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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, TELNET 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, 2007
- **August 15**: Classes begin
- **September 3**: Labor Day, holiday
- **October 25-26**: Fall Break
- **November 12**: Veterans' Day, holiday
- **November 21-25**: Thanksgiving vacation
- **December 7**: Last day of classes
- **December 10-14**: Final Examinations
- **December 15**: Commencement

## Spring Semester, 2008
- **January 16**: Classes begin
- **January 21**: Martin Luther King Day, holiday
- **February 22**: No Classes
- **March 17-23**: Spring break
- **May 9**: Last day of classes
- **May 12-16**: Final Examinations
- **May 17**: Commencement

## Summer Session, 2008
- **May 19**: Classes begin
- **May 26**: Memorial Day, holiday
- **July 4**: Independence Day, holiday
- **August 8**: End of session

## Fall Semester, 2008
- **August 20**: Classes begin
- **September 1**: Labor Day, holiday
- **October 9-10**: Fall Break
- **November 11**: Veterans' Day, holiday
- **November 26-30**: Thanksgiving vacation
- **December 12**: Last day of classes
- **December 15-19**: Final Examinations
- **December 20**: Commencement

## Spring Semester, 2009
- **January 14**: Classes begin
- **January 19**: Martin Luther King Day, holiday
- **February 20**: No Classes
- **March 16-22**: Spring break
- **May 8**: Last day of classes
- **May 11-15**: Final Examinations
- **May 16**: Commencement

## Summer Session, 2009
- **May 18**: Classes begin
- **May 25**: Memorial Day, holiday
- **July 3**: Independence Day, holiday
- **August 7**: End of session

## Fall Semester, 2009
- **August 19**: Classes begin
- **September 7**: Labor Day, holiday
- **October 8-9**: Fall Break
- **November 11**: Veterans' Day, holiday
- **November 25-29**: Thanksgiving vacation
- **December 11**: Last day of classes
- **December 14-18**: Final Examinations
- **December 19**: 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
- Christine Downey-Schmidt, Inman
- Franklin D. Gaines, Hamilton
- Nelson Galle, Manhattan
- James “Jim” Grier, Wichita
- Dan Lykins, Topeka
- Janie Perkins, Garden City
- Donna L. Shank, Liberal
- Reginald L. Robinson, President and CEO

## Officers of the University
- Dr. Michael R. Lane, President
- Dr. John O. Schwenn, Vice President for Academic Affairs
- Mr. Raymond A. Hauke, Vice President for Administration & Fiscal Affairs
- Dr. James E. Williams, Vice President for Student Affairs

## The Mission of Emporia State University
Emporia State University is a 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

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**ACADEMIC CALENDAR**

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- October 25-26: Fall Break
- November 12: Veterans’ Day, holiday
- November 21-25: Thanksgiving vacation
- December 7: Last day of classes
- December 10-14: Final Examinations
- December 15: Commencement

**SPRING SEMESTER, 2008**
- January 16: Classes begin
- January 21: Martin Luther King Day, holiday
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- May 9: Last day of classes
- May 12-16: Final Examinations
- May 17: Commencement

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- November 25-29: Thanksgiving vacation
- December 11: Last day of classes
- December 14-18: Final Examinations
- December 19: Commencement
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.

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.

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.

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 251 full time teaching faculty highly qualified in their respective fields. Eighty 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 46 other states and 47 foreign countries.

ACCREDITATION
The American Art Therapy Association, the Commission on Accreditation of Allied Health Education Programs, American Chemical Society, American Library Association, the Association to Advance Collegiate Schools of Business-International, the Council on Rehabilitation Education, Inc., the Kansas State Department of Education, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, National League for Nursing Accrediting Commission, the Council for Accreditation of Counseling & Related Educational Programs, the National Association of Schools of Art and Design, the National Association of Schools of Business and Design, the National Association of School Psychologists, 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

Beverly Thompson 1992
Faye N. Vowell 1993
Shane Windmeyer 1994
Festus Obiakor 1995
Eileen L. Hogan 1996
Helen Nixon 1997
Dale Cushmanberry 1998
Marie Miller 1999
Tom & Mary Bonner 2000
Nitham Hindi & A. Salim Sehlaoui 2001
Myrna Cornett-DeVito & Raffaele DeVito 2002
Cynthia Seguin 2003
Trudi Benjamin 2004
Gilbert Rodriguez 2005
James F. Harter 2006
ROE R. CROSS DISTINGUISHED PROFESSOR

William R. Elkins 1979
Department of English
Loren E. Pennington 1980
Department of Social Sciences
DeWayne A. Backhus 1981
Department of Physical Sciences
Helen McElree 1982
Department of Biological Sciences
James F. Hoy 1983
Department of English
Stephen F. Davis 1984
Department of Psychology & Special Education
Melvin G. Storm 1985
Department of English
Elaine V. Edwards 1986
Department of Music
Thomas D. Isern 1987
Department of Social Sciences
Carl W. Prophet 1988
Department of Biological Sciences
Dan R. Kirchhefer 1989
Department of Art
Cooper B. Holmes 1990
Department of Psychology & Special Education
Philip L. Kelly 1991
Department of Social Sciences
Teresa A. Mehring 1992
Department of Psychology & Special Education
Roger C. Greer 1993
School of Library & Information Management
James Aber 1994
Department of Physical Science
Gaylen J. Neufeld 1995
Department of Biological Sciences
Martha Hale 1996
School of Library & Information Management
Ronald Q. Frederickson 1997
Department of Communication & Theatre Arts
Joella Mehrhof 1998
Department of Health, Physical Education & Recreation
Kenneth Weaver 1999
Department of Psychology & Special Education
William Clamurro 2000
Department of Foreign Languages
Marie Miller 2001
Department of Music
Harvey C. Foyle 2002
Department of Instructional Design & Technology
Ronald T. McCoy 2003
Department of Social Sciences
Larry W. Schwarm 2004
Department of Art
Donald S. Miller 2005
Business Administration & Education
Herbert Achleitner 2006
School of Library & Information Management
Elizabeth “Betsy” G. Yanik 2007
Department of Mathematics, Computer Science, & Economics

CLASSIFIED EMPLOYEE OF THE YEAR

Norene A. Laughlin, Business Affairs 1984
L. Imogene McCosh, Student Affairs 1985
Indulis Dambro, Albert Taylor Hall 1986
Larry Seefeldt, University Media Center 1987
Sandra Fehr, President’s Office 1988
Tom Poston, Physical Plant 1989
Josephine Robledo, Building Services 1990
Jackie Tolbert, Graduate Studies 1991
Lynda O'Mara, Registration 1992
M. Elaine Henrie, Registration 1993
Donna J. Sielert, Graduate Studies & Research 1994
Donna E. Siebuhr, Music 1995
Barbara L. Newell, Communication & Theatre Arts 1996
Anne B. Fagg, Financial Aid 1997
Roger Heineken, Memorial Union 1998
Janet Rees, Admissions 1999
Sandra Schroeder, Business Affairs 2000
Joan Lauber, Alumni 2001
Roger Ferguson, Physical Sciences 2002
Marion Jones, Financial Aid 2003
Melanie Willingham, TCS 2004
Marty Knoblock, Business Office 2005

UNCLASSIFIED EMPLOYEE OF THE YEAR

John Blaufuss, Business Affairs 2003
Mark Runge, University Facilities 2004
Mary Mingenback, Business Affairs 2005
Roy Mann, Alumni Relations 2006

JONES DISTINGUISHED PROFESSOR

John E. King 1986-1987
John Dunworth 1987-1989
W. Scott Westerman 1992-1993
Natalie Sisley 1993-1994
D. J. Guzetta 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
Robert McFrazier 2005-2006

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 further 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: 620-342-5465 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 of 21 or higher.
2. Rank in the top third of the graduating class.
3. A grade point average of 2.50 on a 4.00 scale in the recommended core curriculum courses.

The core curriculum courses are four units of English, three units of math, three units of social studies, three units of natural sciences, and one unit of computer technology.

For further information, contact the Office of Admissions.

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

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

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

Admission Materials Required
1. Application for undergraduate admission including the $30.00 application fee. This application may be obtained from the ESU Admissions Office, from any Kansas community college or online at [www.emporia.edu](http://www.emporia.edu).
2. Complete and official transcripts of all college work taken. Faxed and/or hand-delivered transcripts are not considered official. These transcripts must show grades for all courses recorded, be submitted from each college attended, and be sent directly from the registrar of the previous college to the ESU Admissions Office. Students are encouraged to seek early admission which may necessitate the submission of an incomplete transcript. 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 course are excluded.

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

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

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

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

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

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

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

1. This agreement applies only to Associate of Arts and Associate of Science degree transfers from state and regionally accredited public community colleges in Kansas. The agreement does not include transfers from non-accredited community colleges or any other colleges.
2. Transfer students accepted for admission at Kansas Regents universities with the Associate of Arts or Associate of Science degree will automatically be given junior standing with the understanding that:
   a. Each receiving institution has the right to determine admission standards to the various majors in their institutions.
b. Transfer students are subject to the same institutional assessment policies and procedures as resident students of the receiving institution.

3. General education is defined as follows:
   General education provides students with facility in the use of the English Language and a broad intellectual experience in the major fields of knowledge. It insures that each graduate will have experienced some of the content, method and system of values of the various disciplines which enable humanity to understand itself and its environment at a level of abstraction beyond that found in secondary school studies. Although the following distribution of courses does not correspond to the general education requirements at any Kansas Regents institution, it will be accepted as having satisfied the general education requirements of all Kansas Regents institutions. A minimum of 45 credit hours of general education with distribution in the following fields will be required. General education hours totaling less than 45 will be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

   12 hours of Basic Skills courses, including:
   - 6 hours of English Composition
   - 3 hours of Speech Communication
   - 3 hours of college level Mathematics
   (statistics will be required of transfer students where university curriculum requires)

   12 hours of Humanities courses from at least three of the following disciplines:
   - Art*
   - Theatre*
   - Philosophy
   - Music*
   - History
   - Literature
   *Performance courses are excluded.

   12 hours of Social and Behavioral Science courses from at least three of the following disciplines:
   - Sociology
   - Geography
   - Political Science
   - Psychology
   - Economics
   - Anthropology

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

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

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

   Students attempting to transfer into Technology, Engineering and Architecture programs are considered outside this agreement. It is recommended that 2 + 2 and 2 + 3 arrangements be developed for the above programs of study. Acceptance of course credit for transfer from such programs will be determined by the receiving institution on the basis of application of the courses to the baccalaureate program in the major field of the student.

5. Each institution will define its own graduation requirements.

6. Foreign language requirements are viewed as graduation requirements and not as general education requirements for purposes of this agreement.

7. A transfer student may be required to take freshman or sophomore courses to meet particular requirements or course prerequisites of a given major or minor.

8. Transfer students preparing for teacher certification must meet the general education requirements as outlined by the State Board of Education. Teacher certification requirements have been incorporated into the degree requirements of Kansas Regents universities.

9. The spirit of the Agreement indicates that transfer students are to be judged academically in the same way as non-transfer students.

“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 the lower level of the Memorial Union by the Heritage Room. Please direct specific questions or requests to this office. Phone: 620/341-5374; fax: 620/341-5918; e-mail: oise@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.
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.

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.
UNIVERSITY SCHOLARSHIPS

Emporia State University Hornet Scholarship
Through the generosity of many Emporia State University alumni, faculty, staff and friends, first-time freshmen and transfer students who are enrolled full time are eligible for the New Emporia State University Hornet Scholarship.

First-Time Freshman
Designed to reward the academic excellence first-time freshmen have achieved in high school, the ESU Hornet Scholarship is based on an index of the student’s official ACT composite score, the student’s official final high school transcript and scholarship application. Because this scholarship rewards academic dedication and achievement, students may re-apply for renewal of the scholarship an additional two semesters (total of four consecutive semesters) through an application subject to retaining sufficient academic performance. The potential scholarship dollar amounts can range from a total of $500.00 to $1,800.00.

ESU Hornet Scholarship Index

<table>
<thead>
<tr>
<th>ACT</th>
<th>3.75-4.00</th>
<th>3.50-3.74</th>
<th>3.25-3.49</th>
<th>3.00-3.24</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
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<td>$500</td>
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<td>$1,800</td>
<td>$1,600</td>
<td>$1,400</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

Special Notes:
- Those first year students achieving a cumulative GPA of 3.25 and completing a minimum of 24 hours while enrolled at ESU during the fall and spring semesters are eligible to re-apply and receive two additional semesters of the Hornet Scholarship.
- A student entering as a first year student but transferring 1-11 hours post high school graduation, is eligible to re-apply for the Hornet Scholarship a total of two additional semesters based an obtained GPA of 3.25 and completion of 12 hours while enrolled at ESU.
- Continuation of the Hornet Scholarship from fall semester to spring semester is subject to the student completing a minimum of 10 hours with a GPA of 2.50 or higher. Scholarships will be cancelled for the spring award if a student does not complete 10 hours or more with an earned GPA of 2.50 during the fall semester.

