theories of Motivation 3 hours
  - PY 626 Theories of Personality 3 hours
  - PY 707 Memory 3 hours
  - PY 709 Introduction to Neuropsychology 1 hour
  - PY 722 Theories of Learning 3 hours

**BACHELOR OF SCIENCE IN EDUCATION
PSYCHOLOGY TEACHING FIELD**

**OPTION A**
*(Teaching Psychology, Secondary)*
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):**
Students graduating as psychology major or minors, or with a psychology or special education teaching field, must have a minimum of C for each course on their degree plans with the department.

  - PY 300 Descriptive Research and Statistics 3 hours
  - PY 301 Experimental Res and Inferential Stats 3 hours
  - PY 322 Learning 3 hours
  - PY 333 Social Psychology 3 hours
  - PY 401 Foundations of Psychology 3 hours
  - PY 440 Psychological Testing 3 hours
  - PY 427 Abnormal Psychology 3 hours
  - PY 506 Methods for Teaching Psychology 3 hours

**Courses offered by the Department of Psychology and Special Education:**

**ART THERAPY**

**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. 2 78 800 0 5123—01

**AT 801. ART THERAPY: GROUP DYNAMICS IN SPECIAL POPULATIONS 2 HRS.**
This course will meet weekly for three hours to include lectures, readings, and papers, as well as experiential roleplay.
AT 802. DEVELOPMENTAL AND TREATMENT MODELS IN ART THERAPY 3 HRS.
This class meets two times a week for one and one half hour. Format includes didactic and experiential components as well as at least two field trips. 2 78 802 0 5123—01

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. 2 78 803 0 5123—01

AT 804. ART THERAPY WITH FAMILIES AND ADVANCED ASSESSMENT 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. 2 78 804 0 5123—01

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. 2 78 805 0 5123—01

AT 810. INTRODUCTION TO ART THERAPY RESEARCH 1 HR.
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 are expected to complete critical reviews of research and participate regularly in class discussion. 2 78 810 0 5123—01

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 others experiences. 2 78 820 2 5123—01

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. 2 78 835 2 5123—01

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. 2 78 849 4 5123—01

AT 850. ART THERAPY THESIS 1-3 HRS.
The student completes important research appropriate to the field of Art Therapy. 2 78 850 4 5123—01

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. 2 76 100 0 4201—01

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. 2 76 101 1 4201—01

PY 102. INTRODUCTION TO PSYCHOLOGY MAJOR 1 HR.
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. 2 76 102 0 4201—01

PY 210. PSYCHOLOGY OF DEVELOPMENT 3 HRS.
(Prerequisite, 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. 2 76 210 0 4207—01

PY 211. DEVELOPMENTAL PSYCHOLOGY 3-4 HRS. (Prerequisite, three-hour option available only to secondary education majors.) 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. 2 76 211 0 4207—01

PY 230. APPLIED PSYCHOLOGY 2 HRS. A survey course to provide the student with information about the utilization of scientific methods to explain why people behave the way they do. The course is designed to give an overview of the application of psychology in the work, educational, and clinical settings; in the home; for the consumer; for government; and for career planning and placement. 2 76 230 0 4201—01

PY 231. PSYCHOLOGY OF ADJUSTMENT 2 HRS. A functional study of the basic problems of adjustment designed to aid students in making the changes in themselves and their circumstances necessary to achieve a satisfactory relationship with their environment. 2 76 231 0 4210—01

PY 300. DESCRIPTIVE RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 3 HRS. (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. 2 76 300 0 4299—99

PY 301. EXPERIMENTAL RESEARCH METHODS AND INFERENTIAL STATISTICS 3 HRS. (Prerequisite, 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. 2 76 301 0 4299—99

PY 303. SPECIAL TOPIC IN PSYCHOLOGY -- UNDERGRADUATE 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 Psychology. 2 76 303 0 4299—99

PY 322. LEARNING 3 HRS. 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. 2 76 322 0 4203—01

PY 333. SOCIAL PSYCHOLOGY 3 HRS. 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. 2 76 333 0 4216—01

PY 334. EDUCATIONAL PSYCHOLOGY 2 HRS. (Prerequisite, secondary education majors only.) 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 observation and micro lab teaching activities. 2 76 334 0 1306—01

PY 343. COGNITIVE PSYCHOLOGY 3 HRS. 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. 2 76 343 0 4203—01

PY 370. PSYCHOLOGY OF INDIVIDUALS WITH MENTAL RETARDATION 3 HRS. Consideration is given to the social, emotional, physical, and mental characteristics of individuals with mental retardation. Systems of terminology and descriptions of school programs for educational preparation of individuals with retarded mental development are studied. 2 76 370 0 1310—06

PY 401. FOUNDATIONS OF PSYCHOLOGY 3 HRS. 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. 2 76 401 0 4201—01

PY 403. INDEPENDENT STUDY 1-3 HRS.  
(Prerequisite, consent of instructor.) A problem of special interest is selected and researched under the immediate supervision of the instructor. 2 76 403 0 4299—99

PY 427. ABNORMAL PSYCHOLOGY 3 HRS.  
All forms of psychological abnormality are considered against the setting in which they develop along with methods of prevention and cure. 2 76 427 0 4202—01

PY 432. INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 3 HRS.  
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. 2 76 432 0 4209—01

PY 440. PSYCHOLOGICAL TESTING 3 HRS.  
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. 2 76 440 0 4213—01

PY 442. TESTS AND MEASURES 3 HRS.  
Emphasis is placed on the theory and construction of tests suitable for use in the classroom, statistics for the classroom teacher, familiarizing the teacher with systems of grading, and the development of a testing program. 2 76 442 0 1306—04

PY 490. UNDERGRADUATE INTERNSHIP 1-3 HRS.  
(Prerequisite, 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. 2 76 490 2 4299—99

PY 500. MULTICULTURAL PSYCHOLOGY AND SPECIAL EDUCATION 1 HR.  
The course is designed to provide an overview of theoretical and practical applications of multiculturalism to psychology and special education. In addition, it acquaints students with reasons why culture is an integral part of psychology and special education. 2 76 500 0 4299—99

PY 501. INTRODUCTION TO STATISTICAL SOFTWARE 1 HR.  
This course is designed to provide upper division undergraduate and new graduate students who have completed the introductory statistics course an opportunity to review course content while learning how to use statistical software. 2 76 501 0 4299—99

PY 502. THE PROFESSIONAL PSYCHOLOGIST 1 HR.  
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. 2 76 502 0 4299—99

PY 506. METHODS FOR TEACHING PSYCHOLOGY 3 HRS.  
(Prerequisite, 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. 2 76 506 0 1312—99

PY 520. STATISTICS I 3 HRS.  
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. 2 76 520 0 4215—01

PY 540. SPECIAL TOPICS IN PSYCHOLOGY 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 psychology. 2 76 540 0 4299—99

PY 560. ADVANCED GENERAL PSYCHOLOGY 3 HRS.  
Through the study of current literature the student is acquainted with new developments in the broad field of psychology. 2 76 560 0 4201—01

PY 624. THEORIES OF MOTIVATION 3 HRS.  
The concepts, principles, and empirical findings concerning basic factors which underlie human motivation are studied. Attention is given to both innate and acquired bases. 2 76 624 0 4202—01

PY 626. THEORIES OF PERSONALITY 3 HRS.  
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. 2 76 626 0 4210—01

PY 703. SPECIAL TOPIC IN PSYCHOLOGY 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 Psychology. 2 76 703 0 4299—99

PY 707. MEMORY 3 HRS.  
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. 2 76 707 0 4203—01

PY 708. BRAIN FUNCTION AND DYSFUNCTION 3 HRS.  
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. 2 76 708 0 4211—01
PY 709. INTRODUCTION TO NEUROPSYCHOLOGY 1 HR.
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. 2 76 709 0 4211—01

PY 710. CHARACTERISTICS OF INDIVIDUALS WITH LEARNING DISABILITIES 3 HRS.
The course deals with the identification, etiology, and diagnosis of individuals with learning disabilities. 2 76 710 0 1310—11

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. 2 76 714 0 1310—99

PY 720. PSYCHOPATHOLOGY OF CHILDHOOD 3 HRS.
Methods for detecting, treating, and preventing emotional problems in children are studied. 2 76 820 0 4202—01

PY 722. THEORIES OF LEARNING 3 HRS.
The major theories of learning are analyzed, compared, and evaluated in light of current research. 2 76 722 0 4203—01

PY 735. SEMINAR IN PSYCHOLOGY IN THE CLASSROOM 3 HRS.
The course provides the basis for understanding the nature of conflict in the classroom and for coping with maladaptive behavior. 2 76 735 0 1308—01

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. 2 76 740 0 4299—99

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. 2 76 741 0 4299—99

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 strategies, life satisfaction, facet vs. Global measures, turnover, absenteeism, career involvement, burnout, unions, positive and negative affectivity, nature vs. nurture issues, and moderators of satisfaction. 2 76 742 0 4299—99

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). 2 76 743 0 4299—99

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. 2 76 744 0 4299—99

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. 2 76 745 0 4299—99

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. 2 76 800 4 4299—99

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. 2 76 803 4 4299—99

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. 2 76 805 0 1308—01

PY 806. PERSONALITY ASSESSMENT 2 HRS.
(Prerequisites, PY 427, PY 440, PY 626.) This course serves as the background for specific assessment courses. Types of assessment techniques, selection of appropriate techniques, and the diagnostic process are discussed. Professional ethics and legal implications are discussed. 2 76 806 0 4210—01

PY 807. MMPI (MINNESOTA MULTIPHASIC PERSONALITY INVENTORY) 2 HRS.
(Prerequisite, PY 806.) This course presents the development and foundations of the MMPI. Administration and interpretation of the MMPI is the major purpose of this course. 2 76 807 0 4213—01

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 810. CLINICAL REPORT WRITING  2 HRS.  
(Prerequisite, PY 806.) This course deals with the written presentation of psychological information. The construction of an effective report, and the problems commonly encountered in report writing are discussed.  2 76 810 0 4212—01

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.  2 76 811 0 4207—01

PY 812. INDIVIDUAL ASSESSMENT  3 HRS.  
The course provides familiarity with various developmental, achievement, aptitude, and other individual assessment procedures that may be used in elementary and secondary schools. The information derived from these assessment procedures will make it possible for teachers, counselors, administrators and other service personnel to understand the source and nature of statements made by psychological examiners.  2 76 812 0 1306—05