Renewal awards are based on the following matrix:

<table>
<thead>
<tr>
<th>ESU Earned GPA – 24 Hours</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.95 - 4.00</td>
<td>$1,800</td>
</tr>
<tr>
<td>3.85 – 3.94</td>
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<tr>
<td>3.75 – 3.84</td>
<td>$1,200</td>
</tr>
<tr>
<td>3.50 – 3.74</td>
<td>$1,000</td>
</tr>
<tr>
<td>3.25 – 3.49</td>
<td>$500</td>
</tr>
</tbody>
</table>

Transfer Students ESU Hornet Scholarship
Transfer students who will be attending ESU full-time are eligible for the ESU Hornet Scholarship based on the final cumulative transfer GPA, completion of 12 or more credit hours and scholarship application. Students may re-apply for renewal two additional semesters through an application subject to retaining sufficient academic performance. The potential scholarship dollar amounts can range from a total of $500.00 to $1,800.00.

Transfer Student ESU Hornet Scholarship Index

<table>
<thead>
<tr>
<th>Transfer GPA</th>
<th>Transfer Hours 12 – 24*</th>
<th>Transfer Hours 25 – 40*</th>
<th>Transfer Hours 41 – 50*</th>
<th>Transfer Hours 50+*</th>
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<td>3.86 – 4.00</td>
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<td>3.50 – 3.74</td>
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<tr>
<td>3.25 – 3.49</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
</tbody>
</table>

Special Notes:
- Transfer Hours are those hours accepted by Emporia State University.
- Transfer students achieving a cumulative GPA of 3.25 and completing a minimum of 24 hours while enrolled at ESU during the fall and spring semesters are eligible to re-apply and receive two additional semesters of the Hornet Scholarship.
- A student entering as a transfer during the spring semester is eligible to re-apply for the Hornet Scholarship a total of two additional semesters based an obtained GPA of 3.25 and the completion of 12 hours while enrolled at ESU.
- Students who are selected as the All Kansas Academic Team are eligible for a one year additional $1,000 scholarship.
- Continuation of the Hornet Scholarship from fall semester to spring semester is subject to the student completing a minimum of 10 hours with a GPA of 2.50 or higher. Scholarships will be cancelled for the spring award if a student does not complete 10 hours or more with an earned GPA of 2.50 during the fall semester.

Transfer renewal awards are based on the following matrix:

<table>
<thead>
<tr>
<th>ESU Earned GPA – 24 Hours</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.95 - 4.00</td>
<td>$1,800</td>
</tr>
<tr>
<td>3.85 – 3.94</td>
<td>$1,400</td>
</tr>
<tr>
<td>3.75 – 3.84</td>
<td>$1,200</td>
</tr>
<tr>
<td>3.50 – 3.74</td>
<td>$1,000</td>
</tr>
<tr>
<td>3.25 – 3.49</td>
<td>$500</td>
</tr>
</tbody>
</table>

Please Note: To be considered for any scholarship, a Scholarship Application is required. The Scholarship Application is available on the Admissions Webpage: www.emporia.edu/admiss or the Office of Financial Aid Webpage: www.emporia.edu/scholarships.
FINANCIAL AID

Phone: 620/341-5457 or 1-800-896-0567
E-mail: finaid@emporia.edu
Web: <http://www.emporia.edu/finaid>

PROGRAMS AVAILABLE

A wide variety of financial programs are available to assist students in obtaining their educational goals at ESU. They include grants, scholarships, work programs and loans. Completion of the Free Application for Federal Student Aid (FAFSA) is required for all federal programs. The priority filing date is February 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: www.emporia.edu/finaid/documents/SAPBrochure06-07_002.pdf. Federal Work-Study (FWS) employment, regular employment, and career-related work programs are available. For FWS employment, you must demonstrate need as determined by the federal need analysis (FAFSA).

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

Available campus positions are posted online at the following website: www.emporia.edu/career/hornetjb.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/hornetjb.htm. Students should contact prospective employers directly about these 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 are listed on the web site 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, 205 Plumb Hall. 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, 205 Plumb Hall.

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
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.

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.

***Information is also available at www.emporia.edu/finaid/documents/SAPBrochure06-07_002.pdf. Contact Office of Student Financial Aid for a copy of the satisfactory academic progress policy.

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, desks, chairs and storage space (closet or wardrobe). 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. Wireless access is available in the North Tower and the South Tower.

Residential Learning Communities

The Department of Residential Life offers five different learning communities: the Honors Community, the Wellness Community, the International Community, the TRIO community and the First Year Building (South Tower). 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 or within 30 feet of the buildings.
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 documented 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 non-traditional 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 service Monday - Thursday, 7:00 a.m. to 7:30 p.m. and Fridays 7:00 a.m. to 6:30 p.m. Saturday and Sunday the cafeteria will be open 11:30 a.m. - 1:00 p.m. and 4:30 p.m. - 6:00 p.m. Among the variety of culinary options, students will find a salad bar, fresh pizza (made daily) vegetarian selections, soup station, waffle station, deli bar, hot sandwich grill and specialty display cooking.

* 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 2007-2008 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--2007-2008**
1. Undergraduate students enrolled in more than nine credit hours per semester are assessed a total fee of $1,963.00 for the resident student and $5,988.00 for the nonresident student. This total fee includes the following.

<table>
<thead>
<tr>
<th>Service/Charge</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>Educational Opportunity Fund</td>
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<td>Student Health</td>
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<td>Student Union Operating</td>
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<td>Student Union Improvement</td>
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<td>Athletic Activity Fee</td>
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<td>Marching Band Stipend</td>
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<td>Quivera</td>
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<td>Visual Arts Board</td>
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<tr>
<td>Recreation Facility Fee</td>
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<tr>
<td>TOTAL PER SEMESTER:</td>
<td>$1,963.00</td>
<td>$5,988.00</td>
</tr>
</tbody>
</table>

2. Undergraduate students enrolled in nine credit hours or less per semester are assessed a per-credit hour fee of $152.00 for the resident student and $420.00 for the nonresident student.

GRADUATE FEES--2007-2008**
1. Graduate students enrolled in more than six credit hours per semester are assessed a total fee of $2,277.00 for the resident student and $6,093.00 for the nonresident student. This total fee includes the following.

**Fees for Academic Year 2008-2009 have not yet been established.
**Fees for Academic Year 2008-2009 have not yet been established.

**NONRESIDENT STATUS**

A nonresident student is defined by the laws of the State of Kansas as follows: “Persons enrolling in universities and colleges under the State Board of Regents who, if adults, have not been, or if minors, whose parents have not been residents of the state of Kansas for one year prior to enrollment for any term or session in a college or university are nonresidents for fee purposes. Notwithstanding the foregoing provision of this section, the State Board of Regents may adopt rules and regulations authorizing the following to pay an amount equal to resident fees: (1) employees of the university or college and their dependents, (2) persons in the military and their dependents, (3) other classes of persons having special domestic relation circumstances, (4) persons who have lost their resident status within six months of their enrollment, and (5) persons and their dependents who were recruited or transferred to full-time employment in Kansas.”
Resident Graduate credit ....................... $217.00 per credit hour
Nonresident Graduate credit .................. 535.00 per credit hour

**Fees for Academic Year 2008-2009 have not yet been established.

LIFELONG LEARNING FEES**
Resident Undergraduate credit .............. $165.00 per credit hour
Resident Graduate credit ...................... 217.00 per credit hour
Nonresident Undergraduate credit .......... $217.00 per credit hour
Nonresident Graduate credit ............... 296.00 per credit hour

**Note:** Students enrolled full-time in on-campus courses and taking Lifelong Learning classes will be assessed at the full-time campus tuition rate but not the electronic media and technology fees.

Lifelong Learning Electronic Media Fees for Telenet, Internet and ITV
(Undergraduate and Graduate)
Per Course .................................................. $60.00

Lifelong Learning Equipment Use Fee Off-campus
Appropriate tuition fee plus off-campus equipment fee (per credit hour) .................................................. $20.00

Metro Learning Center Fee
(Distance Education Site Facility)
Students will be assessed a site facility fee not to exceed $30.00 per credit hour. Instructional Design and Technology (IDT) students will pay a $10 per credit hour site fee and a $40 per course technology fee. Professional Development School (PDS) students will pay fees as follows:

- Block II Students will pay $11 per credit hour site fee
- Block III Students will pay a $3 per credit hour site fee

METRO LEARNING CENTER
Public educational entities governed/coordinated by the Kansas Board of Regents or under the auspices of the State Department of Education, may be allowed to use the Metro Learning Center on a space available basis by charging individuals the MLC fee equated to a credit hour basis. The revenue will be remitted from this collection to ESU.

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

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

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

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

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

AUDITOR, VISITOR, OR NON-CREDIT COURSE FEE
The fee assessed for auditors, visitors, or non-credit courses is the same as the regular fee.

INTENSIVE ENGLISH PROGRAM FEES**

<table>
<thead>
<tr>
<th>Fall 2007/Spring 2008</th>
<th>IEP Fees</th>
<th>CP Fees</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>One Course</td>
<td>$1,370</td>
<td>$141</td>
<td>$1,511</td>
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<tr>
<td>Two Courses</td>
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</tr>
<tr>
<td>Four Courses</td>
<td>5,480</td>
<td>393</td>
<td>5,873</td>
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<table>
<thead>
<tr>
<th>Fall 2007/Spring 2008(In-State) Includes Paraguay Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Fees</td>
</tr>
<tr>
<td>One Course</td>
</tr>
<tr>
<td>Two Courses</td>
</tr>
<tr>
<td>Three Courses</td>
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<tr>
<td>Four Courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2008 (Regular)</th>
<th>IEP Fees</th>
<th>CP Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Course</td>
<td>$910</td>
<td>$94</td>
<td>$1,004</td>
</tr>
<tr>
<td>Two Courses</td>
<td>1,820</td>
<td>188</td>
<td>2,008</td>
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<tr>
<td>Three Courses</td>
<td>2,730</td>
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<tr>
<td>Four Courses</td>
<td>3,640</td>
<td>376</td>
<td>4,016</td>
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</table>

<table>
<thead>
<tr>
<th>Summer 2008 (In-State) Includes Paraguay Partners</th>
<th>IEP Fees</th>
<th>CP Fees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Course</td>
<td>$ 455</td>
<td>$ 94</td>
<td>$ 549</td>
</tr>
<tr>
<td>Two Courses</td>
<td>910</td>
<td>188</td>
<td>1,098</td>
</tr>
<tr>
<td>Three Courses</td>
<td>1,365</td>
<td>282</td>
<td>1,647</td>
</tr>
<tr>
<td>Four Courses</td>
<td>1,820</td>
<td>376</td>
<td>2,196</td>
</tr>
</tbody>
</table>

**Fees for Academic Year 2008-2009 have not yet been established.
DEPARTMENTAL FEES**
All departmental charges for specific goods and services (may include but will not be limited to mediated instructional costs, building use, special equipment) not explicitly identified herein will be priced at an amount that approximates actual cost. Appropriate campus administrative procedures are to be followed for approval and collection of these charges.

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

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

STUDENT IDENTIFICATION CARD FEE**
Original or Replacement Card ....................................$15.00
The holder of a university ID card is responsible for all university property obtained with that card. If the ID card is lost, report immediately to the University Police and Safety Office. If a card is found, it should be taken to the University Police and Safety Office.

SPECIAL FEES**
Please refer to www.emporia.edu or contact the Controller’s Office for a complete list of fees.

WITHHOLDING OF STUDENT RECORDS
When necessary, the University may withhold the academic records of students for the nonpayment of tuition and fees, loans, other charges, and for failure to return University property.

COLLECTION POLICY
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.

LATE ENROLLMENT 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.) Late fees of $25 will be charged monthly if balance is unpaid by the due date indicated on the billing statement.

FEE DEFERMENT PROCESSING FEES**
Fee deferrals may be granted to students who will be receiving financial aid (must be verified through the Office of Student Financial Aid). Exceptions to this policy will be reviewed on an individual basis.

Fee Deferment - Fall and Spring Semesters:
Through 10th day of classes ....................................$25.00
Through 30th day of classes ...................................50.00
Through 50th day of classes ....................................75.00

Fee Deferment - Summer Session:
Special Installment Plan.................................................$25.00

The late enrollment fee will be assessed if fees are not paid by the due date or if no contact is made with the Office of Student Financial Services/Deferment to extend the deferment date.

Students will be assessed both the appropriate late fee and deferment processing fee if enrolling late and requesting a deferment.

PAYMENT OF FEES
Students will not be officially enrolled in classes until fees are paid or arrangements are made for a fee deferment. Fees must be paid or arrangements made to pay prior to the first day of class (by 4:00 p.m. on Monday for the fall semester; by 5:00 p.m. on Tuesday for the spring semester) to avoid a $25.00 penalty.

Certain bank credit cards are accepted by the university for payment of fees and room and board. The university has an installment plan available for the payment of fees for spring and fall semesters. Information on the plan is provided below.

No student shall be permitted to enroll for any semester if there is an outstanding balance from a prior session. Students with outstanding debts to the university, whether financial or material, will have their transcripts and/or enrollment withheld.

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 payment options include financial aid, installment, deferment, check, credit card, and third party billing. A self-addressed envelope is provided with a requested return date. THE STUDENT’S FEE PAYMENT CANNOT BE PROCESSED UNTIL HOLDS ARE RESOLVED. Please CHECK your BuzzIn account for holds.

Any student not in paid or deferred status by the time specified in the current semester class schedule (approximately 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.

**Fees for Academic Year 2008-2009 have not yet been established.
**FEE INSTALLMENT PLANS**

The University makes available an installment plan for the payment of tuition and fees. Under this plan the initial payment will be approximately thirty-three (33%) percent of the total fees due, plus a $25.00 administrative fee. The balance is to be paid in two additional installments, which are due September 23, 2007 and November 2, 2007 for the fall semester and February 24, 2008 and April 14, 2008 for the spring semester. A late fee of $25.00 monthly will be assessed for each payment not made by the due date. An installment contract specifying amounts due must be arranged for in person or can be designated as an option on the payment agreement form. The student’s copy of the installment contract will be mailed when using the payment agreement form option.

**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 end of semester</td>
<td>None</td>
</tr>
</tbody>
</table>

NOTE: The first $20.00 of all fee payments is NON-REFUNDABLE 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 subject to presentation of official documentation. Students who volunteer for military service will be subject to the university’s non-military refund policy. Room and board charges will be prorated to the extent that services have been provided.

**STUDENT AFFAIRS**

**VISION STATEMENT**

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

**ALCOHOL & DRUG ABUSE PREVENTION**

The Drug/Alcohol Abuse Prevention Program provides resources for students, faculty, and staff to create and maintain a campus environment that encourages and supports healthy lifestyles.

Project services include 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 Alcohol & Drug Abuse Prevention office employs a support staff of students each year to assist with project goals. Please contact the Alcohol & Drug Abuse Prevention office at 620/341-5221 or visit our website at [http://www.emporia.edu/dart/](http://www.emporia.edu/dart/).

**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 27 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 in the Center for Student Involvement
- Corky’s Cab
- Adopt-A-Campus
- Educational Opportunity Fund Scholarships
- Epson Poster Printer in the ID Center, Memorial Union
- 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/csi/rso/asg/](http://www.emporia.edu/csi/rso/asg/).

**BIOFEEDBACK CENTER**

The Biofeedback Center, 211 South Morse Hall, trains students to improve resiliency to stress. With practice, the relaxation response replaces the stress response in anxiety-producing situations like: tests, social situations, public speaking, performances, and job interviews. Individual and group presentations available. For more information visit our website at [http://www.emporia.edu/biofeedback/](http://www.emporia.edu/biofeedback/) or call 620/341-5221.
The Center for Student Involvement is located on the
Mainstreet of the Memorial Union. ESU has over 130 recognized
student organizations, including honorary, academic, service,
religious, recreation, special interest, and Greek letter organizations.
Information for starting a new organization is available in the office
and on-line. A brief description with contact information for each
recognized student organization is also available in the office,

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.

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

Counseling services are provided to students by a profession-
ally 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.
Referrals for more comprehensive evaluation and treatment may be
necessary.

Staff is also available for programs and classroom presentations
on a wide variety of mental health topics. Appointments can be
scheduled by contacting the Counseling Center, 211 South Morse
Hall, or by calling 620/341-5221. For more information, visit our
website at http://www.emporia.edu/counseling/.

Part of the freedom in the academic community is the student’s
right to orderly dissent and protest against any decision or issue.
This right to demonstrate does not include using means or
procedures which disrupt the ongoing functions of the University,
not endanger the health, safety or well being of any person in the
on- or off-campus communities. Individuals wishing to demonstrate
regarding concerns should confer with the Office of the Vice
President of Student Affairs, where procedural policy for such
events and their accompanying responsibilities will be explained.
The area between Plumb Hall and the Memorial Union has been
designated as the Free Forum Area and may be reserved by
individual students or student organizations, through the Conference
and Scheduling Office in the Memorial Union. Picketing or protest
by non-university groups is restricted to the right of way easements
along public streets adjacent to the outer perimeter of the ESU main
campus.

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

The Office of Disability Services facilitates 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.

All requests for accommodations and services for accessing
Emporia State’s programs and services should be made to the office.
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 211 South Morse
Hall, 620/341-6637 Voice, 620/341-6646 TTY, or 620/341-6640
Fax. 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.

Five national fraternities, three national sororities and one local
sorority have enjoyed a long standing tradition at Emporia State
University. Each chapter offers 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

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/Ticketing office, 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.

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

At the conclusion of each 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 when selling
the book back. 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 with receipt and photo ID, pending
saleable condition of the textbook. There is no refund on course
parks, 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/mps/](http://www.emporia.edu/mps/) or call 620/341-5481.

NON-TRADITIONAL STUDENT SERVICES
The Non-Traditional Student Services office strives to serve the needs of non-traditional students at Emporia State University by providing information on the resources available at ESU and in the Emporia community.

Students must meet at least one of the following criteria to be considered non-traditional:
- Over age 24
- Married
- Parent
- Have been out of school for 2 or more years
- In the military or a veteran

The Non-Traditional Student Services office is located in the Memorial Union Administration Office. Please visit the website [http://www.emporia.edu/nontrad](http://www.emporia.edu/nontrad) or call 620/341-5481.

PROJECT CHALLENGE
Student Support Services -- Project Challenge is a federally funded grant program for eligible ESU students to enhance their educational opportunities.

Project Challenge offers classes, 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 [http://www.emporia.edu/prjchlng/index.html](http://www.emporia.edu/prjchlng/index.html).

RECREATION SERVICES
The mission of the Recreation Services department is to serve the campus community by enhancing and improving individuals’ quality of life by providing desired recreation facilities and services. The goals of the department include enhancing the health and wellness of the campus community, promoting social interaction, creating friendly competition, supporting personal development, and promoting good sportsmanship in a safe and welcoming environment. Programming is offered in intramurals, sport clubs, health promotion and fitness, informal recreation and special events and activities.

The Student Recreation and Fitness Center provides an exciting social setting for the services and programs offered. This 45,000 square foot recreation and fitness and fun center features 28,000 square feet of open gym area including a three-lane indoor track.

The weight and cardio exercise areas feature state-of-the-art equipment including free weights, weight machines, cardio equipment. The fitness room hosts group exercise classes designed to improve cardio conditioning, body toning and shaping, and muscular flexibility and endurance. The commons area is designed to provide a social setting for our campus community to hang out and talk with friends or to meet new people, watch the 70” big screen televisions, play table tennis, pool, or foosball. The Student Recreation and Fitness Center is on of the most popular social hubs at ESU.

Other Indoor Recreational facilities include a 25-meter swimming pool and therapeutic exercise pool. Outdoor facilities include lighted tennis courts, basketball courts, sand volleyball, softball fields, track, 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 and Fitness Center reception desk at 620/341-6778, or visit our website at [www.emporia.edu/recsport](http://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 Counseling Center, 211 South Morse Hall, 620/341-5221. Counseling for primary or secondary victims of sexual assault is available in the Counseling Center.

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

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

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

The Student Conduct Office strives:
- to regard each student as an individual, deserving individual attention, consideration, and respect.
- to consider the facts fully and carefully before resolving any alleged violation.
- to speak candidly and honestly to each student.
d. to hold each student accountable for a standard of behavior that protects the campus community and promotes student development.

e. to ensure standards of courtesy and integrity, which prevent educational disruption, and promote a productive learning environment.

f. to recognize human fallibility, and consider the stresses associated with college life while demonstrating compassion and empathy throughout the student conduct process.

g. to contribute to the educational mission of the University.

h. to provide a fair and efficient process for enforcement of the Student Code of Conduct.

For more information, contact the Student Success Office, Center for Student Involvement, 341-5481. Students are encouraged to read the Student Code of Conduct in its entirety at http://www.emporia.edu/stuaff/conduct.htm

STUDENT HEALTH SERVICES

In addition to treatment of illness and minor injury, as part of the Department of Student Wellness, Health Service staff emphasizes wellness through education and outreach. Services are funded by student fees, so there is no charge for the office visit to see a healthcare provider. There are modest charges for pharmacy services and laboratory services. Payment is expected at the time of service, we accept cash, check, or credit cards. Insurance billing is done for those who have the student plan available to Kansas Board of Regents students. All others will be provided with a receipt that can be filed with private insurance if desired.

For more information, see www.emporia.edu/shc/.

STUDENT HEALTH INSURANCE

Emporia State University offers health insurance at economical rates to students. The insurance carrier for 2007-2008 is Student Resources. For more information about coverage, rates or to enroll please call 1-888-344-6104 or visit their website at www.studentresources.com.

STUDENT IDENTIFICATION CARDS

The Hornet Card is a student’s official university identification card. The Hornet Card grants access to the following university products and services: library access, meal plan access, 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 $15 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.

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, 205 Plumb 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.

VOTER REGISTRATION

Emporia State University is committed to the fundamental right to vote by students who are eligible 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. The office is located in 211 South Morse Hall. We can be reached at 620-341-6637 Voice, 620-341-6646 TTY, or 620/341-6640 Fax, or via e-mail at disabser@emporia.edu.

When registering to vote in the state of Kansas, students are registering for national, state and local election participation. If the 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 620-341-
ENROLLMENT AND ACADEMIC INFORMATION

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

ESU ASSIGNED E-MAIL ADDRESS

An ESU e-mail address is assigned to each ESU student. 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.

BUZZ IN

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

DIRECTORY INFORMATION

ESU designates the following items as directory information: student name, address(es), telephone number(s), email address(es), dates of attendance, classification (freshman, sophomore), enrollment status (full-time, part-time), major field(s) of study, awards (including honors and scholarships), degrees conferred (including dates), past and present participation in officially recognized sports and activities, and physical factors (height, weight of athletes).

Students may withhold disclosure of “Directory Information” to non-institutional persons/organizations. Forms requesting the withholding of information are available in the Registrar’s Office (108 Plumb Hall). Otherwise, ESU assumes that students approve disclosure of that information.

Requests for non-disclosure may be filed anytime, but cannot become effective until filed. Requests 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, call 620/341-5211, or online at www.emporia.edu/regist.

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 Registrar Office. The following items are included here because of their general interest:
1. Final and midterm grades (when applicable) are provided to students via “Buzz In” (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.

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

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

FULL-TIME STATUS
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 seven hours for undergraduates and seven hours for graduate students is considered full time.

Full-time status for fee purposes are effective for undergraduate students 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 620/341-5770.

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 contact the Elementary Advising Center during office hours as posted, you may e-mail

elemadvi@emporia.edu

or you may call 620/341-5770.

ENROLLMENT PROCEDURES

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

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

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

A schedule of classes is available online. Paper copies are available in the Registrar’s Office. Registration consists primarily of three steps:

1. Advisement -- Students must meet with their advisors to develop their program of classes and obtain the advisor’s signature on the advisement form. Many advisors enroll students during this advisement session.

2. Enrollment -- Students may enroll any time during the continuous enrollment period each semester/term. Enrollment begins in March for Fall and Summer and in October for Spring.

Students not enrolling at the time of their advisement may take their completed and signed advisement form to the Registration Office to enroll.

3. Fee Payment -- Students must pay their fees or make special arrangements through the Business Office prior to the first class meeting. Billing statements are mailed to students who pre-enroll. For further information, please refer to “Direct Fee Payment Process” in the FEE INFORMATION section of this catalog.

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

Students with outstanding debts to the university, whether financial or material, may be prevented from enrolling until the matter is resolved. If the student owes less than $10.00, the enrollment will not be affected, however a transcript of grades cannot be issued until all debts owed to the university are paid.

HOLDS ON STUDENT RECORDS

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

Students may view their holds by:

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

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

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

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

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

POLICY ON LATE ENROLLING / ADDING CLASSES

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

1. Students choosing to add classes that are scheduled to meet two or three times per week for a full semester may do so during the first five working days of the semester by obtaining their advisor’s approval. In order to enroll/add during the sixth through the tenth working day of the semester, the instructor’s signature is also required. No classes may be enrolled in or added after the tenth day of classes in the fall and spring semesters.

2. Students choosing to add classes that are scheduled to meet weekly may do so before the third class meeting by obtaining the instructor’s signature.

3. Classes that are scheduled as block* classes may be added before the end of the second class meeting by obtaining the
advisor’s approval. To add block classes before the end of the third class period, the student must also obtain the instructor’s signature. (*Block classes meet for the first 8 weeks of the 16 week semester or the last 8 weeks of the semester.*)

4. Students may enroll for weekend intensive courses prior to the beginning of class through advance registration procedures, or on site. To add weekend intensive classes after the class has begun, the instructor’s signature is required.

5. Summer school classes may be added before the second class meeting with advisor’s approval. After the second class meeting, the advisor’s and instructor’s signatures are both required to enroll/add the class.

6. Classes whose meeting times and places are arranged by the instructor may be enrolled/added at anytime during the semester with the approval of the advisor and instructor. No classes may be enrolled in or added after completion of the semester or summer session. Enrollment must be for the current or future semesters.

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

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

**POLICY ON DROPPING CLASSES**

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

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

**WITHDRAWALS**

If you wish to withdraw from one or more, but not all courses, you should seek the counsel of your advisor and obtain the properly signed forms. 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 that the Vice President for Student Affairs is 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) violation of student conduct policies, or (c) persistent problematic student behavior(s) or performance. 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 Registration Office. If the student does not file this form prior to this last day, the instructor of the class shall assign the student an appropriate grade for the course in which the student enrolled and the student remains enrolled.

**EXCESSIVE WITHDRAWALS**

Excessive grades of “W” (withdrawal) can cause prospective employers to question the quality of the student’s academic performance. Students should make every effort to adjust study and 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 will affect grades.