PY 815. PROJECTIVE ASSESSMENTS  3 HRS.  
This course presents the history and use of projective assessment devices such as the Thematic Apperception Test, Children's Apperception Test, Bender Gestalt, House-Tree-Person, and Draw-A-Person. The emphasis is upon administration and interpretation of these specific projective techniques.  2 76 815 0 4299—99

PY 823. SPECIAL TOPICS IN I/O PSYCHOLOGY  3 HRS.  
(A subtitle will be assigned for each special topic offered.) The course will be taught to provide detailed information on specific topics in I/O Psychology.  2 76 823 0 4209—01

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.  2 76 827 0 4202—01

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.  2 76 830 2 4217—01

PY 831. CURRICULUM-BASED ASSESSMENT  1-2 HRS.  
The course provides training in the administration and scoring of curriculum-based measurement (CBM) procedures. Field experience will include participating directly in the assessment of elementary students using these procedures for the collection of three separate testing periods: fall, winter, and spring. The course will also include the use of CBM data in writing goals, collecting progress-monitoring data, and to make data-based decisions. Students are expected to enroll for 1 hour credit during the fall semester and for 2 hours credit for the spring semester.  2 76 831 0 4201—01

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. 2 76 832 0 4209—99

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.  2 76 833 0 4209—99

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.  2 76 835 0 4217—01

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.  2 76 836 0 4217—01

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.  2 76 837 0 4299—99

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.  2 76 838 2 4217—01

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 840. CLINICAL MENTAL TESTS  2 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 Stanford-Binet V (2003) are covered.  
2 76 839 2 4299—99

PY 841. CLINICAL MENTAL TESTS II  3 HRS.  
(Prerequisite, one course in statistics and testing.) This is a basic course in clinical mental testing. The techniques of administering, scoring and interpreting the Wechsler tests are covered.  
2 76 841 0 4213—01

PY 842. CHARACTERISTICS OF INDIVIDUALS WITH MENTAL RETARDATION  3 HRS.  
The course is designed to provide an understanding of the etiology and nature of and prognosis for the mentally retarded.  
2 76 842 0 1310—06

PY 845. PROJECTIVE TECHNIQUES: RORSCHACH  3 HRS.  
(Prerequisite, PY 427, PY 626 and consent of instructor.) An elementary course in the Rorschach Technique with emphasis on administration, scoring, and limited interpretation.  
2 76 845 0 4213—01

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.  
2 76 846 0 4299—99

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.  
2 76 847 0 4202—01

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!  
2 76 848 0 1907—04

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.  
2 76 849 0 4202—01

PY 850. CHARACTERISTICS OF INDIVIDUALS WITH GIFTS & TALENTS  3 HRS.  
The course emphasizes the definition of giftedness from historical to present, characteristics of the gifted, and factors (such as gender, cultural differences, creativity) involved in identification of the gifted. Special problem topics are identified and addressed. Programs for various levels are covered as well as evaluation and parenting skills.  
2 76 850 0 1310—04

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.  
2 76 851 0 1308—01

PY 855. 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 (PY855) 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.  
2 76 858 2 4202—01

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.  
2 76 859 2 4202—01

PY 864. CREATIVE TEACHING AND LEARNING  3 HRS.  
(Prerequisite, PY 850 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.  
2 76 864 0 1310—04

PY 870. SEMINAR IN MENTAL RETARDATION  3 HRS.  
This course provides advanced students in mental retardation an opportunity to exchange ideas, experiment, and acquaint themselves with problems, newer techniques, and developments in the area.  
2 76 870 0 1310—06

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 901. PSYCHOLOGICAL ASSESSMENT OF INFANTS 1 HR.
(Prerequisite, one course in Statistics or Testing.) This course is designed to teach those skills needed to administer, score, and interpret the Bayley Scales of Infant Development-Mental Scale when used in the psychological assessment of handicapped infants and toddlers with disabilities. In order to gain a perspective on the role of the Bayley Scales in assessment, theoretical and historical issues will be considered. Interpreting results and assessment report formation will also be included. 2 76 901 0 4213—01.

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. 2 76 910 2 4217—01

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. 2 76 920 2 4217—01

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. 2 79 303 0 1310—99

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. 2 79 550 0 1310—99

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. 2 79 560 0 1310—99

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. 2 79 650 0 1310—01

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. 2 79 700 0 1310—06

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. 2 79 702 0 1310—99

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. 2 79 703 0 1310—99

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. 2 79 708 2 1310—01

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. 2 79 709 2 1310—01

SD 800. CONSULTATION & COLLABORATION 3 HRS.  
(Prerequisites, SD 550 and SD 622.) Students will refine and practice effective communication skills. Current models of consultation/collaboration will be presented and critical. 2 79 800 0 1310—99

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. 2 79 801 0 1310—99

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. 2 79 802 0 1310—01

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. 2 79 808 2 1310—01

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. 2 79 809 2 1310—01

SD 811. METHODS FOR TEACHING INDIVIDUALS WITH LEARNING DISABILITIES 3 HRS.  
(Prerequisite, PY 710.) The course deals with approaches to the education of the child with learning disabilities. 2 79 811 0 1310—11

SD 812. TEACHING THE CHILD WITH LEARNING DISABILITIES 2 HRS.  
The course is designed to familiarize the student with the organizational planning and media for the child with learning disabilities. 2 79 812 0 1310—11

SD 813. SECONDARY LEARNING DISABILITIES: AN OVERVIEW OF CHARACTERISTICS AND METHODS 3 HRS.  
The course provides data-based information on characteristics currently associated with youth and adults with learning disabilities. Five intervention methods are presented for instruction in reading, math, written language, career and vocational skill development, thinking, speaking, and social skills. Appropriate diagnostic and assessment procedures for each area are also presented. 2 79 813 0 1310—11

SD 815. SUPERVISED PRACTICE, ELEMENTARY LEARNING DISABILITIES I 3 HRS.  
This course provides the initial organized observation of the child’s problems in various learning situations and participation in informal diagnostic and remedial techniques. 2 79 815 2 1310—11

SD 816. SUPERVISED PRACTICE, ELEMENTARY LEARNING DISABILITIES II 3 HRS.  
(Prerequisites, PY 710, SD 815, and SD 817.) This course provides an in-depth involvement in diagnosis and remediation of children with learning disabilities at the elementary level. 2 79 816 2 1310—11

SD 817. SUPERVISED PRACTICE, SECONDARY LEARNING DISABILITIES I 3 HRS.  
(Prerequisites, PY 710, SD 815, and SD 817.) This course provides an in-depth involvement in diagnosis and remediation for secondary students with learning disabilities. 2 79 817 2 1310—11

SD 818. SUPERVISED PRACTICE, SECONDARY LEARNING DISABILITIES II 3 HRS.  
(Prerequisites, PY 710, SD 815, and SD 817.) This course provides a basic understanding of the methods and techniques of demonstrated worth to teachers of individuals with emotional behavioral disorders. 2 79 818 2 1310—00

SD 821. EDUCATING INDIVIDUALS WITH EMOTIONAL BEHAVIOR DISORDERS 3 HRS.  
(Prerequisites, PY 720 or consent of instructor.) The course provides a comprehensive examination of the problems currently associated with youth and adults with learning disabilities. 2 79 821 0 1310—05

SD 822. SEMINAR IN EMOTIONAL BEHAVIOR DISORDERS 2 HRS.  
(Prerequisite, SD 821.) The course provides data-based information regarding strategies utilized in the education of individuals with emotional behavioral disorders. We will discuss the perspectives of a number of leaders in the field: (1) life-space interviewing; (2) development therapy; (3) skill streaming. Each class member will practice these techniques and share with the class their successes, results, and problems. 2 79 822 0 1310—05

SD 823. SEMINAR IN CURRICULUM FOR INDIVIDUAL WITH EMOTIONAL BEHAVIOR DISORDERS 2 HRS.  
The course covers current curriculum systems for individuals with emotional behavioral disorders. Emphasis is on controlling and modifying the conditions of the classroom. 2 79 823 0 1310—05

SD 825. SUPERVISED PRACTICE, ELEMENTARY EMOTIONAL BEHAVIOR DISORDERS I 3 HRS.  
(Prerequisite, consent of instructor.) The student is given an introductory practical experience with individuals with emotional behavioral disorders in a classroom setting. 2 79 825 2 1310—05
SD 826. SUPERVISED PRACTICE, ELEMENTARY EMOTIONAL BEHAVIOR DISORDERS II 3 HRS.
(Prerequisite, consent of instructor.) The student is given practical experience with individuals with emotional behavioral disorders in an elementary classroom setting. Contact of the student with teachers, parents, and ancillary community services is stressed. 2 79 826 2 1310—05

SD 827. SUPERVISED PRACTICE, SECONDARY EMOTIONAL BEHAVIOR DISORDERS I 3 HRS.
(Prerequisite, consent of instructor.) The student is given practical experience with individuals with emotional behavioral disorders in a secondary classroom setting. Contact of the student with teachers, parents, and ancillary community services are stressed. 2 79 827 2 1310—05

SD 828. SUPERVISED PRACTICE, SECONDARY EMOTIONAL BEHAVIOR 3 HRS.
(Prerequisite, consent of instructor.) The student is given practical experiences with individuals with emotional behavior disorders in a secondary classroom setting. Contact of the student with teachers, parents, and ancillary community services is stressed. 2 79 828 2 1310—05

SD 851. EDUCATING INDIVIDUALS WITH GIFTS AND TALENTS 3 HRS.
(Prerequisite, PY 850.) Methods and procedures for adapting the educational process to the gifted are studied. 2 79 851 0 1310—04

SD 852. SOCIAL & EMOTIONAL NEEDS OF INDIVIDUALS WITH GIFTS & TALENTS 3 HRS.
(Prerequisite, permission of instructor.) Seminar providing information on affective aspects of giftedness, which emphasizes process and proactive and preventive approaches. Includes field experiences in conferencing with a gifted student and using affective curriculum with a small group, as well as meeting with student colleagues to discuss field experiences and assigned readings. 2 79 852 0 1310—04

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. 2 79 855 2 1310—04

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. 2 79 856 2 1310—04

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. 2 79 857 2 1310—04

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. 2 79 858 2 1310—04

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. 2 79 860 0 1304—02

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. 2 79 861 0 1304—02

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. 2 79 867 2 1304—02
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.

http://www.emporia.edu/sleme

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 Teacher 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
- Bilingual-Multicultural
- Biology
- Business Education
- Chemistry
- Computer Studies
- Driver Education
- Earth Science
- English
- English as Second Language
- Foreign Language
- General Science
- Health Education
- Journalism
- Mathematics
- Music
- Physical Science
- Physics
- Psychology
- Social Studies
- Special Education (MR)
- Speech Communication

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 Requirements:
Specific requirements and courses in the professional education portion of the secondary education program include the following:

During Sophomore year:
ED 220 Introduction to Teaching 2 hours

Phase I — Eligibility after 60 credit hour.
Before being allowed to enroll in any of the following courses, ED 333, ED 334, PY 334 or EL 416, the student must achieve a minimum cumulative GPA of 2.75 in the "core curriculum general education courses," a 2.5 cumulative GPA, and PPST (Pre-Professional Skills Test) scores of writing 172, reading 173, and mathematics 174. Students must also have a grade of “C” or better in Introduction to Teaching, English Composition I and II, Public Speaking, College Algebra, and Mathematics as a Decision Making Tool. For admission to Candidacy in the Teacher Education Program the student must also meet or exceed (and maintain) the minimum GPA requirement set by the faculty of his/her teaching specialty — see academic advisor. The student must provide documentation of the required 100 hours of supervised work experience with children and youth (forms in VH 208). To complete the application
process, the disclosure statement must be completed and signed and the health clearance must be completed to be placed in a school setting.

Sometime after completion of the sophomore year, the student will take all of the following courses in one semester:

(Phase I eligibility is required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 333</td>
<td>Principles of Secondary Education</td>
<td>4 hours</td>
</tr>
<tr>
<td>ED 334</td>
<td>Classroom Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>PY 334</td>
<td>Educational Psychology</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

During or after Phase I (before student teaching):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 416</td>
<td>Teaching Reading in Secondary Schools</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Any time before beginning student teaching:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD 550</td>
<td>Survey of Exceptionality</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

During one semester of the senior year:

(Phase II eligibility is required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 487</td>
<td>Student Teaching - Secondary</td>
<td>*12 hours</td>
</tr>
<tr>
<td>ED 431</td>
<td>Professional Relations of Teachers</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

* Or equivalent student teaching credit. (See LE course listing.)

The student must fulfill an instructional technology component by having the advisor in his/her teaching field verify his/her competence in this area before entering Phase II.

During the Student Teaching Semester (or before applying for licensure), the student must pass the Professional Knowledge Component of the National Teachers Examination.

Recommended Electives (none required for licensure):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 125</td>
<td>Microcomputers in the Classroom</td>
<td>3 hours</td>
</tr>
<tr>
<td>IT 371</td>
<td>Instructional Media</td>
<td>3 hours</td>
</tr>
<tr>
<td>ED 535</td>
<td>Cultural Awareness for Educators</td>
<td>3 hours</td>
</tr>
<tr>
<td>ED 750</td>
<td>Classroom Management, Student Motivation and Discipline</td>
<td>2 hours</td>
</tr>
<tr>
<td>PY 442</td>
<td>Tests and Measures</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

ADMISSION TO PHASE II:

For admission to Phase II, the student teaching 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 cumulative grade-point average of at least 2.5.
- A minimum 2.5 grade-point average in required professional studies (some academic areas require higher than the minimum 2.5 GPA).
- Minimum of "C" grade in Phase I professional education courses.
- Department verification of technology competence.
- Health clearance must be completed to be in a school setting.
- Disclosure Statement must be completed and signed.
- Complete all application processes.
- Have signed department approval for each licensure area.
- Have permission of the Secondary Admissions Committee.
- Participate in personal interview when requested by the academic area or the Secondary Admissions Committee.

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 Program Leadership and District Leadership level license/licensure is also available.

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. 2 27 220 0 1312—99

ED 333. PRINCIPLES OF SECONDARY EDUCATION 4 HRS.
(Prerequisites, admission to teacher education and enrollment concurrently with ED 335, PY 334, and CE 400 in a single time block. No cross enrollments permitted.) This course is a part of the first phase of professional education and is designed to teach the historical and contemporary status of secondary education and the purposes of education in a pluralistic society. Methods of instruction, planning, and organization will be primary points of focus. Students will complete this course as part of the block in either semester of their junior year and prior to enrollment in their content specialty methods course. This professional education course integrates with the other courses in Phase I to provide a theoretical and practical base for observation and microlab teaching activities. 2 27 333 0 1312—05

ED 334. CLASSROOM MANAGEMENT 3 HRS.
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. 2 27 334 0 1312—05

ED 335. OBSERVATION AND PARTICIPATION (SECONDARY) 1 HR.
(Prerequisites, admission to teacher education and enrollment concurrently with ED 333, PY 334 and CE 400 in a single time block. No cross enrollments permitted.) This course is a part of the first phase of professional education and provides opportunities for
observation of and some practical participation in actual teaching. Assignments include participation in microlab, peer teaching, observation of teaching on film and video, observation and limited participation in school classrooms, and a teacher interview. Student will complete this course as part of the block in either semester of their junior year and prior to enrollment in their content specialty methods course. 2 27 335 1 1312—02

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. 2 27 343 2 1303—01

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. 2 27 347 2 1312—99

ED 431. PROFESSIONAL RELATIONS OF TEACHERS 2 HRS.  
(Prerequisite, secondary education majors.) This course is designed around a competency guidebook which the student in the professional secondary education block completes during the student teaching semester. Seminars to reinforce selected topics are also part of this course. Emphasized is an appreciation of both the current and potential status of public school teaching as a career. Professionalism, teacher certification, ethics and autonomy and accreditation. Position availability, employment procedures, types of contracts, salary practices, work load, leaves, and benefits. School district organization finance and law, the professional stance of teacher association, negotiations, unions, sanctions, and strikes. The professional approach in teacher relations with the school board, administration, students, parents, and community. 2 27 431 0 1312—99

ED 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. 2 27 451 3 1399—99

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 an evaluate curricula for use in culturally diverse, as well as homogenous, classrooms. 2 27 535 0 1302—01

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 UCLA. 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. 2 27 700 0 1312—99

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. 2 27 701 0 1312—99

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. 2 27 702 0 1312—99

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. 2 27 711 0 1312—99

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. 2 27 725 0 1313—15

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. 2 27 730 0 1307—01

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. 2 27 731 0 1309—01

ED 743. SPECIAL STUDIES IN EDUCATION 1-3 HRS.
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. 2 27 743 2 1303—01

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. 2 27 750 0 1303—01

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. 2 27 805 0 1305—01

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 (developmental) 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. 2 27 806 0 1303—01

ED 813. SECONDARY SCHOOL 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 in influences, issues, and trends affecting curriculum in the schools of today with a view toward implementing programs of improvement in their own school situations. 2 27 815 0 1303—01

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 interests—physical, mental and social. Intended for teachers and administrators. 2 27 816 0 1312—03

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. 2 27 817 0 1312—05

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. 2 27 820 0 1303—01

ED 833. BELIEFS, VALUES AND ISSUES IN EDUCATIONAL PRACTICES 3 HRS.
In this course students discover why American education is what it is today. Examined are beliefs that people hold and have held about teaching, the focus of curriculum, the purposes of schools, and the roles of teachers. 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. 2 27 833 0 1309—01

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. 2 27 836 0 1309—01

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. 2 27 837 0 1301—01

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. 2 27 842 0 1399—99

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. 2 27 843 0 1399—99

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. 2 27 845 0 1312—99

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. 2 27 853 4 1306—01

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. 2 27 855 4 1399—99

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. 2 27 862 2 1312—05

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. 2 27 865 0 1304—04

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. 2 27 866 0 1304—99

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. 2 27 872 2 1303—01

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. 2 27 874 2 1303—01

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 participation skills in discussing controversial issues. Secondary. 2 27 875 2 1303—01

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. 2 27 876 2 1312—99

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. 2 27 877 3 1312—99

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. 2 27 878 2 1303—01

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. 2 27 879 2 1308—01

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. 2 27 881 0 1312—05

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. 2 27 884 2 1303—01
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. 2 27 885 0 1312—99

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. 2 27 886 2 1303—01

ED 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. 2 27 887 0 1306—04

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. 2 27 889 2 1303—01

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. 2 27 891 2 1304—04

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. 2 27 892 2 1308—01

ED 895. PRACTICUM IN CURRICULUM LEADERSHIP 1-3 HRS.
(Prerequisites, any student who has completed all of the core courses and a total of at least 27 hours of program course work my enroll in practicum.) 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. 2 27 895 2 1303—01

LABORATORY EXPERIENCES

All student teaching course descriptions are located in THE TEACHERS COLLEGE section under Office of Professional Education Services (OPES), 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 and administrative problems of local concern. Process includes written identification of problem, approach and findings of the study concluded by final oral examination. 2 32 743 4 1304—01

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. 2 32 750 0 1304—99

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 teachers. Topics to be covered include human development, cognitive and personality development, learning theory, cognitivism, intelligence and creativity, diversity, teaching models and motivation. 2 32 773 0 1308—02

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. 2 32 811 0 1304—04

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. 2 32 830 0 1304—99

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. 2 32 849 0 1304—01

STUDENT TEACHING /
EA 984. EDUCATIONAL BUILDINGS AND
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. 2 32 983 0 1304—99

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. 2 32 885 0 1304—01

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. 2 32 888 0 1304—99

EA 896. PRACTICUM I IN EDUCATIONAL
ADMINISTRATION: BUILDING LEVEL—FALL 1-4 HRS.
(Prerequisite, Consent of chair.) 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 evaluative levels of learning through simulated activities. 2 32 896 0 1304—01

EA 897. PRACTICUM II IN EDUCATIONAL
ADMINISTRATION: BUILDING LEVEL—SPRING 4 HRS.
(Prerequisite, consent of chair.) 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 supervisor. Seminars are an integral part of the field experiences and will place emphasis on application, analysis, synthesis, and evaluative levels of learning. 2 32 897 2 1304—01

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. 2 32 941 0 1304—99

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. 2 32 983 0 1304—99

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 and advanced planning and fiscal accounting. 2 32 986 0 1304—04

EA 997. PRACTICUM I IN EDUCATIONAL
ADMINISTRATION: DISTRICT LEVEL—FALL 3 HRS.
(Prerequisite, consent of chair.) 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. 2 32 997 2 1304—01

EA 998. PRACTICUM II IN EDUCATIONAL
ADMINISTRATION: DISTRICT LEVEL—SPRING 3 HRS.
(Prerequisite, consent of chair.) 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. 2 32 998 2 1304—01