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

**ACADEMIC APPEALS** -- Students who believe they have been dealt with unfairly concerning academic progress (such as course grades or absences), will have access to an academic appeal. The appeal must be initiated within one semester after the semester in which the issue occurs. The purpose of this policy is to ensure that due process is observed. For further information, refer to the Student...
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 regionally accredited two-year and four-year colleges and have it transferred to ESU. This should be done by requesting that the previous college send an official transcript of the work taken to the Office of the Registrar at ESU. Faxed and/or hand-delivered transcripts are not considered official.

Only the passing grades are accepted for credit. All grades, including failing grades, are used in determining the student’s grade point average with the exception of the grades of P (pass) and S (satisfactory).

Students who 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.

UPPER-LEVEL TRANSFER COURSES

Effective Spring 2002, ESU will continue to accept lower division courses (those numbered below 300) in transfer from other colleges or universities as the equivalent for our upper division courses, but the student will not receive upper division credit for these courses. They will not have to repeat the courses, but the credit will transfer in as lower division credit. A 200 level course from either a 2-year or 4-year institution may transfer in as an upper-level course equivalent, but it will not count toward the 40 hour upper-level course requirement.

PRIOR APPROVAL

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

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.

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 completed Senior Request for Graduate Credit card, with all requested signatures, must be presented to Registration at the time of enrollment in the course(s). For more information, you may call 620/341-5403 or e-mail gradinfo@emporia.edu.
INDEPENDENT STUDY CREDIT
Students with special interests or abilities may be permitted to do individual research, investigative study or creative work in certain areas. Independent study may be undertaken in two or more areas if the approved project includes subject matter in more than one field. In this event, the project must have the approval of the chairs of the departments concerned.

CREDIT 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. Credit by examination cannot be granted after the student has completed a course that duplicates the course sought or has completed courses that may be considered in advance of the course requested.

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

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

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

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

CREDIT GRANTED BY THE ADVANCED PLACEMENT PROGRAM
The College Entrance Examination Board (CEEB), in conjunction with the Educational Testing Service (ETS) of Princeton, New Jersey, conducts a nation-wide advanced placement program. In this program, many high schools offer college-level courses to students. A nation-wide program of examinations covering these courses is administered by the CEEB. The graded examinations and relevant data for each student are sent to the college or university selected by the students. Such examinations must be taken prior to the beginning of the student’s first year in college.

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

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 (TRANSCRIPTS)

DEFINITION OF SEMESTER HOURS
All credits on official transcripts are certified in terms of the semester hour. One semester hour is the equivalent of a minimum of 750-800 minutes of classroom contact for a lecture class, including workshops and short courses. Outside work assignments should equal approximately 2 hours for each hour of in-class time. Laboratory, studio, and other special classes frequently meet for substantially more than the 800 minutes per credit hour.

GRADES AND GRADE POINTS
Grades are assigned the following meaning: A (Superior), B (Good), C (Average), D (Poor), F (Failure), AW (Administrative
PASS-NO CREDIT GRADING

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” indicates the instructor did not turn in the grade. A "T" indicates that the course was not completed when the grades were processed. A "J" 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 classes identified by the college/school as requiring graduate work that extends beyond one semester, such as thesis, research, etc. (See the In Progress Grade Policy located elsewhere in this catalog.)

PASS-NO CREDIT 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 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 student’s completion of a non-thesis degree program, any thesis credit hours for which a grade has not been received will be transformed from “IP” to “W” grades. FSB 03007

COURSE REPEAT GRADE POLICY
The cumulative GPA calculation procedure for repeated course work is as follows:

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

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

MIDTERM GRADES
Each instructor will, by the end of the eighth week of each regular semester, evaluate undergraduate students’ progress and post a midterm grade for each undergraduate student enrolled in the class. An instructor teaching a graduate-level course has the option of evaluating by the end of the eighth week of each regular semester all of the graduate students in the course. For this purpose, the instructor can assign graduate students a grade as appropriate for the course. The instructor who is teaching a graduate-level course and who chooses to give an eighth-week evaluation shall post a midterm grade for each undergraduate 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.

To view their grades students should go to the ESU homepage www.emporia.edu and log in to Buzz In. Select the Academic Life tab and then select Student Records from the Student Self Service Links box.

FINAL GRADE REPORTS
The Office of the Registrar is responsible for recording and reporting student grades. Grades are not mailed out. Grade reports are available to students, advisors, and the Office of the Vice President for Student Affairs.

To view their grades students should go to the ESU homepage www.emporia.edu and log in to Buzz In. Select the Academic Life tab and then select Student Records from the Student Self Service Links box.

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

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

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

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

UNDERGRADUATE SCHOLASTIC STANDING CONDITIONS

GOOD SCHOLASTIC STANDING
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. The ESU GPA reflects the GPA for courses taken only at Emporia State University. Transfer courses do not impact the student’s ESU GPA but are calculated and reflected in the student’s cumulative GPA. 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 at End of the Semester</th>
<th>Cumulative GPA at End of the Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>under 30</td>
<td>1.7</td>
</tr>
<tr>
<td>Sophomores</td>
<td>30-59</td>
<td>1.8</td>
</tr>
<tr>
<td>Juniors</td>
<td>60-89</td>
<td>2.0</td>
</tr>
<tr>
<td>Seniors</td>
<td>90 or more</td>
<td>2.0</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 GPA falls below these levels the student will be placed on scholastic probation after attempting a minimum of 12 semester hours. This indicates serious deficiency in the student's progress toward a degree.

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

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

REQUIRED WITHDRAWAL
If the student fails to achieve a minimum 2.00 GPA the following semester and fails to achieve the required CGPA, he/she
will be required to withdraw from the University. Students may petition for immediate reinstatement in person or in writing to the Registrar. If the appropriate committee then denies a request for reinstatement, the student is not eligible for enrollment for the next term in any department on campus. A request for reinstatement for any future term should be in writing and addressed to the Registrar. Such requests should be received no later than 30 days prior to the date of desired readmission.

**READMITTANCE AFTER REQUIRED WITHDRAWAL**

If a student is required to withdraw for academic reasons from Emporia State University and if the required withdrawal is not the student’s 3rd from an institution of higher learning, the student may petition for reinstatement only in accordance with the following procedure. If a student is required to withdraw for the 3rd time from an institution of higher learning that student shall not reapply sooner than 12 months from the date of his/her required withdrawal.

1. The student shall apply in writing to the Registrar. It shall be the student’s responsibility to clearly state reasons for his/her request.
2. The Registrar will forward the application to the chair of the department in which the student had a major at the time or his/her most recent enrollment. Students without a declared major shall be referred to the Student Advisement Center. The SAC shall institute a committee to consider the student’s request.
3. The chair shall institute a reinstatement committee from among the faculty to consider the request and reach a decision.
4. The reinstatement committee shall forward its decision for or against reinstatement (clearly noting its reasons) to the Registrar.
5. The Registrar shall notify the student of the committee’s decision.
6. If the request for reinstatement is denied, the student shall not reapply sooner than 12 months from the date of denial. If the student chooses to reapply, the application will follow the above procedure.
7. Denial of reinstatement shall mandate that the applicant shall not be permitted to enroll in any class, course, or classification.

FSB 84026

**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:

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**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.

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**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 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.

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

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

**With High Honors**

To graduate "with high honors" a student would need to fulfill 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 "J" 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.

These guidelines are currently under review. For the most current information regarding these guidelines please contact 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 CAAP).

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

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

**MATHEMATICS / COMPUTER SCIENCE LABORATORY COMPLEXES**

The Mathematics Lab, located in BL 190 (Brighton Lecture Hall), offers tutoring to students having difficulty in mathematics classes. Lab assistants are upper-level math majors who are available to help upon request. In addition, students may receive information and practice materials for preparing for the PPST and CAPP competency exams. Videos on beginning algebra are available for check out. The Math Lab is open Monday through Thursday from 3:00 to 9:00 p.m. during fall and spring semesters.

Contact the Department of Mathematics and Computer Science for details. There is no charge for these services and no appointment is necessary.

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

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

**WRITING CENTER**

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


USE OF RECORDING INSTRUMENTS IN CLASS
Students may use recording instruments in class with the permission of the instructor.

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

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 education licensing specialist verifies the completion of an approved teacher education program, conferment of a baccalaureate degree, attainment of a minimum cumulative grade point average of 2.5 on a 4.0 scale, achievement of a minimum score on the Principles of Learning and Teaching test, and a minimum score for the teaching fields test. After July 1, 2002, all applicants for an initial license must submit a valid fingerprint card and a $44 fee to the Kansas State Department of Education for a background check.

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

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

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 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. The ESU GPA reflects the GPA for courses taken only at Emporia State University. Transfer courses do not impact the student’s ESU GPA but are calculated and reflected in the student’s cumulative GPA.

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

CREDIT FROM FOUR-YEAR INSTITUTION

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

COMPETENCY EXAMINATION REQUIREMENT

All students seeking a baccalaureate degree from Emporia State University must demonstrate competency in reading, writing, and mathematics.
Teacher candidates seeking a degree in elementary, secondary, middle level, or PK-12 teaching field fulfill this requirement by passing the Pre-Professional Skills Test (PPST) or the Collegiate Assessment of Academic Proficiency (CAAP) before admission to the teacher education program. A candidate who passes two test areas but scores below the cut-off score in one test area—mathematics, reading, or writing—may be considered for the PPST or CAAP Window. Window criteria are as follows:

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

Teacher candidates should take the examinations during their sophomore or junior year. Standards for passing the examinations have been established by the Council on Teacher Education and are not necessarily the same as those for non-education majors. There is no limit to the number of times a candidate may take the examinations.

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 community college.
   - Earning a grade of “B” or higher in EG 104 (Honors Composition II) or in EG 301 (Advanced Composition).
   - Receiving credit by examination for EG 102.

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 community college.
   - Earning a grade of “C” or higher in any approved general education mathematics course beyond MA 110.
   - Receiving credit by examination for either MA 110 or MA 161.

4. The reading portion of the requirement may also be fulfilled in any of the following ways:
   - Receiving a reading score of at least 18 on the ACT Assessment.
   - Receiving an equivalent score on any test for which there is a published concordance with the ACT.
   - Earning a “B minus” or higher (or credit by examination) in each course used to meet the general education requirements.

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. To fulfill the mathematics requirement, students must earn a grade of "A minus" in MA 110 (College Algebra) or a grade of "C" or higher in any approved mathematics course beyond MA 110, College Algebra.

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 and are not an education major may attend the reading, writing, and/or mathematics labs. In the lab, students will be given an opportunity to practice necessary skills and pass a lab test as a substitute for the CAAP/PPST. Passing scores in lab tests 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 the Assessment and Teaching Enhancement Center (ATEC) please visit the following website: [http://www.emporia.edu/atem/]

**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 Admissions 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 complete 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. These may include additional credits in the programs of study described above.
5. The student must complete at least 45 hours of course work numbered 300 or above.
6. The student must pass competency examinations in reading, writing, and mathematics during the junior year or beyond.

**Majors For The Bachelor of Arts Degree**

[http://www.emporia.edu/acadaff/departments.htm](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
- Music
- Biology
- Chemistry
- Communication
- Earth Science
- English
- History
- Mathematics
- Modern Language
- Chemistry
- Physics
- Political Science
- Psychology
- Social Science
- Sociology
- Theatre

**BACHELOR OF FINE ARTS**

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

1. The student must complete at least 124 semester hours of credit in courses numbered 100 or above. 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 complete at least 45 hours of course work numbered 300 or above.
6. The student must pass competency examinations in reading, writing, and mathematics during the junior year or beyond.

**Majors For The Bachelor of Fine Arts Degree**

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

- Art
- Theatre
- 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 a 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 email 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 syllabi, 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 of music performance credit unless additional work is required in the major.
2. The student must complete the general education program.
3. Music courses: The music course total a minimum of 74 hours.
4. The student must pass competency examinations in reading, writing, and mathematics during the junior year or beyond.
5. All degree candidates must successfully perform full junior and senior recitals in public; these must be previewed and approved by a faculty committee. Further, the candidate must complete at least one semester at level 500 in the major or teaching field.
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, pass PPST competency examinations in reading (173 minimum), writing (172 minimum), and mathematics (174 minimum) with a minimum grade of "C" on selected courses before he or she can be formally admitted to the teacher education program and student teaching.
5. The candidate must perform a 30 minute minimum senior recital in public prior to student teaching; the recital must be previewed and approved by a faculty committee. The candidate must also complete at least one semester at level 500 in the major instrument or voice.
6. The student must attend a prescribed number of concerts and recitals each semester prior to student teaching.

See the “Music” section of this catalog for additional information.