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. The content of the course should prepare the student to evaluate informal descriptive studies in their field. 2 38 752 0 1306—01

ER 810. STATISTICS AND METHODOLOGY 1 HR.
The purpose of this course is to strengthen the relevant skills needed as prerequisites to be successful in a graduate statistics course. The first four of the five 3-hour sessions will be devoted to basic descriptive and inferential statistics and basic mainframe computing while the last 3-hour session will be devoted to experimental methodology including discussion of relevant research articles illustrating the various aspects of doing research. 2 38 810 0 1306—03
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. 2 38 851 0 1306—01

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. 2 38 857 0 1306—03

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. 2 34 703 0 1313—04

DE 713. DRIVER EDUCATION I 3 HRS.
(Prerequisite, valid driver’s license.) 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. 2 34 713 1 1313—04

DE 723. DRIVER EDUCATION II 3 HRS.
(Prerequisites, DE 713 or equivalent and valid driver’s license.) 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. 2 34 723 1 1313—04

DE 740. RESEARCH PROBLEMS IN DRIVER EDUCATION 1-3 HRS.
Investigation of special problems not covered by regular courses. 2 34 740 4 1313—04

SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT

Ann L. O’Neill, Dean
Yvonne Ballester, Director
Learning Support Services
Candace Boardman, Director
Kansas MLS Program
Mirah Dow, Coordinator
School Library Media Certification
Robert Mead, Director
Legal Information Management Program
Cecilia Salvatore, Coordinator
Library Services Certificates Program
Susan Zuber-Chall, Coordinator
Information Resource Studies Program
Dan Roland, Assistant to the Dean


http://slim.emporia.edu

The School of Library and Information Management (SLIM) is the only school in Kansas to offer the PhD in Library and Information Management, the Master of Library Science (MLS), and the Master of Legal Information Management. SLIM is the only school in Kansas accredited by the American Library Association. SLIM is also a primary contact for an interdisciplinary undergraduate major, Information Resource Studies. The graduate programs prepare qualified men and women to be information professionals and scholars in various types of libraries and information agencies.

A bachelor's degree in any subject area completed with at least a “B” (3.0) average will meet the academic requirements for admission to the school. Read the SLIM catalog for additional admission requirements, which is available in the SLIM office on the third floor of William Allen White Library.

The MLS degree is extremely flexible and combines well with other education and experience. Employment opportunities are consistently high for candidates with good communication skills and service orientation.

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. 5 59 228 0 2501—01

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. 5 59 310 0 2501—01

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. 5 59 311 0 2501—01

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. 5 59 312 0 2501—01

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. 5 59 330 0 2501—01

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. 5 59 331 0 2501—01

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. 5 59 332 0 2501—01

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. 5 59 350 0 2501—01

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. 5 59 351 0 2501—01

LI 352. LIBRARY ADMINISTRATION: MANAGING MONEY 1-3 HRS.
Students will learn how to manage financial resources, including planning, developing budgets, and fund-raising. 5 59 352 0 2501—01

LI 361. CURRENT ISSUES IN INFORMATION SERVICES 1-3 HRS.
Exploration of current issues influencing information services in libraries and other information agencies. 5 59 361 0 2501—01

LI 363. CURRENT ISSUES IN COLLECTION MANAGEMENT 1-3 HRS.
Exploration of current issues influencing collection management in libraries and other information agencies. 5 59 363 0 2501—01

LI 365. CURRENT ISSUES IN LIBRARY ADMINISTRATION 1-3 HRS.
Exploration of current issues influencing library administration. 5 59 365 0 2501—01

LI 511. INFORMATION TECHNOLOGY SKILLS I 1 HR.
LI 511 is a prerequisite technology literacy course. As a hands-on skills course, it is designed to ensure that students have a functioning level of technical ability in order to fully integrate their studies at SLIM. This course allows students to build skills in navigating software, using telecommunication tools, and word processing. 5 59 511 0 2501—01

LI 512. INFORMATION TECHNOLOGY SKILLS II 1 HR.
LI 512 is a prerequisite technology literacy course. It allows students to build skills in spreadsheet creation and use, database management, and electronic presentation for the World Wide Web using hypertext markup language. 5 59 512 0 2501—01

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). 5 59 530 0 2501—01

LI 531. LIBRARY RESOURCES AND SERVICES FOR CHILDREN 3 HRS.
The study of library resources and services for children, early childhood through age 10. 5 59 531 0 2501—01

LI 532. LIBRARY RESOURCES AND SERVICES FOR YOUNG ADULTS 3 HRS.
The study of library resources and services for young adults, age 11-18. 5 59 532 0 2501—01

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. 5 59 570 0 2501—01

LI 717. INSTRUCTIONAL TECHNIQUES FOR TEACHING INFORMATION & TECHNOLOGY SKILLS: AN ORIENTATION FOR SLIM GTAs 1 HR.
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
LI 755. SPECIAL TOPICS 1, 2, or 3 HRS. Intensive study of a current topic relating to library and information professions. May be taken by seniors. 5 59 755 0 2501—01

LI 801. FOUNDATIONS OF INFORMATION TRANSFER 2 HRS. An introduction to information agencies and professions, their philosophical underpinnings, roles and societal contexts. This course also develops an understanding of self in the context of an information age. 5 59 801 0 2501—01

LI 802. THEORETICAL FOUNDATIONS OF SERVICE: DIAGNOSIS AND CUSTOMIZATION 2 HRS. A systems approach to diagnosis and customization, applying cognitive and psychological theories. Understanding individual learning styles, and characteristics of human information use will serve as a framework for the subsequent creation and development of individualized, user-centered services. 5 59 802 0 2501—01

LI 803. INFORMATION TRANSFER AND THE KNOWLEDGE SOCIETY 2 HRS. This course presents theories, models, and strategies of knowledge creation. Topics include dissemination, organization, diffusion, utilization, preservation, destruction, and their significance to the information transfer cycle. The information transfer cycle itself is examined in its relationship to paradigmatic change, societal shift, and their context. 5 59 803 0 2501—01

LI 804. THEORY OF THE ORGANIZATION OF INFORMATION 2 HRS. An introduction to the individual, social, and institutional perspectives by which we organize information. Examines the assumptions, practices and issues of commonly used classification systems. 5 59 804 0 2501—01

LI 805. ORGANIZATION THEORIES FOR ADMINISTERING INFORMATION AGENCIES 2 HRS. An investigation into the components of organizations and their influence on each other as well as their political, social and cultural environments. These components are also studied in terms of strategies and goals, physical structure, and technology. 5 59 805 0 2501—01

LI 806. GLOBAL INFORMATION INFRASTRUCTURE 2 HRS. The course examines significant theories and models related to Global Information Infrastructure development. Issues related to the roles of governments, agencies, NGO's, as well as local, national, and international organizations will be explored in an information transfer context. The role of networks is explored. 5 59 806 0 2501—01

LI 807. FOUNDATIONS OF INFORMATION MANAGEMENT 3 HRS. An introduction to business culture and terminology and to the role of information in society and in private enterprise. Also investigates information search patterns diagnosis of information needs and customization of information packages to meet individual and group needs in a business setting. Provides an overview of the information transfer cycle, including creation, dissemination, organization, diffusion, utilization, and preservation. 5 59 807 0 2501—01

LI 810. RESEARCH AND INQUIRY IN LIBRARY AND INFORMATION SCIENCE 2 HRS. An introduction to how basic and applied research gets done. Students will learn how to be better consumers and critics of published research literature. Students also will learn to see research as a social and collaborative enterprise - one that they can make a strong contribution to as LIS practitioners. 5 59 810 0 2501—01

LI 811. ASSESSING INFORMATION NEEDS AND EVALUATING INFORMATION SERVICES 3 HRS. Introduction to the tools of community analysis, information needs assessment, and research methodologies for the purpose of analyzing, designing, implementing or modifying, and evaluating library and information systems and services. 5 59 811 0 2501—01

LI 812. ONLINE INFORMATION RETRIEVAL 2 HRS. (Prerequisites, LI 511, LI 512, and LI 807.) Utilizing theoretical principles, laboratory experience and current research issues, this course will introduce students to strategies for searching various electronically-accessible databases such as FirstSearch and Dialog in addition to Internet search engines and directories. 5 59 812 1 2501—01

LI 813. BASIC PRINT AND ELECTRONIC INFORMATION SOURCES 2 HRS. Students will be able to evaluate and use indexes, bibliographies, encyclopedias, dictionaries, manuals, and other printed and electronic sources, including the Internet. 5 59 813 0 2501—01

LI 814. ORGANIZING INFORMATION 2 HRS. Examination and use of standard organizational tools, e.g., Dewey Decimal Classification System, Library of Congress Classification and Subject Headings, AC Headings for Children's materials, Sears Subject Headings, AACR 2 Rev., LCRI (Library of Congress Rule Interpretations). MARC format, and OCLC/PRISM. 5 59 814 0 2501—01

LI 818. ARRANGEMENT AND DESCRIPTION 3 HRS. Students are introduced to the terms, concepts, principles, and methods of arrangement and description of documents and materials in archives. They are provided with the theoretical knowledge that guides the principles and methods of arrangement and description and the history and evolution of arrangement and description. Students also learn about the development of finding aids and websites for archives. 5 59 818 0 2501—01

LI 819. REPACKAGING INFORMATION 2 HRS. (Prerequisites, LI 511, LI 512, and LI 807.) Application of communication and information transfer theory to the design and production of information products in a variety of formats. This course addresses the theoretical basis as well as provides opportunities for the actual development of repackaging projects. 5 59 819 0 2501—01

LI 820. INTERNATIONAL INFORMATION POLICY 2 HRS. The course will examine transborder data flow, international intellectual property rights and reforms in a global era, challenges of technological change, privacy, data protection, standards, information...
industry export policy, and frameworks for information policy partnerships.  5 59 820 0 2501—01

LI 821. INTERNATIONAL INFORMATION ECONOMY  2 HRS.
The course examines the critical issues of the information economy. Topics such as publishing, information retailing, electronic information services, the information-processing industry will be explored. The role of the information professional as knowledge worker as well as who profits from information resources are examined. The significance of the international information economy for contemporary librarians and other information professionals is highlighted.  5 59 821 0 2501—01

LI 823. INTERNATIONAL INFORMATION TRANSFER  2 HRS.
The course will review concepts, techniques, and problems in the study of international information transfer. It builds on the required courses, particularly in exploring the cultural traits which affect the generation, presentation, transfer and use of information in different cultural settings. It also addresses issues in cross-cultural transactions and attendant national or international information policies.  5 59 823 0 2501—01

LI 827. PRESERVATION STRATEGIES  2 HRS.
This course gives a general introduction to library preservation issues and provides basic preservation information that all librarians should know. The course is structured to allow students to focus their research on the preservation issues they will face in the library environment they will most likely serve in, whether a public, academic, or corporate library.  5 59 827 0 2501—01

LI 831. INFORMATION RESOURCES & SERVICES FOR CHILDREN IN SCHOOL AND PUBLIC LIBRARIES  3 HRS.
Explores the recreational, cultural, informational, and educational needs of children as evidenced in society and reflected in their information sources. Students will develop services for children from birth through age 11, using resources in a variety of media formats to creatively provide information literacy activities for children.  5 59 831 0 2501—01

LI 832. INFORMATION TRANSFER AMONG YOUNG ADULTS  2 HRS.
Analysis of young adults' (age 11-18) recreational, cultural, informational, educational, and research needs as evidenced in society and reflected in their information sources (print and electronic).  5 59 832 0 2501—01

LI 833. INFORMATION TRANSFER AMONG SPECIAL POPULATIONS  2 HRS.
Relationship of people's information needs to the creation, production, and diffusion of knowledge for special population groups, e.g. ethnic, persons with disabilities, etc. Materials, human resources and technological aids appropriate for information transfer to these groups will be explored. The attitudes, behaviors, perceptions and stereotypes related to individual special population groups will be discussed in relationship to information transfer. The management issues surrounding the development, implementation, marketing and evaluation of library programs and services to members of special population groups will also be addressed.  5 59 833 0 2501—01

LI 834. INFORMATION TRANSFER IN PRIVATE SECTOR ENTERPRISES.  2 HRS.
An overview of information transfer in private enterprise as well as an examination of issues concerning access to and the use of information. This will include a review of business information sources in all formats that are widely used in business and industry.  5 59 834 0 2501—01

LI 835. INFORMATION TRANSFER IN DISCIPLINES  2 HRS.
The nature of the questions and guiding paradigms within the academic disciplines is the primary object of study in this course. Scholar's requirements, lay requirements, and methods of partnering with clients to foster useful searching, analysis, and synthesis are considered in depth.  5 59 835 0 2501—01

LI 836. INFORMATION TRANSFER AND THE LEGAL PROFESSION  2 HRS.
An exploration of the information transfer cycle as it applies to the context of law librarianship and the informational needs of lawyers. Examined in this course are the means for information creation, production, dissemination, organization, diffusion, and utilization within the legal community. Also studied are the information needs, resources, and ethics of the legal profession.  5 59 836 0 2501—01

LI 837. TEACHING IN THE INFORMATION PROFESSIONS  2 HRS.
This course applies information and learning theories and models to the challenges of instruction in a variety of situations, such as individual instruction at the reference desk, staff development workshops, classes in information use, or coaching clients to use new software. Students may apply these ideas to one-on-one, technology assisted, distance earning or classroom instruction.  5 59 837 0 2501—01

LI 838. INFORMATION TRANSFER AND GOVERNMENT RESOURCES  2 HRS.
A 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 will be examined.  5 59 838 0 2501—01

LI 839. HISTORY OF LIBRARIES AND THE INFORMATION PROFESSIONS  2 HRS.
Historical exploration of libraries and the library and information profession as antecedents of today's information agencies and the information professions.  5 59 839 0 2501—01

LI 840. THE STRUCTURE AND ORGANIZATION OF INFORMATION TECHNOLOGY  2 HRS.
An introduction to the dynamics, models and organizational structure of contemporary information technology; included in these technologies are computing, video, networks, mass storage, and audio. A foundation course for the technology application series.  5 59 840 0 2501—01

LI 841. ADVANCED RETRIEVAL AND REPACKAGING FOR BUSINESS AND INDUSTRY  2 HRS.
(Prerequisite, LI 812.) Students will have opportunities to enhance their skills and knowledge in information retrieval and repackaging. These skills will be supported with the review of relevant theories of
information searching behavior, information transfer, and information services. 5 59 841 0 2501—01

LI 842. INDEXING AND ABSTRACTING 2 HRS.
Explores the means by which information can be represented by indexes and abstracts. Students will have the opportunity to construct indexes and abstracts that meet client information retrieval needs. 5 59 842 0 2501—01

LI 843. DESIGN & DEVELOPMENT FOR INTERACTIVE MEDIA 2 HRS.
Introduces and explores the processes, skills, and strategies necessary for interactive media development as well as their application to information services, with emphasis on skillful application of appropriate design and development techniques and strategies. Covers web page construction and the application of technology for instruction, such as Hyper Studio, Power Point, and the use of digital cameras and scanners. 5 59 843 0 2501—01

LI 844. DATABASE DESIGN AND SOLUTIONS FOR LIBRARIES AND INFORMATION AGENCIES 2 HRS.
(Prerequisite, LI 812.) This course offers advanced theory and practical application of the organization and retrieval of information with the emphasis on information management in relation to database use and frameworks. Addresses such information management issues as repackaging, customization and the delivery of service. 5 59 844 0 2501—01

LI 845. MODELS OF COLLECTION DEVELOPMENT FOR VISUAL INFORMATION 2 HRS.
The course will examine the application of cinematic and visual literacy frameworks for the enhancement of the moving image collection and services in multiple library settings. 5 59 845 0 2501—01

LI 846. NETWORKING FOR LIBRARIES AND INFORMATION AGENCIES 2 HRS.
In overview of computer networking, specifically focusing on the TCP/IP protocol which forms the foundation of the public Internet. Student will learn basic networking terms, and a theoretical model of networking. The course is aimed at those who expect to plan, implement, and evaluate computer networks for strategic organizational purposes in library and information agencies. 5 59 846 0 2501—01

LI 847. MOVING IMAGE PRODUCTION FOR DIGITAL TECHNOLOGY 2 HRS.
Course examines the structures, processes, dynamics, and applications that determine the effective use of motion imagery in multimedia, online, and other digital media. Moving imagery includes digital video, animation, and video-conferencing. As with all things digital this list will grow. If digital is the present and the future of moving imagery, then film and video are its past. We have much to learn from the century of production. Accordingly, the course will examine both the moving imagery principles of the past as well as explore the possibilities of its digital future. 5 59 847 0 2501—01

LI 848. ISSUES IN PRESERVATION, ACCESS, AND DIGITIZATION 2 HRS.
Examines preservation issues and the nature of current information formats as impacted by new technologies. Issues investigated include accessibility, preservation, and management as information migrates from one format to another. This course also explores strategies for coping with issues such as future accessibility, authorship, authority, ethics, legitimacy, authenticity, management, preservation and control. 5 59 848 0 2501—01

LI 849. RECORDS AND INFORMATION MANAGEMENT 2 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. Students learn about creating and maintaining records in various physical formats, such as electronic formats, and about the life cycle of records, from policies, systems, and practices regarding these records. 5 59 849 0 2501—01

LI 850. MANAGEMENT OF INFORMATION AGENCIES 2 HRS.
This course will help you develop an understanding of postmodern management theory and practice. You will study managerial theory and relate it to the future administration of information centers. You will examine current practices and investigate alternative patterns. You will read, talk, listen, interview, write, reflect, and work hard. At best, you will discover a passionate interest in managing and an understanding of those who are currently responsible for managing the organizations with which you interact. 5 59 850 0 2501—01

LI 851. INFORMATION LITERACY INSTRUCTION AND MANAGEMENT: ISSUES FOR THE SCHOOL LIBRARY MEDIA SPECIALIST 3 HRS.
An overview of trends, management techniques and issues concerning the school library media program and the role of the school library media specialist. Special emphasis will be placed on activities related to curriculum integration of information literacy instruction and collaborative planning and teaching. 5 59 851 0 2501—01

LI 852. INFORMATION BROKERING 2 HRS.
The purpose of the information brokering course is to acquire the necessary knowledge, skills, and tools to deliver timely, focused, synthesized, and compressed information packages to busy individuals for decision making. Course objectives include the following: (1) Learn basic tools of information brokering. (2) Analyze the role of the information broker as a communication link between needed information and information sources. (3) Present research on the development and implementation of an information brokering service. (4) Look into future trends in information brokering. 5 59 852 0 2501—01

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. 5 59 853 0 2501—01

LI 855. COLLECTION DEVELOPMENT 2 HRS.
This course will focus on the policies and procedures associated with evaluating, selecting, acquiring, and deleting materials for an information agency. Intellectual freedom and censorship issues that influence collection development will be studied. Budgeting and policy writing are also addressed through assignments. 5 59 855 0 2501—01
LI 856. ARCHIVES MANAGEMENT 3 HRS.
Introduction to Archives Management is a blended laboratory and seminar study that provides an opportunity to learn about the professional archivist and the archival profession today. Coursework is based on lectures, hands-on archival processes, and readings. The course includes guest speakers and a field trip to several area archives. Enrollees will also have an opportunity to investigate career opportunities as well as look into internship prospects at area archival institutions. 5 59 856 0 2501—01

LI 860. CURRENT ISSUES IN GLOBAL INFORMATION INFRASTRUCTURE 1-2 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. 5 59 860 0 2501—01

LI 861. CURRENT ISSUES IN INFORMATION TRANSFER 1-2 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. 5 59 861 0 2501—01

LI 862. CURRENT ISSUES IN TECHNOLOGY 1-2 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. 5 59 862 0 2501—01

LI 863. CURRENT ISSUES IN MANAGEMENT OF INFORMATION AGENCIES 1-2 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 student's 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. 5 59 863 0 2501—01

LI 865. INDEPENDENT STUDY 1-2 HRS.
(Prerequisites, LI 811, LI 812, LI 813, or permission of instructor.) Individual study of an issue in library and information management or information systems design, under the direction of a faculty member. 5 59 865 3 2501—01

LI 870. PRACTICUM 3 HRS.
Supervised, advanced professional experience in a library or information center. One hundred and twenty hours work experience is accompanied by a seminar. Students will have the opportunity to (1) engage in professional activities; (2) apply theories, principles, and skills learned in professional courses; and (3) discuss problems and relevant topics associated with professional practice. Each student will determine his/her activities and projects in consultation with the ESU coordinator and the on-site supervisor. A log and reaction paper must be submitted one week before the end of the term. 5 59 870 0 2501—01