BACHELOR OF SCIENCE

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

1. The student must complete at least 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
- History
- Athletic Training
- Info. Resources Studies
- Biology
- Mathematics
- Biochem. & Molecular Biology
- Physical Science
- Chemistry
- Physics
- Computer Science
- Political Science
- Crime & Delinquency Studies
- Psychology
- Data Security
- Recreation
- Earth Science
- Rehabilitation Services Educ.
- Economics
- Social Sciences
- Health Promotion
- 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 academic majors are offered:

- Accounting
- Business Administration
- Financial Services Concentration
- International Business Concentration
- Information Systems
- Management
- Marketing

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

1. A student earning a Bachelor of Science in Business degree must have a major. A major consists of approximately 60 hours of business courses. An outline for suggested sequences of courses and specific requirements may be obtained from the Business Advising Center or the office of the chair 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 non-business component to at least 50 percent (usually 62 credit hours) of the 124 credit hours required for the degree program. These hours may include up to nine credit hours of economics and up to six credit hours of statistics or quantitative
courses even though these courses may be offered through the School of Business.
3. The student must complete at least 124 semester hours of credit in courses numbered 100 or above, which may include up to four hours of physical education activity credit. The 124 semester hours must include at least 45 hours of course work numbered 300 or above.
4. The student must complete from Emporia State University at least 50 percent of the business credit hours required for the degree. At least 15 of these credit hours must be in the student's major.
5. The student must meet the admission requirements and be admitted to the School of Business. (See School of Business admission requirements in the School of Business section.)
6. For students entering any college for the first time as a full-time student in the Fall of 2000 and thereafter, a minimum 2.25 cumulative grade-point average is required. This minimum cumulative grade-point average increases to 2.35 for students admitted to the School of Business in the Fall of 2008 and thereafter.
7. For students admitted to the School of Business in the Fall of 2006 and until the Fall of 2008, a minimum 2.00 cumulative grade-point average in the business core curriculum is required with no more than two “D” grades being used to compute the minimum grade-point average. Beginning in the fall of 2008 and thereafter, a minimum cumulative grade-point average of 2.35 is required in the business core curriculum.
8. The student must achieve at least a minimum score of 135 out of 200 on the Major Field Test in Business. This requirement is effective for students admitted to the School of Business in the Fall of 2006 and thereafter.
9. The student must meet competency requirements in reading, writing, and mathematics. (See competency examination requirements in the undergraduate degrees section).

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

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

BACHELOR OF SCIENCE IN EDUCATION

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

A student may pursue one or more license programs under the degree Bachelor of Science in Education. These programs are described more fully in the “The Teachers College” section of this catalog or on the web at the following address:
http://www.emporia.edu/teach/.

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

For further information, please refer to the Department of Nursing section of this catalog, call 620/343-6800, ext. 5641 or e-mail jcalhoun@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
- Agricultural/Biological Engineering
- Chemical Engineering
- Civil Engineering
- Electrical/Computer Engineering
- Industrial/Manufacturing Systems Engineering
- Mechanical/Nuclear Engineering

University of Kansas
- Chemical Engineering
- Civil Engineering
- Electrical/Computer Engineering
- Engineering Physics
- Mechanical Engineering
- Petroleum Engineering

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

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

PRE-AGRICULTURE

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

PRE-VETERINARY MEDICINE

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

PRE-LAW

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

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

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

PRE-DENTAL

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

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

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

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

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

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

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

PRE-OSTEOPATHIC MEDICINE

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

PRE-PHARMACY

The pre-pharmacy program is a two-year, 68-hour curriculum required by schools of pharmacy, including the University of Kansas, for admission to their professional programs. An additional three or four years of study at a school of pharmacy is required to become a registered pharmacist. Many of the required pre-pharmacy courses are in chemistry and biology. These must be started at the first enrollment if the student expects to complete the program in two years. A minimum grade point average of 2.5 is necessary in order to enter pharmacy school; those accepted typically have much higher GPAs. The student should consult a pre-pharmacy advisor in the Departments of Physical Sciences before the first enrollment, or as early as possible.

PRE-PHYSICAL THERAPY

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

PROGRAMS IN ALLIED HEALTH FIELDS

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

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

<table>
<thead>
<tr>
<th>Medicine</th>
<th>Pharmacy</th>
</tr>
</thead>
<tbody>
<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>
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<tr>
<td>Nursing</td>
<td>Chiropractic</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Physician Assistant</td>
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</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 that is offered by ESU.

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

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

STUDY ABROAD

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

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

GENERAL EDUCATION

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 materials.

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-year-calendar 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 requirements unique to specific majors and degrees; 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

Please read the above explanation carefully. Students must complete the CORE general education requirements. However, in some instances, students must complete general education requirements specific for their degree or major as noted in the check-off list below.

BASIC SKILLS -- (12-18 CREDIT HOURS)

I. Writing - (6 hours)

Core Requirement

___ EG 101 Composition I (3)

[Must have a “C” or better]

___ EG 102 Composition II (3)

[Must have a “C” or better]

II. Speech - (3 hours)

Core Requirement

___ SP 100 Interpersonal Communications (3) ... or

___ SP 101 Public Speaking (3)

[Nursing majors must have a “C” or better]
III. Mathematics (3-9 hours)

Core Requirement - (3 hours)
__ MA 156 Principles of Mathematics (3) ... or
__ MA 110 College Algebra (3)  
[Must have a "C" or better]

Business and Information Resource Studies Majors - (3 hours)
__ MA 110 College Algebra (3)

Secondary Education Majors - (6 hours)
__ MA 225 Math as Decision Making Tool (3)
[Must have a "C" or better]

Elementary Education Majors - (9 hours)
__ MA 110 College Algebra (3)  
[Must have a "C" or better]
__ MA 307 Math for Elem/Mid School Teacher I (3)
[Must have a "C" or better]
__ MA 308 Math for Elem/Mid School Teacher II (3)
[Must have a "C" or better]

CULTURAL LITERACY -- (31-49 CREDIT HOURS)

IV. Fine Arts (4-7 hours)

Core Requirement - (4 hours)
Select two of the following:
__ MU 226 Music Appreciation (2)
__ AR 105 Art Appreciation (2)
__ TH 105 Theatre Appreciation (2)

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music,
Bachelor of Music Education (6 hours)
__ MU 226 Music Appreciation (2) ... and
__ AR 105 Art Appreciation (2) ... and
__ TH 105 Theatre Appreciation (2)

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

All Art degrees (7 hours)
__ AR 225 Art History (3) ... and
__ MU 226 Music Appreciation (2) ... and
__ TH 105 Theatre Appreciation (2)

V. History (3 hours)

Core Requirement
__ HI 101 World Cultures to 1500 (3) ... or
__ HI 102 Modern World Civilization (3) ... or
__ HI 111 U.S. History to 1877 (3) ... or
__ HI 112 U.S. History Since 1877 (3)

VI. Literature and Ideas (3-6 hours)

Core Requirement - (3 hours)
__ EG 207 Literary Perspectives (3) ... or
__ PI 225 Introduction to Philosophy (3)

Nursing Majors (3 hours)
__ PI 225 Introduction to Philosophy (3) ... or
__ PI 255 Ethics (3)  
[Must have a "C" or better]

Elementary Education Majors (3 hours)
__ EG 207 Literary Perspectives (3)

Bachelor of Arts (6 hours)
__ EG 207 Literary Perspectives (3) ... and
__ PI 225 Introduction to Philosophy (3)

VII. Social and Behavioral Science (9-12 hours)
Core Requirement- (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
__ PY 100 Introductory Psychology (3) ... and
__ PY 211 Developmental Psychology (3)

Nursing Majors (12 hours)
__ EC 101 Basic Economics (3) ... and
__ PY 100 Introductory Psychology (3) ... and
__ PY 211 Developmental Psychology (3)

Bachelor of Arts (6 hours)
__ EC 101 Basic Economics (3)
__ 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.)

Core Requirement- (3-5 hours)
__ AN 110 Introduction to Cultural Anthropology (3) ... or
__ PO 330 International Relations (3) ... or
__ GE 101 World Regional Geography (3) ... or
Choose one of the following:
__ GR 110 German Language & Culture I (5)
__ SA 110 Spanish Language & Culture I (5)
__ FR 110 French Language & Culture I (5)
__ AB 110 Arabic Language & Culture I (5)
__ AS 110 Chinese Language & Culture I (5)

Bachelor of Arts (10 hours)
__ One Foreign Language (10)

Effective Fall 2007, to meet the Bachelor of Arts General Education Foreign Language requirement, students will demonstrate proficiency at the 111: Language and Culture II level. Proficiency will be demonstrated by successful completion of a Modern Languages and Literatures course numbered 111 or above, for a minimum of three and a maximum of ten hours of language courses. International students and scholars may meet the language requirement upon successful completion of EG 102 Composition II. All other students whose native language is not taught on the Emporia State campus may meet this requirement by demonstrating proficiency in this language through a
Department of Modern Languages approved assessment instrument at
the students’ expense, or by demonstrating proficiency at the 111 level
of a language taught at Emporia State.

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

IX. Life Science (4-6 hours)
Core Requirement- (4 hours)
___ 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)
   [Must have a “C” or better]

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)
Core Requirement
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)

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.

Students may also fulfill this requirement by taking any study
abroad course or by participating in a university-related study
abroad experience. Before taking a course or embarking on a study
abroad experience, students need to contact the Director of General
Education for prior approval as well as for specific stipulations and
requirements. Students who wish to use study abroad transfer
credit to fulfill this requirement must submit their requests to the
Director of General Education.

Core 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)
Core Requirement
___ PE 100 Lifetime Fitness (1) ... and
___ PE Activity Course (1) ... or
___ Marching Band (1)

(Students with documented disabilities may be eligible for
PE 105 Adapted Physical Education (2). Contact the Director
of Disability Services).

XIII. Applied Science (3 hours)
Core Requirement
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.

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:
TH 381, Survey of Dramatic Literature, may be
substituted for TH 105, 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](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* Literary Perspectives
- **ES 110** *Z* Introduction to Earth Science
- **GB 100** *Z* General Biology
- **GB 140** *Z* Principles of Biology
- **GE 101** *Z* World Regional Geography
- **HI 101** *Z* World Cultures to 1500
- **HI 111** *Z* US History to 1877
- **HI 112** *Z* US History Since 1877
- **MA 161** *Z* Calculus
- **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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AN 110 MC, MD, ME - Cultural Anthropology</td>
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<tr>
<td>EG 207 MA, MB - Introduction to Literature</td>
<td></td>
</tr>
<tr>
<td>GE 101 MA, MB, MC, MD, MZ - World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>HI 111 MA, MB, MC, MD - U.S. History to 1877</td>
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</tr>
<tr>
<td>HI 112 MA, MB, MC, MZ - U.S. History Since 1877</td>
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<tr>
<td>MU 226 MC - Music Appreciation</td>
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<tr>
<td>PI 225 MA, MB, MC - Introduction to Philosophy</td>
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<tr>
<td>SO 101 MC, MD - Introduction to Sociology</td>
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</tr>
<tr>
<td>SP 100 MA, MB, MC, MD - Interpersonal Communication</td>
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*All multicultural intensive sections are designated by an "M" followed by a letter.

**SERVICES, SPECIAL PROGRAMS, AND FACILITIES**

**CENTER FOR ECONOMIC EDUCATION**

The Center for Economic Education supports 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).

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

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

If you have questions or need additional information, see Rob Catlett, Teresa Rios, or Larry Scott in the Department of Mathematics, Computer Science, and Economics in 141 Science Hall, or call 620/341-5678.

**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 rcatlett@emporia.edu. All ESU students and faculty members are welcome to use materials from the Center’s lending library.

The center offers courses, workshops, seminars, and other teacher-training activities through the Department of Mathematics, Computer Science, and Economics in the College of Liberal Arts and Sciences at ESU. In addition, the 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 (NCIE).

The Center offers a variety of courses, workshops, seminars, and other events associated with the Center. It is available at: [http://www.emporia.edu/business/cie](http://www.emporia.edu/business/cie) and it lists nearly all of the largest employers in its service area as “partners” in delivering workshops and seminars. The Center pioneered a series of active-learning workshops and seminars hosted in the facilities of partner organizations that emphasize real-world applications of economics in the community.

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

If you have questions or need additional information, see Rob Catlett, Teresa Rios, or Larry Scott in the Department of Mathematics, Computer Science, and Economics in 141 Science Hall, or call 620/341-5678.

**KANSAS BUSINESS HALL OF FAME**

The Kansas Business Hall of Fame recognizes Kansans who have distinguished themselves through significant accomplishments in business, leadership roles, philanthropy, and contributions to society. New inductees are announced each year at the annual meeting of the Kansas Cavalry Encampment each June.
Raffaele DeVito is the executive director and may be reached at 620/341-5384 or stop by 421 Cremer Hall. The Hall of Fame website is http://www.emporia.edu/jones/.

KANSAS SMALL BUSINESS DEVELOPMENT CENTER

The Kansas 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 KSBDC 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 ksbdc@emporia.edu.

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
- providing efficiency assistance to school districts through the Center for Innovative School Leadership.

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

TCS is divided into several areas: Academic and Multimedia Support Services, Information Services, Networking, System Support Services, Infrastructure, and User Support Services. Each of these areas supports and contributes to information technology resources that are available to the ESU community.

The TCS HelpDesk offers a variety of user support services and is the first point of contact for troubleshooting technology-related problems. These services include desktop and smart classroom support, and support for other technologies. The TCS HelpDesk is located in Butcher Education Center 008 and can be reached by calling 620-341-5555 or sending an email to helpdesk@emporia.edu.

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

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

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

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

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

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

Additional access to the following systems:

- Blackboard: Learning Management System for online and web-enhanced courses.
Technology and Computing Services is committed to providing customer service for technology-related issues and questions. For all general inquiries, including equipment checkout reservation and Channel 8 postings, please call TCS at 620-341-5296. Technical support questions should be directed to the TCS HelpDesk at 620-341-5555 or helpdesk@emporia.edu. More information about faculty, staff, and student services can be located at http://www.emporia.edu/tcs or on the Technology Resources tab of Buzz In.

**DISABILITY SERVICES**

The Office of Disability Services 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.

All requests for accommodations and services for accessing Emporia State’s programs and activities should be made to the office. 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 the lower level of the Memorial Union, adjacent to the Hornet’s Nest, 620/341-6637 Voice, 620/341-6646 TTY, or 620/341-6640 Fax. 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. The office is located in the lower level of the Memorial Union, adjacent to the Hornet’s Nest. 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 of Disability Services at 620/341-5555 or disabser@emporia.edu.

**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, and (3) to provide events that are instrumental in educating participants and observers in the moral and ethical values inherent in athletics.

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

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

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

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

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

**NORMAN R. EPPINK AND GILSON ART GALLERIES**

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

**THE EDUCATIONAL THEATRE COMPANY**

The students who comprise the Educational Theatre Company, operating under the sponsorship of the Department of Communication and Theatre, serve as an academic resource pool in performing dramatic presentations of plays, poetry, stories, novels, non-fiction, and original scripts before classes in all academic areas of the university, as well as in the community. Please contact the department office, 201 King Hall, or call 620/341-5256.
The Department of Communication and Theatre produces most of their productions on the stage of the Karl C. Bruder Theatre located in King Hall. Usually, 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 100-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 halftime 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 or visit www.emporia.edu/earthsci/museum/museum.hmtl. There is no charge for the museum.

**SCHMIDT MUSEUM OF NATURAL HISTORY**

The College of Liberal Arts and Sciences maintains for teaching, research, and public display, comprehensive collections of extant vertebrates collected throughout the state of Kansas. These are housed in Breukelman Science Hall room 43. A research collection of bird and mammal skins from various parts of the world is maintained in the bird-mammal range and is used primarily by advanced students, visiting scientists, and faculty. The museum is open during normal school hours, Monday through Friday from 8:00 a.m. to 8:00 p.m. and on Saturday from 8:00 a.m. to noon. Please call 620/341-5311 or visit www.emporia.edu/smnh for more information.
THE PETERSON PLANETARIUM
The Peterson Planetarium, which is located in room 31 of the basement of Cram Science Hall, is an instructional and service facility within the broad domain of the College of Liberal Arts and Sciences. Administrative and program responsibilities reside with the Departments of Physical Sciences. The planetarium was remodeled in 1995-96 and contains a state-of-the-art Spitz System 512 projector.

The planetarium, a unique visual aid, enables a graphic presentation of many astronomical concepts or principles: daily and annual motion of celestial objects, astronomical coordinate systems, and stellar and constellation identification. The planetarium may also be used as a setting for consideration of many cultural concepts related to humankind’s heritage. See the web site, www.emporia.edu/physsci/planet/planet.htm for more information.

A number of public lectures of general interest are planned for each academic year. There is a nominal charge for admission to these programs. Inquiries for scheduling Peterson Planetarium may be directed to the Departments of Physical Sciences, 620/341-5330. There is also a modest charge for special-request group programs.

UNIVERSITY LIBRARIES AND ARCHIVES
The University Libraries and Archives develops its collections and services to meet the current needs of the students and faculty. The library currently holds books, government documents, periodicals, DVD’s, videotapes, CD’s and other materials for course instruction, research and recreation. Electronic access to various recourses is also available.

Computers and laptops are available for students to access the online catalog, the Internet, and other electronic resources. Many of these resources can also be accessed off campus. Wireless access is available in the library for students who wish to work from their own personal laptop.

The library offers a relaxed, quiet atmosphere in which to study and read.

University Archives, at 1220 C of E Drive, houses the institutional history of ESU since its founding in 1863. Other collections in the archives include the prestigious William Allen White Papers, the May Massee Collection of children’s publishing materials, and the Walter M. Anderson Collection of historical photography. The Archives’ online catalog is available at http://www.emporia.edu/libsv/archives/. Contact the Archives at 620-340-8095.

The staff of the University Libraries and Archives is always ready to assist you in person, by telephone, or electronically. Please call 620/341-5207 or toll free at 877/613-7323, e-mail libref01@emporia.edu or consult our web page at http://library.emporia.edu.

THE WILLIAM ALLEN WHITE CHILDREN’S BOOK AWARDS PROGRAM
The William Allen White Children’s Book Awards Program was founded in 1952 by Ruth Garver Gagliardo to honor the memory of one of the state’s most distinguished citizens. The major purposes of the awards are to encourage the children of Kansas to read notable books and to aid in the development of a lifetime habit of reading quality literature. Since its establishment, more than 6 million votes have been cast by children of Kansas.

The program is partially supported by donor gifts.

UNIVERSITY PUBLICATIONS
THE BEST OF EMPORIA STATE is an anthology of the year’s best undergraduate essays published each April by the College of Liberal Arts and Sciences. Begun in 1975, The Best of ESU consists of essays submitted by undergraduates to a panel of faculty judges from across campus.

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 Buzzzz 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 Bulletin, is an announcement format for Recognized Student Organizations’ activities which appear in The Bulletin. Entries can be submitted to The Bulletin office on the third floor of the Memorial Union by noon on Wednesdays and Fridays.

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.

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

HONOR ROLL OF DONORS is the Emporia State University Foundation, Inc.’s Annual Report which pays tribute to alumni and friends for their contributions to ESU.

HORNIT 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 an electronic 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.

THE KANSAS SCHOOL NATURALIST, published by the Department of Biological Sciences, is sent to elementary and high school teachers of general science and biology and to anyone else who requests it to help present science and nature effectively. The first issue was published in October 1954.
QUIVIRA is an annual publication edited by 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.

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.

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

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, students, and programs and is available online from The Teachers College Web site.

TEACHING HISTORY: A JOURNAL OF METHODS is published by the Department of Social Sciences semiannually to share methods for teaching history to educators who subscribe nationwide and internationally. The first issue was published in 1976.

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

MASTER TEACHER AWARD
The Kansas Master Teacher Award Program endowed by Bank of America was established by the university in 1953 as a means of annually recognizing seven teachers who have served the profession long and well and who typify the good qualities of the vast corps of earnest and conscientious teachers. Candidates for the awards are 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 was founded by university and community officials in 1989 as a tribute to our nation’s most important profession—teaching. The Hall of Fame is committed to drawing the public’s attention to exceptional teachers through a museum, and recognition program, which recognizes five of the nation’s most outstanding PreK-12 educators each year.

The NTHF is the only facility of its kind dedicated to recognizing career teachers, to preserving and promoting education, and to serving our country by inspiring others to enter the teaching profession. The Hall of Fame has been endorsed by many major professional education organizations.

Located on the Emporia State University Campus at 1200 Commercial, Visser Hall, Room 114, the Hall of Fame includes a gallery of honored teachers, a Donor’s Wall of Fame, a miniature display of classrooms through the centuries, and other glimpses of our educational heritage. The Hall of Fame is open Monday through Friday, 8 a.m. to 5 p.m. and by appointment (closed holidays).

A national selection committee representing endorsing educational organizations, NTHF membership, and corporate America consider nominations from a pool of certified public or non-public teachers, active or retired, who have at least 20 years of full-time experience teaching in grades PreK-12 and a minimum of a bachelors degree. Individuals may obtain a nomination form by visiting the Hall of Fame web site, www.nthf.org, or contacting the office at 1-800-96TEACH, or 620-341-5660.

FACILITIES

ALBERT TAYLOR HALL, named for the fifth president of the university, was constructed as a north wing of Plumb Hall. It is the largest auditorium on the campus, seating 1,277, and provides ample stage and orchestra facilities.

ANDERSON MEMORIAL LIBRARY, located on the former College of Emporia campus, was donated to the School of Library and Information Management by Emporians Joe Cannon and Earl Sauder in 1993. Built in 1902, this Carnegie Library was completely renovated and restored between 1984-86 and placed on the National Register of Historical Places. It received the Preservation Award from the Kansas Preservation Alliance in 1986. Currently, it houses the archives of ESU’s William Allen White Library.

FRANK A. BEACH MUSIC HALL, named in honor of the chair of music (from 1908 until his death in 1935), contains Heath Auditorium with a seating capacity of 370 which is used for concerts and recitals. This facility also houses two organ studios, rehearsal rooms, and classrooms, as well as private studios and practice rooms for individual students. A $6.6 million renovation and construction of a 20,000-square-foot addition to the north of the original building was completed and dedicated on April 1, 2000 as the Shepherd Music Center in honor of R. Hershel and Augusta Shepherd.

BRIGHTON LECTURE HALL, named in honor of Hubert Brighton, former secretary of the Kansas Board of Regents, is an instructional facility contiguous to the Science Hall Complex. The original building was dedicated in 1961. A renovation of Brighton Lecture Hall in 2002 replaced the auditorium with a Math Computer Classroom and a 100-seat lecture hall. These rooms, along with two seminar rooms, comprise this facility.
BUTCHER EDUCATION CENTER was originally named Butcher Children’s School in honor of Thomas W. Butcher. Thomas Butcher was a former President of KSTC from 1913 to 1943. The school provided elementary educational classes for children until 2003. The building was extensively remodeled in 2004 and now houses the Child Development Center which is associated with the Early Childhood Department. The Sociology and Anthropology department of the College of Liberal Arts and Sciences is located in the Butcher Education Center.

CORA MILLER HALL, located 10 blocks west of ESU’s main campus and on the grounds of Newman Regional Health, houses the Newman Division of Nursing. The building was named in honor of Miss Cora A. Miller, R.N., who was the first superintendent of the hospital when it opened in 1922 and who directed the education and practice of the nurses and student nurses. The W.S. and E.C. Jones Nursing Skills Laboratory, the Frances Stout Auditorium, classrooms, faculty offices, two computer laboratories, and the Newman Division of Nursing Library are located in Cora Miller Hall.

CREMER HALL was named for R.C. Cremer, a former dean of business administration, who served the university from 1925 to 1965. Completed in 1964, it houses the School of Business and the Kansas Business Hall of Fame. This building contains fully equipped laboratories and other specialized rooms. The Emporia State Printing Services and Technology and Computing Services are also located here.

THE EARL CENTER has been the home of the Department of Counselor Education and Rehabilitation Programs since March 1999. Located at 1601 State Street, just two blocks west of the main campus, the Earl Center was dedicated in October 2000 in honor of Emporian Earl Sauder, whose family donated the building to ESU. In addition to offices and classroom space, the Earl Center is the home of a state-of-the-art Counselor Clinic, which provides training for students and service to the community. The Earl Center also houses the Jones Institute for Educational Excellence.

THE HUTCHINSON FAMILY PAVILION is a three-tiered complex on the west side of Welch Stadium dedicated in 1997 that gives ESU one of most the state-of-the-art facilities on the NCAA Division II level. The First Floor NationsBank Theatre Box provides indoor seating for all events held at the complex. The Sauder Family President’s Box has four luxury boxes, which allow the University to host special guests. The Emporia State Bank Media Center provides work facilities for print and electronic media as well as events staff.

KING HALL, formerly the Humanities Building, was renamed for former President John E. King in the summer of 1981. It was occupied in 1966 and provides facilities for art, speech, and theatre. The Karl C. Bruder Theatre, seating 402, and the Norman R. Eppink Art Gallery and Gilson Room, are features of the building.

THE MEMORIAL 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 Department of Residential Life and other student service administrative offices.

Take a step back in time with a visit to the ONE ROOM RURAL SCHOOL, which is located on the northwest corner of the ESU campus near 18th Avenue and Merchant Street. This classic, cut-stone one-room rural school house is typical of those that filled Kansas at the turn of the century. Donated by Mr. and Mrs. Harvey Kruse in 1966, the 93-year-old building was moved from a site that is now Marion Reservoir in Marion County. The refurbished bell was donated by the Wichita School System. ESU was established as Kansas State Normal School, the state’s first public school for training teachers. With its collection of early school furnishings, books, and equipment, the one-room school preserves part of the educational heritage of Kansas. Admission is free, however, advance arrangements are required. Dr. Bill Samuelson, professor of education, presents a program about the history of the school dressed in 19th century fashion. Please call Dr. Samuelson, 341-5773 for an appointment.

THE PHYSICAL EDUCATION BUILDING, completed in 1973, includes five instructional gymnasiaums, 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 SAUER 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 area provides space for reunions on campus. 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.

**VISER 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, the Jones Institute for Educational Excellence, which publishes research and policy recommendations on a variety of educational topics, and the National Teachers’ Hall of Fame.

**WELCH STADIUM**, named in honor of Francis G. “Fran” Welch, long-time coach and athletic director at ESU, is located just north of Lake Wooster. Approximately 7,000 spectators can be accommodated in the stadium. The stadium has a new three-story, state-of-the-art pavilion, which includes a press facility, private suites, and indoor theatre seating. The stadium is the home of the ESU football team, the spring commencement, the state high school football championships, and numerous other events. (Also see the Zola Witten Track.)

**WILLIAM ALLEN WHITE LIBRARY**, completed in 1951 and named in memory of William Allen White, noted author and editor of the Emporia Gazette, houses the main library collections and library services of the university. Also contained in the building are the offices, classrooms, and library of the School of Library and Information Management and the Mary White Room (children’s library). Books, original manuscripts, and personal belongings of Mr. White are located on the ground floor, along with other special collections. The May Massie Collection, which includes manuscripts, books, and original art work illustrating creative publishing for children, is located on the third floor. An addition, completed in 1970, doubled the size of the library.