LI 871. INFORMATION MANAGEMENT PRACTICUM 3 HRS.
(Prerequisite, LI 841.) This practicum provides students with supervised, advanced professional work experience in a library or information agency providing information services to a corporate clientele. This work experience is intended to build student competence in addressing real world issues related to information agencies and information management. Students enrolled will also take part in a seminar. 5 59 871 2 2501—01

LI 880. CAPSTONE COURSE: ASSESSING THE MLS EXPERIENCE 1 HR.
This class is a review and synthesis of the MLS Degree. The intent is to remove the pressure of earning a grade so that students can focus on reflection and preparation for entering the information professions. 5 59 880 0 2501—01

LI 890. DIRECTED RESEARCH 2 HRS.
(Prerequisites, LI 813 and permission of dean.) Implementation and reporting of a research project pertinent to the library and information professions. Proposed project, under the supervision of a faculty member, must be approved by the dean prior to registration. 5 59 890 4 2501—01

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. 5 59 899 4 2501—01

LI 900. INTRODUCTORY DOCTORAL 1 HR.
An introduction to the SLIM doctoral program, to doctoral work, and to the culture of the researcher. Students will explore their respective research interests and draft their Ph.D. program plans. 5 59 900 0 2501—01

LI 903. RESEARCH PHILOSOPHY 3 HRS.
Examines various constructs of science in society. Emphasis is placed on identifying assumptions about human nature, defining a researchers view of the social world, and identifying basic paradigms that serve as a foundation for inquiry. 5 59 903 0 2501—01

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. 5 59 904 0 2501—01

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. 5 59 905 0 2501—01
LI 912. INFORMATION PSYCHOLOGY SEMINAR 3 HRS.
An interdisciplinary investigation of theories, models, and research in human information processing in complex environments. 5 59 912 0 2501—01

LI 913. INFORMATION TRANSFER SEMINAR 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. This class will investigate the nature of knowledge, i.e., how is knowledge a social construct? What are some relevant theories and theorists who enable us to understand the creation, dissemination, and use of knowledge? 5 59 913 0 2501—01

LI 914. INFORMATION ORGANIZATION SEMINAR 3 HRS.
An examination of the theoretical constructs, concepts, research and practices of the organization of symbolic, verbal, and/or recorded messages for the diffusion and utilization of knowledge in society. This class will investigate the nature of the organization of knowledge, i.e., how is the organization of knowledge a social construction? What are some relevant theories and theorists who enable us to understand the creation of systems of organization of knowledge? 5 59 914 0 2501—01

LI 915. ADMINISTRATIVE THEORY SEMINAR 3 HRS.
The organization and structuring of management systems in the context of new organizational metaphors such as morphogenesis, holograms, and loosely-coupled systems. In particular the implications of information as communication to management are considered. 5 59 915 0 2501—01

LI 922. SPECIAL PROBLEMS IN INFORMATION PSYCHOLOGY 3 HRS.
Building on learning from LI 903, LI 904, LI 905, and LI 912, a critical analysis of existing research human information processing. 5 59 922 0 2501—01

LI 923. SPECIAL PROBLEMS IN INFORMATION TRANSFER 3 HRS.
Building on learning from LI 903, LI 904, LI 905, and LI 913, a further examination of the theoretical constructs, concepts, research and practices of information transfer — the transmission and processing of symbolic, verbal, and/or recorded messages for the creation, diffusion, and utilization of knowledge in society. 5 59 923 0 2501—01

LI 924. SPECIAL PROBLEMS IN THE ORGANIZATION OF INFORMATION 3 HRS.
A further examination of the theoretical constructs, concepts, research and practices of information organization — the storage and transmission of symbolic, verbal, and/or recorded messages for the creation, diffusion, and utilization of knowledge in society. 5 59 924 0 2501-01

LI 925. SPECIAL PROBLEMS IN ADMINISTRATIVE THEORY 3 HRS.
A further examination of the theoretical constructs, concepts, research and practices of administrative theory, and its role in transmission of symbolic, verbal, and/or recorded messages for the creation, diffusion, and utilization of knowledge. 5 59 925 0 2501—01

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. 5 59 940 0 2501—01

LI 946. READINGS AND EXAM 1-3 HRS.
Directed readings in preparation for the qualifying exam. Students may enroll 3 times in this course. 5 59 946 0 2501—01

LI 947. DISSERTATION PROPOSAL 3 HRS.
Student will produce a dissertation proposal during this course. 5 59 947 0 2501—01

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. 5 59 949 0 2501—01

LI 950. DISSERTATION 3-15 HRS.
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. 5 59 950 4 2501—01
**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. 0 00 001 2 3201—08

**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. 0 00 002 2 3201—08

**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. 0 00 003 2 3201—04

**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. 0 00 050 3 2401—99

**CW 099. PRINCIPLES OF LEARNING AND TEACHING EXAMINATION** 0 HRS.
Passing this examination is a graduation requirement for teacher education students. 0 00 099 2 1301—01

**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. 0 00 101 0 2401—99

**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. 0 00 109 0 3009—99

**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. 0 00 110 0 3099—99

**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. 0 00 111 0 3099—99

**CW 130. SPECIAL TOPICS** 1-5 HRS.
A course for the study of special topics and experimental course offerings designed for a general audience. 0 00 130 0 5201—01

**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. 0 00 210 0 0501—07

**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. 0 00 261 0 3004—01

**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. 0 00 280 0 3501—99

**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. 0 00 300 0 3099—99

**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. 0 00 444 0 3099—99

**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. 0 00 490 2 3099-99

**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. 0 00 499 4 3099—99

**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. 0 00 500 0 3099—99

**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. 0 00 501 0 3099—99

**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. 0 00 740 0 1301—01

**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. 4 98 000 0 3099—99

**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. 4 98 701 0 4507—01

**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. 4 98 722 0 4508—01

**INTERDISCIPLINARY PROGRAM**

**INFORMATION RESOURCE STUDIES**

Susan Zuber-Chall, Coordinator

http://www.emporia.edu/irs/

The major in information resource studies offers the opportunity to blend basic concerns for information needs with applicable technology and systems for acquiring, storing, organizing, and delivering information. This major prepares students to work in an evolving field with a focus balanced between people and technology.

The major in information resource studies is derived from a variety of disciplines, e.g., communications, computer science, computer information systems, psychology, sociology, management, education, information technology, philosophy, and organizational theory. Information resource studies integrates the above disciplines into a field of study that provides the intellectual foundation for the management of information. This major creates a centralized hub of knowledge to prepare students for successful information and knowledge management in the twenty-first century.

The field of information resource studies includes some of the most diverse, fascinating, and expanding professional opportunities available today. Increasingly, persons in all walks of life find that their success depends on the access, organization, and appropriate evaluation and use of information. Positions in the field range from those in libraries and information centers to those involved in the design, building and use of a wide range of information bases in a variety of disciplines. Essentially, information professionals are engaged in the process of helping other people locate, obtain, and use information they need.

The primary focus of information resource studies is to provide the intellectual knowledge and skills to "broker" information for people by effectively linking available information with people who need the information. This interdisciplinary major provides students the opportunity to study the interfaces among people, information and technology. Furthermore, the program will provide the student with significant opportunities to study information access, organization, use, and management.

**BACHELOR OF SCIENCE IN INFORMATION RESOURCE STUDIES MAJOR**

Program Overview:

General Education 48 hours
## Major Requirements (60 hours)

### Communication (9 hours required):
- BE 330 Business Communications 3 hours
- BE 543 Managerial Communications 3 hours
- SP 303 Organizational Communication 3 hours
- SP 304 Online Communication 3 hours
- SP 312 Theories of Communication 3 hours
- SP 313 Interviewing: Principles and Techniques 3 hours
- SP 315 Small Group Communication 3 hours
- SP 325 Nonverbal Communication 3 hours
- SP 332 Theories of Persuasion 3 hours
- SP 350 Intercultural Communication 3 hours
- SP 403 Communication Training and Development 3 hours
- SP 500 Conflict Resolution 3 hours

### Organizational Studies (9 hours required):
- BU 540 Business and Society 3 hours
- MG 342 Principles of Management & Organizational Behavior 3 hours
- MG 443 Organizational Behavior 3 hours
- MG 476 Services Management 3 hours
- PO 350 Public Administration 3 hours
- PI 255 Ethics 3 hours
- PI 500 Ethics in the Modern World 3 hours
- PO 350 Public Administration 3 hours
- PY 432 Introduction to Industrial/Organizational Psychology 3 hours
- SP 303 Organizational Communication 3 hours

### Psychology and Sociology (9 hours required):
- PY 211 Developmental Psychology 3 hours
- PY 333 Social Psychology 3 hours
- PY 343 Cognitive Psychology 3 hours
- PY 432 Introduction to Industrial/Organizational Psychology 3 hours
- SO 354 Information, Technology and Society 3 hours
- SO 370 Race and Ethnic Relations 3 hours
- SO 460 Society and Personality 3 hours

### Research Methods (6 hours required):
- SO 450 Research Methods I 3 hours
- SO 550 Research Methods II 3 hours
- OR
- PY 300 Descriptive Research Methods and Statistics in Psychology 3 hours
- PY 301 Experimental Research Methods and Inferential Statistics in Psychology 3 hours

### Information Resources (12 hours required):
- IR 301 Introduction to Information Resource Studies 3 hours
- IR 302 Information Use in Today’s Society 3 hours
- IR 410 Introduction to Information Sources and Services 3 hours
- IR 470 Practicum in Information Resource Studies 3 hours

### Information Technology (15 hours required):

#### Option One (12 hrs required + 3 hrs electives)
- CS 220 Introduction to Computer Science 3 hours
- CS 260 Programming & Problem Solving 3 hours
- CS 315 Java Programming 3 hours
- CS 444 Database Organization 3 hours

#### Option Two (12 hrs required + 3 hrs electives)
- IS 113 Introduction to Microcomputer Applications 3 hours
- IS 213 Management Information Systems Concepts 3 hours
- IS 333 Business Computer Systems Analysis 3 hours
- IS 413 Database Concepts 3 hours

### Electives (3-6 hours):
- BE 303 Multimedia Applications for Business 3 hours
- CS 320 Computer Networks & Internets 3 hours
- CS 325 HTML Programming 3 hours
- IS 253 Visual Basic Programming 3 hours
- IS 283 COBOL Programming 3 hours
- IS 343 Web-based Business Applications 3 hours
- IT 125 Microcomputers in the Classroom 3 hours
- IT 371 Instructional Media 3 hours
- CS 201 Current Topics in Computer Science 1-3 hours
- IS 205 Special Topics in Computer Information Systems 1-5 hours
- IS 505 Special Topics in Computer Information Systems 1-5 hours
- IT 543 Special Topics in Education 1-3 hours
- LI 340 Information Technology for Libraries 3 hours
- LI 341 Web page Design for Libraries 3 hours
- Or other classes as approved by advisor.

## Course Offerings:

### INFORMATION RESOURCES

#### 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.
0 11 301 0 3099—99

#### 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. 0 11 302 0 3099—99

#### 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. 0 11 410 0 3099—99

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. 0 11 470 2 3099—99

FACULTY (FULL-TIME)

KAY K. SCHALLENKAMP, Ph.D., University of Colorado, President, (Professor, Psychology & Special Education), 1997.

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.

HERBERT K. ACHLEITNER, Ph.D., University of Colorado, Professor, Library & Information Management, 1982.

LINDA M. ADAMS-WENDLING, M.S.N., Clarkson College, Assistant Professor, Nursing, 2000.

JOHN AGADA, Ph.D., University of Pittsburgh, Professor, Library & Information Management, 1998.

CYNTHIA M. AKERS, M.L.S., Emporia State University, Associate Professor, University Libraries & Archives, 1996.

NANCY M. ALBRECHT, Ed.D, Kansas State University, Associate Professor, School Leadership/Middle & Secondary Teacher Education, 2001.

KHALED A. ALSHARE, Ph.D., University of Texas at Arlington, Assistant Professor, Accounting & Computer Information Systems, 2001.

WILLIAM B. ANDERSON, M.A., Kansas State University, Instructor, Social Sciences, 2004.

DAWN M. APPLE, D.M.A., University of Miami, Assistant Professor, Music, 2001.

THOMAS CLAY ARNOLD, Ph.D., University of Arizona, Professor/Associate Chair, Social Sciences/Political Science, 1989.

TARA AZWELL, Ph.D., Kansas State University, Professor, Early Childhood/Elementary Teacher Education, 1986.

DEWAYNE A. BACKHUS, Ph.D., University of Kansas, Chair/Professor, Physical Sciences, 1967.

SHERLENE H. BACKHUS, M.L.S., Emporia State University, Assistant Professor, University Libraries & Archives, 2000.

JORGE L. BALLESTER, Ph.D., University of Texas, Associate Professor, Physical Sciences, 1990.

TERRY J. BARRHAM, Ph.D., University of Oklahoma, Associate Professor, Music, 1987.


JOHN A. BAXTER, M.S., Emporia State University, Athletic Trainer/Associate Professor, Intercollegiate Athletics/Health, Physical Education & Recreation, 1966.

J. PHILLIP BENNETT, Ph.D., Southern Illinois University, Associate Dean/Professor, The Teachers College/School Leadership/Middle & Secondary Teacher Education, 2001.

ERNEST L. BEREMAN, M.S., Oklahoma State University, Instructor, English, 2002.


PAUL D. BLAND, Ph.D., Kansas State University, Assistant Professor, School Leadership/Middle & Secondary Teacher Education, 2000.


GERRIT W. BLEEKER, Ph.D., University of Nebraska, Acting Associate Dean/Professor, College of Liberal Arts & Sciences/English, 1969.

ANTONIE BOERKOEI, Ph.D., University of Texas, Associate Professor, Mathematics, Computer Science & Economics, 1999.

MARY E. BOGAN, M.S., University of Wisconsin, Assistant Professor, University Libraries & Archives, 1976.

JANETTE M. BORST, M.S., Kansas State University, Instructor, Sociology & Anthropology, 1988.

JOAN D. BREWER, Ph.D., Kansas State University, Assistant Professor, Health, Physical Education & Recreation, 2001.

ROY BRIGGEMAN, M.A., Emporia State University, Assistant Director/Instructor, Intensive English, 1982.

CONNIE M. BRIGGS, Ph.D., University of North Texas, Associate Professor, Early Childhood/Elementary Teacher Education, 1995.

CHARLES S. BROWN, Ph.D., University of Oklahoma, Associate Chair/Professor, Philosophy/Social Sciences, 1987.

TIM G. BURNETT, Ph.D., University of Kansas, Assistant Professor, Biological Sciences, 2002.

MICHAEL S. BUTLER, Ph.D., Auburn University, Associate Professor, Health, Physical Education & Recreation, 1995.

MARY J. CADE, M.S.N., Wichita State University, Assistant Professor, Nursing, 1994.

JUDITH E. CALHOUN, Ph.D., University of Kansas, Chair/Associate Professor, Nursing, 1992.

EVANDRO D. CAMARA, Ph.D., University of Notre Dame, Associate Professor, Sociology & Anthropology, 1993.

GWEN D. CARNES, Ed.D., Oklahoma State University, Associate Professor, School Leadership/Middle & Secondary Teacher Education, 2003.

ROBERT B. CATLETT, M.A., University of Nebraska, Assistant Professor/Director, Mathematics, Computer Science & 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, Assistant Professor, Accounting & Computer Information Systems, 2000.

RICHARD W. CHAMBERLIN, Ph.D., University of Michigan, Associate Professor, Modern Languages & Literatures, 1998.

LYNNE C. CHASE, Ph.D., University of Wisconsin-Madison, Assistant Professor, Library & Information Management, 2004.

MARCUS D. CHILDRESS, Ph.D., Virginia Tech, Chair/Associate Professor, Instructional Design & Technology, 2000.

MOHAMMAD I. CHOWDHURY, Ph.D., University of Missouri-
Columbia, Associate Professor, Business Administration & Education, 1997.

WILLIAM H. CLAMURRO, Ph.D., University of Washington, Chair/Professor, Modern Languages & Literatures, 1997.


ROBERT E. HITE, Ph.D., University of Arkansas, Dean & Jones Professor, Communication & Theatre, 1998.

CHARLES M. GREENLIEF, Ph.D., University of Washington, Associate Professor, Physical Sciences, 1997.


DAVID R. EDDS, Ph.D., Oklahoma State University, Professor, Biological Sciences, 1989.

THOMAS A. EDDY, Ph.D., Kansas State University, Professor, Biological Sciences, 1960.


EMILY J. ENDRESON, M.A., New York University, Assistant Professor, Psychology & Special Education, 2000.

WENDY K. ENOCHS, Ph.D., University of Arkansas, Assistant Professor, Counselor Education & Rehabilitation Programs, 2001.

KATHY L. ERMLER, Ed.D., State University of New York, Chair/Professor, Health, Physical Education & Recreation, 1989.

STUART B. ERVAY, Ed.D., North Texas State University, Professor, School Leadership/Middle & Secondary Teacher Education, 1971.

COLLEEN A. ETZBACH, Rh.D., Southern Illinois University, Associate Professor, Counselor Education & Rehabilitation Programs, 1998.

LARRY R. FALCETTO, M.B.A./C.P.A., Pittsburg State University, Interim Chair/Professor, Biological Sciences, 1976.

MAX R. FOWLER, M.F.A., University of Nebraska, Assistant Professor, Communication & Theatre, 1980.

HERVEY C. FOYLE, Ph.D., Kansas State University, Professor, Instructional Design & Technology, 1987.

DEBORAH E. GERSH, Ph.D., University of California, Assistant Professor, Social Sciences, 2000.

DIPIAK GHOSH, Ph.D., Tulane University, Associate Professor, Accounting & Computer Information Systems, 1997.


SHARON E. GREEN, Ph.D., University of Virginia, Assistant Professor, Early Childhood/Elementary Teacher Education, 2004.

CHARLES M. GREENLIEF, Ph.D., University of Washington, Associate Professor, Physical Sciences, 1972.

NANCY GRONEMAN, Ed.D., University of Nebraska, Director/Professor, MBE Program/Business Administration & Education, 1976.

BRYAN A. GROVE, Ph.D., Ohio State University, Assistant Professor, Art, 1999.

CATHY A. GROVER, Ph.D., Texas A&M University, Assistant Professor, Psychology & Special Education, 2001.

ROBERT J. GROVER, Ph.D., Indiana University, Associate Vice President/Dean/Professor, Academic Affairs/Graduate Studies/Library & Information Management, 1990.

HEIDI E. HAMILTON, Ph.D., University of Iowa, Assistant Professor, Communication & Theatre, 2004.

ELLEN R. HANSEN, Ph.D., University of Arizona, Associate Chair/Assistant Professor, Geography/Social Sciences, 1999.

MARVIN E. HARRELL, Ph.D., Univ. of Missouri at Kansas City, President of the Faculty, Professor, Mathematics, Computer Science & Economics, 1990.

REBEKAH A. HEATH, Ph.D., University of Nebraska-Lincoln, Assistant Professor, Accounting & Computer Information Systems, 2000.

PHILIP J. HELDRICH, Ph.D., Kansas State University, Associate Professor, English, 1997.

ELAINE O. HENRY, M.F.A., Southern Illinois University, Chair/Associate Professor, Art, 1996.

MARCO POLO HERNANDEZ CUEVAS, Ph.D., University of British Columbia, Assistant Professor, Modern Languages & Literatures, 2001.

VIRGINIA H. HIGGINS, M.S., Emporia State University, Associate Professor, Communication & Theatre, 1964.
Distinguished Professor/Professor, School of Business/Business Administration & Education, 2003.

JEFFREY P. HODAPP, D.M.A., Mankato State University, Assistant Professor, Music, 2001.
KENNETH E. HOFFMAN, Ph.D., Ohio State University, Professor, Business Administration & Education, 1965; (Phased Retirement).
EILEEN L. HOGAN, Ph.D., University of Missouri, Associate Professor, Early Childhood/Elementary Teacher Education, 1990.
GARY E. HOLCOMB, Ph.D., Washington State University, Associate Professor, English, 2000.
BRIAN D. HOLLENBECK, Ph.D., University of Missouri-Columbia, Assistant Professor, Mathematics, Computer Science & Economics, 2001.
COOPER B. HOLMES, Ph.D., University of Toledo, Professor, Psychology & Special Education, 1971.