**THE ZOLA WITTEN TRACK** in Welch Stadium, site of the 1995 and 1999 NCAA Division II Track and Field Championships, is the result of a $350,000 renovation project completed in the fall of 1993. The track is named in honor of the mother of former ESU professor, Dr. Gerald Witten (BSE ’56, MS ’58). Witten donated $50,000 to the renovation campaign and served on the steering committee for the project. The facility is open to the public 24 hours a day (except during varsity practices, physical education classes, or meets) for recreational use, with security lighting provided between dusk and dawn. The track features an all-weather polyurethane surface, eight lanes, and is handicap-accessible. Regulations and restrictions regarding track usage are posted near the entrance on the northeast corner of the stadium.

**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 (2 mile west and 1 2 mile north of Reading). Because of its unique plant and animal life, ecology and geology, it is kept as a preserve in a relatively undisturbed state. University use of this land is limited to class and research studies by faculty members and students through approval by the Department of Biological Sciences.

THE F.B. AND RENA G. ROSS NATURAL HISTORY RESERVATION is a 200-acre outdoor classroom-laboratory located approximately 14 miles northwest of the university campus. The area was deeded to the university in 1961 by Mr. and Mrs. Felix B. Ross of Emporia. Primary functions of the reservation are to provide an area for education and research in the sciences and to preserve, in a natural state, a segment of the tall grass prairie community. In addition to the 200 acres deeded to the state, the Ross’s have made available on a lease basis, adjoining tracts totaling 840 acres. The reservation contains a variety of habitat types among which are virgin tall grass prairie, woods, old fields in various stages of succession, a prairie stream, a small lake, and a large pond. Physical facilities include two large classroom-laboratory buildings, a shelter house, small experimental ponds, a weather station, many animal enclosures, a 40-foot observation tower, and wildlife feed patches. In addition to the classes regularly scheduled at the reservation, numerous undergraduate and graduate research projects are in progress in the area; each spring and summer hundreds of elementary and secondary students, scouts, and adult groups take guided nature tours along the reservation nature trail.

WILSON PARK, is located on land northeast of the main campus buildings. The grounds are used, according to the wishes of the donors, for recreational purposes. This 4 3/4 acre tract was donated in 1937 by Dr. Clyde Wilson and his children, in memory of Dr. Wilson’s wife, Laura Kreamer Wilson.

**PLACEMENT AND GRADUATION**

**PLACEMENT SERVICES**

**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 professional development.

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

Students are urged to visit Career Services early in their academic program. Professional career counselors are available to assist students in self-assessment and career exploration. All undeclared students are encouraged to enroll in the 2 credit hour course, “Constructing Your Career”, which is offered each semester. Sophomores and juniors are encouraged to pursue internships in their major field of study in order to gain hands-on work experience. For students seeking part-time employment, on- or off-campus, visit the Career Services website for an electronic listing of part-time jobs.

Career Services is located at 433 South Morse Hall. For more information, call 620/341-5407, or visit the website at [www.emporia.edu/careerservices](http://www.emporia.edu/careerservices).

**INTERNSHIPS**

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

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

For more information about internships, visit the Career Services website at [www.emporia.edu/careerservices](http://www.emporia.edu/careerservices).

**GRADUATION**

**INSTRUCTIONS**

All degree candidates will receive detailed instructions about one month prior to graduation. The instructions contain all information pertinent to graduation. Please see the following website: [http://www.emporia.edu/commencement](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 Archives, Digital Audio Recording, Geospatial Analysis, Information Management, International Student Music Performance, Legal Information Management, Music Performance, Music Technology, and Piano Pedagogy 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 http://www.emporia.edu/grad/.

Numerous graduate teaching and research, and administrative 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, request an application by writing to Graduate Studies, Box 4003, Emporia State University, Emporia, KS 66801-5087, by e-mail at 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, two 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 Week and the Ambassador program; honors graduates who have distinguished themselves professionally and individuals who have served the university in a unique manner; and provides many other alumni activities, programs, and services.

Policies, programs, and services of the Alumni Association are determined by its officers elected annually 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.

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.
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
Allen Walker, Webmaster/Database Coordinator

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

Web Address: http://www.emporia.edu/business/
E-Mail: Bussude@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 catalog section about that 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 department chair involves faculty and students in the planning and operation of the department. Advisory committees composed of distinguished alumni, successful business persons, and friends of the university are also utilized in the continuous improvement of procedures, equipment, and programs in the school.

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:

Gary Allerheilegen, Office Managing Partner (retired), Grant Thornton LLP, Wichita, KS
Jim Braden, President, Braden Financial Services, Clay Center, 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
Harry W. Craig III, Vice President Construction Division, Martin Tractor Company, Topeka, KS
Dale Davis, President, Sauder Custom Fabrication, Emporia, 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, Former 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
Kieth Hiesterman, Consultant, Wichita, KS
Don Landoll, Chairman, Landoll Corporation, Marysville, KS
Ralph Laster*, Private Investor, Lee’s Summit, MO
Jerry Magnuson*, Owner, Express Personnel Services, Lawrence, KS
Teresa Martin, Vice President, Lockton Companies, Inc., Kansas City, MO
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
Arthur C. Piculell, Jr., President, The Piculell Group, Inc., Portland, OR
John C. Prather, Vice President, Corporate Relations, Groendyke Transport, Inc., El Dorado, KS
Bob Purinton*, Partner, Purinton, Chance & Mills, LLC, Overland Park, KS
Carl Ricketts, President and Chief Strategic Planning Officer, Capitol Federal Savings, Topeka, KS
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, President and CEO, Kansas Children’s Service League, Topeka, KS
James H. Schwartzburg, Executive Vice President, F & L Manufacturing, Lawrence, KS
Gary Sherrer, Director, Overland Park Chamber of Commerce Economic Development Council, Overland Park, 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, Long Beach Island, 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 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
- Financial Services (concentration)
- International Business (concentration)
- 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 and the computing classroom (CH 320).

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

1. A student earning a Bachelor of Science in Business degree must have a major. A major consists of approximately 60 hours of business courses. An outline for suggested sequences of courses and specific requirements may be obtained from the Business Advising Center or the office of the chair 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 non-business component to at least 50 percent (usually 62 credit hours) of the 124 credit hours required for the degree program. These hours may include up to nine credit hours of economics and up to six credit hours of statistics or quantitative courses even though these courses may be offered through the School of Business.

3. The student must complete at least 124 semester hours of credit in courses numbered 100 or above, which may include up to four hours of physical education activity credit. The 124 semester hours must include at least 45 hours of course work numbered 300 or above.

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

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

6. For students entering any college for the first time as a full-time student in the Fall of 2000 and thereafter, a minimum 2.25 cumulative grade-point average is required. This minimum cumulative grade-point average increases to 2.35 for students admitted to the School of Business in the Fall of 2008 and thereafter.

7. For students admitted to the School of Business in the Fall of 2006 and until the Fall of 2008, a minimum 2.00 cumulative grade-point average in the business core curriculum is required with no more than two “D” grades being used to compute the minimum grade-point average. Beginning in the fall of 2008 and thereafter, a minimum cumulative grade-point average of 2.35 is required in the business core curriculum.

8. The student must achieve at least a minimum score of 135 out of 200 on the Major Field Test in Business. This requirement is effective for students admitted to the School of Business in the Fall of 2006 and thereafter.

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

Admission to the School of Business

Admission to the School of Business is required before enrolling in courses numbered 300 or above in the Bachelor of Science in Business disciplines (AC, BC, BU, FI, IS, MG, and MK) for students pursuing a Bachelor of Science in Business or a Bachelor of Science in Education, Business Education Teaching Field. 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. 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. This cumulative grade-point average increases to 2.35 for students admitted to the School of Business in the Fall of 2008 and thereafter.
2. Completion of 51 hours
3. Completion of the following courses:
   - AC 223 Financial Accounting
   - BC 104 Principles of Economics II
   - 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
   - SP 101 Public Speaking

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 to the School, the student’s major will be changed from Pre-Business to the academic major of choice in the School of Business.

MINORS IN THE SCHOOL OF BUSINESS

A student may complete a minor in accounting, information systems, marketing, 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
(METRO LEARNING CENTER)

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):

<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 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>BC 103</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<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 Information Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MA 110</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SP 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

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, information systems or marketing) 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>BU 255</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BC 103</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<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 Information Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MA 110</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>SP 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

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. Concentrations in accounting and information systems are available as options for MBA students. The accounting concentration within the MBA is available to assist accounting majors in meeting the 150-credit-hour CPA examination requirement and the MBA requirements at the same time. The information systems concentration prepares graduates for positioning with significant information management responsibility.

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 or non-degree seeking 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 businesses (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 Kansas Cavalry Encampment. 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 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
Ricketts and Rich
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
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.): 124 hours

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
- BU 353 Legal Environment of Business 3 hours
- MG 342 Principles of Mgmt & Org Behavior 3 hours
- MG 423 Operations Management 3 hours
- MG 473 Business Policy 3 hours

Accounting Courses Required (22 hours):

- AC 304 Intermediate Accounting I 4 hours
- AC 313 Intermediate Accounting II 3 hours
- AC 333 Cost Accounting 3 hours
- AC 353 Accounting Information Systems 3 hours
- AC 413 Auditing 3 hours
- AC 423 Federal Income Tax Accounting I 3 hours

At least one of the following courses:

- AC 503 Managerial Accounting II 3 hours
- AC 523 Federal Income Tax Accounting II 3 hours
- AC 563 Advanced Financial Accounting 3 hours

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 INFORMATION SYSTEMS MAJOR

The information systems major is designed to prepare students for careers in business and industry in which utilization of information systems is a major function. 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 Information Systems Majors:

- General Education: 48 hours*
- Business Core Requirements: 39 hours
- Information Systems Major Requirements: 24 hours
- Electives (Eight of these hours must be in non-business courses.): 124 hours

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

Students have the option of choosing the Computer Information Systems (CIS) Track or the Management Information Systems (MIS) Track.

Information Systems Major Requirements

CIS Track (24 hours)

A. Required Courses (18 hours):

- IS 283 COBOL Programming 3 hours
- IS 333 Business Computer Systems Analysis 3 hours
- IS 343 Web-Based Business Applications 3 hours
- IS 383 Advanced COBOL Programming OR 3 hours
- IS 393 Advanced Web-Based Applications 3 hours
- IS 413 Data Base Concepts 3 hours
- IS 523 Information Systems Design & Project Management 3 hours

B. Select 6 hours from the following:

- IS 253 Visual Basic Programming 3 hours
- IS 373 Principles of Electronic Commerce 3 hours
- IS 383 Advanced COBOL Programming 3 hours
- IS 393 Advanced Web-Based Applications 3 hours
- IS 423 C/C++ Client/Server Application Programming 3 hours
- IS 463 Advanced Management Information Systems 3 hours
- IS 500 Internship in CIS 3 hours
- IS 503 Telecommunications and Networking Applications 3 hours
### Information Systems Major Requirements

**MIS Track (24 hours)**

**A. Required Courses (18 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>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 333</td>
<td>Business Computer Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IS 373</td>
<td>Principles of Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>IS 413</td>
<td>Data Base Concepts</td>
<td>3</td>
</tr>
<tr>
<td>IS 463</td>
<td>Advanced Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IS 523</td>
<td>Information Systems Design &amp; Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**B. Select 6 hours from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 283</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 343</td>
<td>Web-Based Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 393</td>
<td>Advanced Web-Based 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 500</td>
<td>Internship in CIS</td>
<td>3</td>
</tr>
<tr>
<td>IS 503</td>
<td>Telecommunications &amp; Networking Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 543</td>
<td>Advanced Microcomputer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (13 hours):**

Electives must include 8 hours in non-business courses. If IS 253 or IS 283 is taken as an IS elective from Section B, at least 6 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 advisors.

**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>

Note: Any transfer student receiving this minor must have at least 9 credit hours of upper-level accounting courses at ESU.

#### INFORMATION SYSTEMS MINOR

The information systems (IS) minor is awarded to students majoring in some area other than IS who complete the 18 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 advisors.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 113</td>
<td>Introduction to Microcomputer</td>
<td>3</td>
</tr>
<tr>
<td>IS 213</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IS 333</td>
<td>Business Computer Systems Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Application Development, select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 283</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>IS 343</td>
<td>Web-Based Business Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select 6 hours from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 343</td>
<td>Web-Based Business Applications</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 503</td>
<td>Telecommunications and Networking Applications</td>
<td>3</td>
</tr>
<tr>
<td>IS 543</td>
<td>Advanced Microcomputer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Any transfer student receiving this minor must have at least 9 credit hours of upper-level IS courses at ESU.

#### Courses offered by the Department of Accounting and Information Systems:

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.

#### ACCOUNTING

**AC 205. SPECIAL TOPICS IN ACCOUNTING** 1-5 HRS.

This course is for the study of various special topics and experimental course offerings at the undergraduate level in the Accounting program.

**AC 223. FINANCIAL ACCOUNTING** 3 HRS.

An introduction to financial accounting concepts with emphasis on financial statements, their components, and their inter-relationships. Accounting for corporations, non-corporate organizations, and financial statement analysis are introduced. Emphasis is on analysis and decision-making.