FRANCES DEEANN HOLMES, M.S., Emporia State University, Instructor, Early Childhood/Elementary Teacher Education, 1990.
ANDREW HOUCHINS, D.M., Florida State University, Associate Professor, Music, 1998.
DUSTI D. HOWELL, Ph.D., University of Wisconsin, Associate Professor, Instructional Design & Technology, 1997.
JAMES F. HOY, Ph.D., University of Missouri at Columbia, Professor, English, 1970.
R. SCOTT IRWIN, Ph.D., University of Texas, Professor, Early Childhood/Elementary Teacher Education, 1981.
RAVI JAIN, Ph.D., University of Missouri-Columbia, Assistant Professor, Business Administration & Education, 2004.
ARTHUR J. JANSSSEN, M.A., University of Missouri-Columbia, Assistant Professor, Mathematics, Computer Science & Economics, 1976.
HARRIETT D. JOHNSON, Ph.D., Kansas State University, Instructor, Early Childhood/Elementary Teacher Education, 1996.
JAMES C. JOHNSON, Ph.D., University of Iowa, Associate Professor, Physical Sciences, 1999.
KEVIN B. JOHNSON, J.D., Washburn University, Assistant Professor, Business Administration & Education, 1999.
ROBERT W. JONES, Ph.D., Stevens Institute of Technology, Professor, Physical Sciences, 1986.
KALU N. KALU, Ph.D., Texas Tech University, Assistant Professor, Social Sciences, 2000.
S. PRASAD KANTAMNENI, Ph.D., Florida State University, Associate Professor, Business Administration & Education, 1991.
MICHAEL V. KECK, Ph.D., Massachusetts Institute of Technology, Associate Professor, Physical Sciences, 1995.
RONALD L. KEITH, Ph.D., University of Minnesota, Associate Professor, Physical Sciences, 1991.
RICHARD D. KELLER, Ph.D., Northern Illinois University, Professor, English, 1970.
PHILIP L. KELLY, JR., Ph.D., University of Nebraska, Professor, Social Sciences, 1980.
DENNIS S. KENDRICK, Ph.D., University of Oklahoma, Assistant Professor, English, 2001.
KEVIN B. KIENHOLZ, Ed.D., Oklahoma State University, Assistant Professor, English, 2000.
DAN R. KIRCHIEFER, M.F.A., University of Kansas, Professor, Art, 1980.
MONICA KJELLMAN, Ph.D., Boston University, Associate Professor, Art, 2004.
MARVIN E. KUEHN, Ed.D., East Texas State University, Director/Professor, Counselor Education & Rehabilitation Programs, 1974.
ELIZABETH LOCEY, Ph.D., University of Wisconsin-Madison, Chair/Associate Professor, Modern Languages & Literatures, 1997.
CLINTON D. LONGACRE, Ed.D., University of Oklahoma, Associate Professor, Health, Physical Education & Recreation, 1999.
CHRISTOPHER C. LOVETT, Ph.D., Kansas State University, Associate Professor, Social Sciences, 1992.
LAWRENCE R. LYMAN, Ph.D., Kansas State University, Chair/Professor, Early Childhood/Elementary Teacher Education, 1986.

 DARLA J. MALLEIN, Ph.D., Kansas State University, Assistant Professor, Social Sciences, 2002.
ALAINA C. MARTAUS, M.L.I.S, Florida State University, Assistant Professor, University Libraries & Archives, 2003.
PATRICK J. MARTIN, M.F.A., Tulane University, Assistant Professor, Art, 1999.
JAMES M. MAYO, Ph.D., University of Washington, Associate Professor, Biological Sciences, 1981.
RONALD T. McCLOY, Ph.D., Northern Arizona University, Professor, Social Sciences, 1989.
EDWARD L. MCGONIGLE, Ph.D., Ohio University, Professor, Communication & Theatre, 1987.
PAUL A. McKNAB, Ed.D., University of Kansas, Professor,
Psychology & Special Education, 1970.

JOELLA H. MEHRHOF, Ed.D., University of Kansas, Professor, Health, Physical Education & Recreation, 1986.

DIANE E. MILLER, Ed.D., University of Kansas, Associate Professor, Psychology & Special Education, 1981.


DENNIS M. PELLSMA, Ph.D., University of Missouri, Associate Professor, Counseling Education & Rehabilitation Programs, 1998.

LUISA PEREZ, Ph.D., University of Kansas, Associate Professor, Modern Languages & Literatures, 1998.

CATHY M. PERLEY, Ph.D., Emporia State University, Assistant Professor, Library & Information Management, 2001.

JOHN C. RICH, Ph.D./C.P.A., North Texas State University, Associate Dean/Associate Professor, School of Business/Accounting & Computer Information Systems, 1968.

JAMES D. ROACH, Ph.D., University of Oklahoma, Associate Professor, Physical Sciences, 1998.


CAROL L. RUSSELL, Ed.D., University of South Dakota, Associate Professor, Early Childhood/Elementary Teacher Education, 1996.

JAMES D. RYAN, Ph.D., Michigan State University, Professor, Communication & Theatre, 1992.

JOHN M. SACHER, Ph.D., Louisiana State University, Chair/Assistant Professor, Social Sciences, 2000.

CECILIA L. SALVATORE, Ph.D., State University of New York at Buffalo, Associate Professor, Library & Information Management, 1998.

JUDITH S. SASSEr, Ph.D., Kansas State University, Assistant Professor, Counselor Education & Rehabilitation Programs, 2002.

DAVID K. SAUNDERS, Ph.D., Kansas State University, Professor, Biological Sciences, 1992.

KENNETH A. SCHALLENKAMP, J.D., Washburn University, Assistant Professor, Business Administration & Education, 2002.

ELIZABETH S. SCHMAR-DOBLER, Ph.D., Kansas State University, Assistant Professor, Early Childhood/Elementary Teacher Education, 1998.

LYNNETTE SCHMIDT, M.S.N., Wichita State University, Assistant Professor, Nursing, 1994.

DENNIS E. SCHMIDT, Ph.D., Kansas State University, Associate Professor, Business Administration & Education, 1967.

GREGORY L. SCHNEIDER, Ph.D., University of Illinois-Chicago, Professor, Communication & Theatre, 1985.

TIMOTHY L. SCHULTZ, Ph.D., University of Oklahoma, Professor, Psychology & Special Education, 1970.

JAMES D. PERSINGER, Ph.D., University of Kansas, Assistant Professor, Psychology & Special Education, 2000.

CHARLES B. PHEATT, Ph.D., Illinois Institute of Technology, Associate Professor, Mathematics & Computer Science, 1996.

CATHY J. PIMPLE, M.S.N., University of Kansas, Assistant Professor, Nursing, 1998.

ANDREA PIPER, M.F.A., New Mexico State University, Assistant Professor, Art, 1998.

NANCY J. PONTIUS, M.F.A., Southern Methodist University, Associate Professor, Communication & Theatre, 1995.

JANICE C. PREWITT, M.A., Clemson University, Instructor, English, 2003

KATHLEEN R. PREWITT, D.M., University of South Carolina, Associate Professor, Music, 1998.

BARBARA J. RAILSBACK, Ph.D., Kansas State University, Assistant Professor, Business Administration & Education, 2004.

KENNA J. REEVES, M.S., Emporia State University, Instructor, Communication & Theatre, 1985.

WILLIAM S. REMINGTON, Ph.D., University of North Texas, Associate Professor, Accounting & Computer Information Systems, 1997.

GARY E. RICE, Ph.D., Syracuse University, Associate Professor, Early Childhood/Elementary Teacher Education, 2001.

JOHN C. RICH, Ph.D./C.P.A., North Texas State University, Associate Dean/Associate Professor, School of Business/Accounting & Computer Information Systems, 1968.

JAMES D. ROACH, Ph.D., University of Oklahoma, Associate Professor, Physical Sciences, 1998.


CAROL L. RUSSELL, Ed.D., University of South Dakota, Associate Professor, Early Childhood/Elementary Teacher Education, 1996.

JAMES D. RYAN, Ph.D., Michigan State University, Professor, Communication & Theatre, 1992.

JOHN M. SACHER, Ph.D., Louisiana State University, Chair/Assistant Professor, Social Sciences, 2000.
JEREMY A. WILD, Ph.D., University of Illinois, Associate Professor, English, 1975, (Phased Retirement).
JERRY D. WILL, Ph.D., Kansas State University, Chair/Professor, School Leadership/Middle & Secondary Teacher Education, 1997.
VICKI J. WORRELL, Ed.D., Oklahoma State University, Associate Professor, Health, Physical Education & Recreation, 2004.
PHILIP J. WURTZ, Ph.D., University of Kansas, Professor, Counselor Education & Rehabilitation Programs, 1972.
GARY J. WYATT, Ph.D., Washington State University, Associate Professor, Sociology & Anthropology, 1988.
ELIZABETH G. YANIK, Ph.D., University of Kentucky, Professor, Mathematics, Computer Science & Economics, 1990.
H. JOE YANIK, Ph.D., University of Kentucky, Professor, Mathematics, Computer Science & Economics, 1990.
G. P. YOUVARAJ, Ph.D., Kansas State University, Associate Professor, Mathematics & Computer Science, 1994.
DEREK A. ZELMER, Ph.D., Wake Forest University, Assistant Professor, Biological Sciences, 1999.
GARY D. ZIEK, D.M.A., Michigan State University, Director of Bands, Associate Professor, Music, 1995.

ADMINISTRATORS

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ROBERT J. GROVER, Ph.D., Indiana University, Associate Vice President/Dean/Professor, Academic Affairs, Graduate Studies, Library & Information Management, 1990.
JAMES F. HARTER, M.S., Emporia State University, Assistant Vice President, International Education, 1970.
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ROBERT E. HITE, Ph.D., University of Arkansas, Dean & Jones Distinguished Professor/Professor, School of Business/Business Administration & Education, 2003.
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ROY MANN, M.S., Emporia State University, Director, Alumni Relations, 1988.
TERESA A. MEHRING, Ph.D., University of Kansas, Dean/Professor, The Teachers College/Psychology & Special Education, 1981.
ANN L. O’NEILL, Ph.D., University of North Carolina, Dean, Library & Information Management, 2004.
MARK S. RUNGE, B.Arc., Kansas State University, Director, University Facilities, 1987.
JOHN O. SCHWENN, Ph.D., University of Wisconsin-Madison, Vice President/Professor, Academic Affairs/Psychology & Special Education, 1989.
PAT WADE, Ph.D., East Texas State University, Assistant Vice President/Director, Student Affairs/Student Life & Counseling, 1968.
KENT L. WEISER, M.S., University of Kansas, Director, Intercollegiate Athletics, 1999.
MARJORIE L. WERLY, M.S., Emporia State University, Director, Public Affairs & Marketing, 2000.
JAMES E. WILLIAMS, M.B.A., University of Nebraska-Kearney, Director, Residential Life, 1996.
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