**AC 231. COMPUTERIZED ACCOUNTING** 1 HR.

(Prerequisites, AC 223 and IS 113.) The accounting cycle is presented as a general model for collecting and processing financial information. Emphasis will be placed on using popular accounting software to prepare and analyze financial reports.

**AC 233. MANAGERIAL ACCOUNTING I** 3 HRS.

(Prerequisites, AC 223, IS 113 and MA 110 or concurrent enrollment with MA 110.) An introduction to the concepts and tools associated with providing accounting information to management. Major topics include: cost behavior, cost estimation, cost accumulation and assignment; budgeting, responsibility accounting, and the uses of accounting information for control.
AC 304. INTERMEDIATE ACCOUNTING I 4 HRS.
(Prerequisites, MA 110, AC 223, AC 233, or the equivalent of these courses, and junior standing.) A study of the conceptual and technical aspects of financial accounting theory and the procedures of application. A comprehensive review of the accounting cycle including manual and electronic practice sets is included. Attention is given to the theory and procedures of financial statements, cash, receivables, inventories, tangible and intangible fixed assets and revenue recognition.

AC 313. INTERMEDIATE ACCOUNTING II 3 HRS.
(Prerequisites, 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.

AC 333. COST ACCOUNTING 3 HRS.
(Prerequisites, AC 233, MA 110, and junior standing.) This course provides an analysis of cost accounting principles and procedures. Topics include: terminology, cost accumulation systems, cost allocation, budgeting, and cost-volume-profit analysis.

AC 353. ACCOUNTING INFORMATION SYSTEMS 3 HRS.
(Prerequisites, AC 233, IS 213, and junior standing.) This course is designed to provide an introduction to the objectives, concepts, techniques, tools, and controls of accounting-focused information systems. Emphasis will be placed on the ability of the system to capture, process and summarize accounting information for decision-making and financial statement preparation.

AC 413. AUDITING 3 HRS.
(Prerequisites, AC 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.

AC 423. FEDERAL INCOME TAX ACCOUNTING I 3 HRS.
(Prerequisites, AC 223 and junior standing.) This course introduces the study of federal tax law as it applies to individuals and various business entities (including C Corporations, S Corporations and Partnerships). Emphasis is placed on the determination of income, deductions, and credits, and the tax consequences of property transactions.

AC 500. INTERNSHIP IN ACCOUNTING 1-4 HRS.
(Prerequisites, completion of 21 hours of accounting, a 3.0 in accounting courses and overall GPA, and senior standing.) Qualified students work full-time for public accounting firms, businesses or governmental agencies gaining valuable experience. Work progress is coordinated through visitation, discussion, and writings.

AC 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.

AC 505. SPECIAL TOPICS IN ACCOUNTING 1-5 HRS.
A course for the study of special topics and experimental course offerings in the accounting program.

AC 523. FEDERAL INCOME TAX ACCOUNTING II 3 HRS.
(Prerequisite, AC 423.) Advanced study of tax as it applies to sole proprietorships, C and S Corporations, partnerships, limited liability entities, and fiduciaries including the tax implications of forming, operating, and dissolving such entities. Also covers advanced topics such as financial tax accounting concepts, employee compensation, related party transactions, and tax planning.

AC 563. ADVANCED FINANCIAL ACCOUNTING 3 HRS.
(Prerequisites, AC 313 or concurrent enrollment with AC 313.) This course covers the financial accounting topics of business combinations; international accounting transactions and translations; and fund accounting. Other special topics are included to meet current business requirements.

AC 574. CPA REVIEW--ACCOUNTING AND REPORTING 4 HRS.
(Prerequisite, 21 semester hours of accounting.) An intensive review of accounting 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.

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.

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.

AC 805. SPECIAL TOPICS IN ACCOUNTING 1-3 HRS.
(Prerequisite, permission of instructor.) This course is for the study of various special topics and experimental course offerings at the graduate level by the accounting program.

AC 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 and evaluation of internal controls, and the design and implementation of corroborative substantive tests. In addition to external auditing, other topics include governmental, internal, and operational auditing as well as issues of current interest in the auditing literature.

AC 843. ACCOUNTING INFORMATION FOR MANAGEMENT 3 HRS.
(Prerequisite, background in Accounting [Financial and Managerial].) The case method is used for a comprehensive review of financial and managerial accounting from a user’s perspective. Topics include...
financial statement preparation and analysis, cash management, product costing, decision analysis, operational budgeting, capital budgeting, and management control systems. Computer spreadsheets are developed, and communication skills emphasized.

**AC 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.

**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 Internet access and navigation, ethical concepts and security.

**IS 205. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS** 1-5 HRS.  
This course is for the study of various special topics and experimental course offerings at the undergraduate level in the Information Systems program.

**IS 213. MANAGEMENT INFORMATION SYSTEMS CONCEPTS** 3 HRS.  
(Prerequisite, IS 113.) This course provides an understanding of information systems utilized to manage an enterprise. Topics include the importance of computer and information literacy, an overview of system development methodologies, types of information systems, telecommunications, social and ethical issues, relational databases and other personal productivity tools.

**IS 253. VISUAL BASIC PROGRAMMING** 3 HRS.  
(Prerequisite, IS 113.) An introductory course presenting the Visual Basic language and programming methodology. The course presents the analysis and planning of microcomputer applications in a visual environment using object-based methodology.

**IS 283. COBOL PROGRAMMING** 3 HRS.  
(Prerequisite, IS 113.) Instruction in the fundamentals of the COBOL programming language to include moving and printing data, report preparation, computing, selection, iteration, debugging, data validation, table processing, sequential file processing, control break programming, program logic and design, and principles of structured programming. Students are required to process assigned programs on the mainframe computer.

**IS 333. BUSINESS COMPUTER SYSTEMS ANALYSIS** 3 HRS.  
(Prerequisites, IS 213 and junior standing.) A course to provide an understanding of the systems development life cycle used to develop computer-based information systems. The life cycle approach, prototyping, and rapid application development are studied. Team-orientated projects are utilized to aid in understanding how systems concepts are developed in the business world.

**IS 343. WEB-BASED BUSINESS APPLICATIONS** 3 HRS.  
(Prerequisite, any programming language.) This course prepares the student to create and maintain web pages for personal and business purposes. Special emphasis is placed on Java and scripting language business applications involving the Internet and Intranets, including electronic commerce and online stores.

**IS 373. PRINCIPLES OF ELECTRONIC COMMERCE** 3 HRS.  
(Prerequisite, IS 213.) This course explores the role of information technology and communication technology in the conduct of business activities with an emphasis on the implications of business-to-business and business-to-consumer connection as a result of electronic communications, particularly the Internet.

**IS 383. ADVANCED COBOL PROGRAMMING** 3 HRS.  
(Prerequisites, IS 283 and junior standing.) This is a continuous study of the COBOL programming language. Students will process assigned programs on the mainframe computer including sorting and further study of Sequential File Maintenance and Updating, Indexed files and interactive menu/screen driven update programs and subprogram.

**IS 393. ADVANCED WEB-BASED APPLICATIONS** 3 HRS.  
(Prerequisite, IS 343.) Students will design and create advanced web-based applications. Content will consist of hands-on experience with advanced Java and scripting language applications. Topics will include the development of applications to provide web-based interfaces for relational databases.

**IS 413. DATABASE CONCEPTS** 3 HRS.  
(Prerequisites, IS 333 or concurrent enrollment with IS333 and junior standing.) The basic objectives of this course are to develop an understanding of database development including data modeling, normalization, and implementation in the relational model using SQL, to develop an understanding of database administration, and to explore other database models including the object-orientated model and client-server implementations.

**IS 423. C/C++ CLIENT/SERVER APPLICATION PROGRAMMING** 3 HRS.  
(Prerequisite, a programming language.) An introduction to the programming language C/C++ and its use in the development of business information applications. Emphasis will be given to the development of C/C++ programs which use embedded SQL to access shared databases, particularly in a Client/Server environment.

**IS 463. ADVANCED MIS** 3 HRS.  
(Prerequisite, IS 333.) A study of the management of information technology as it is practiced in organizations today. Traditional organizations are moving toward a more interconnected or networked business environment. A major focus is understanding the role and use of complex technology in the support of individual, workgroup, enterprise, inter-enterprise and international computing. This course will utilize case studies and business problem solving techniques.

**IS 500. INTERNSHIP IN COMPUTER INFORMATION SYSTEMS** 1-4 HRS.  
(Prerequisites, IS 333 and any programming course.) Work experience in computer information systems coordinated through visitation, discussion, and written analysis. Students are employed by business firms, government offices, and nonprofit organizations.

**IS 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.

**IS 505. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS** 1-5 HRS.
This course covers various special topics and experimental course offerings.

**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.

**IS 523. INFORMATION SYSTEMS DESIGN AND PROJECT MANAGEMENT** 3 HRS.
(Prerequisites, IS 333 and IS 413.) This is the capstone course for IS majors. Students will utilize the skills and knowledge from their previous IS courses, and their general business education. In the course, students will build a complete and working system in a realistic environment utilizing project management techniques.

**IS 543. ADVANCED MICROCOMPUTER APPLICATIONS** 3 HRS.
(Prerequisite, IS 113.) This course is designed to promote more in depth and advanced skills to solve real-world business problems. The emphasis is on case analysis, where students would have the opportunity to develop managerial problem solving skills, apply different software packages and their integration, and develop presentation skills. This course supports the development of critical thinking and analysis skills to find efficient and effective solutions to real-life situations.

**IS 805. SPECIAL TOPICS IN COMPUTER INFORMATION SYSTEMS** 1-3 HRS.
(Prerequisite, permission of instructor.) This course covers various special topics and experimental course offerings at the graduate level.

**IS 813. INFORMATION TECHNOLOGY PROJECT MANAGEMENT** 3 HRS.
(Prerequisites, IS 213 or IS 872.) This course will present project management techniques, potential problems, and overall decision-making associated with software development projects. Specific topics will address planning, organizing, scheduling, and controlling information technology projects, current tools and techniques, and the roles and responsibilities of project managers.

**IS 823. SYSTEMS ANALYSIS AND DESIGN** 3 HRS.
(Prerequisite, IS 213.) This course provides a detailed analysis of the System Development Life Cycle (SDLC). Emphasis is placed on the tools and techniques that a project leader and systems analyst would use to analyze, design and document an information system with the object-oriented approach as well as traditional approach. The course will also emphasize the importance of various skills, which the systems analyst should possess, including: communication, problem solving and project management. Team oriented projects are utilized to aid in understanding how systems concepts are developed in the business world.

**IS 843. ELECTRONIC COMMERCE** 3 HRS.
(Prerequisite, background in Information Technology.) This course explores the role of information technology and communication technology in the conduct of business activities with an emphasis on the implications of business-to-business and business-to-consumer connection as a result of electronic communications, particularly, the Internet.

**IS 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.

**ECONOMICS (BUSINESS)**

**BC 103. PRINCIPLES OF ECONOMICS I** 3 HRS.
An introduction to important economic concepts and applications of these concepts to current economic problems in the areas of individual and public welfare, business organization, and the role of government. This macroeconomics course devotes considerable emphasis to national income analysis and the functions of money in facilitating economic processes.

**BC 104. PRINCIPLES OF ECONOMIC II** 3 HRS.
(Prerequisite, BC 103.) Basic micro-economic theory applied to the analysis of prices, markets, production, wages, interest, rents and profits. Attention also is given to international trade and finance and to current economic problems.

**BC 353. MONEY AND BANKING** 3 HRS.
(Prerequisites, BC 103 and BC 104 or equivalent and junior standing.) This course examines the theory of money and credit. Particular emphasis is placed upon the role of banks in money supply expansion and upon the impact of changes in the quantity of money on other economic aggregates, i.e. national income, employment, and the general level of prices.

**BC 361. CURRENT ECONOMIC PROBLEMS** 1-3 HRS
(Prerequisites, BC 103 and BC 104 or equivalent and junior standing.) This course is designed to aid students in understanding economic principles in relation to current economic problems and forces within the framework of a free enterprise economy. Students are introduced to the economic literature that is relevant to current problems and controversies.

**BC 550. INTERNATIONAL ECONOMICS** 3 HRS.
(Prerequisites, BC 103 and BC 104 or equivalent and junior standing.) The causes and consequences of the international movement of goods and services. Comparative advantage, the terms of trade, welfare effects, factor price and resource mobility implications are considered. The economics of tariffs, quotas and other artificial barriers to trade are considered. A consideration of international finance includes: the balances of payments, foreign exchange markets, international financial arrangements and the adequacy of international reserves and system of payments.

**BC 807. 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.

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.

DEPARTMENT OF BUSINESS ADMINISTRATION AND EDUCATION

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, 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. The department also offers a master’s degree. For more information see the Graduate Office web site, http://emporia.edu/grad/.

Degree Pattern for Business Administration Majors:

General education requirements 48 hours
Business core 39 hours
Business Administration Related Electives 24 hours
Electives (Eight of these hours must be in non-business courses.) 13 hours

Business Core Requirements (39 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC 104</td>
<td>Principles of Economics II</td>
<td>3 hours</td>
</tr>
<tr>
<td>IS 113</td>
<td>Intro to Microcomputer Applications</td>
<td>3 hours</td>
</tr>
<tr>
<td>IS 213</td>
<td>Mgmt Info Systems Concepts</td>
<td>3 hours</td>
</tr>
<tr>
<td>AC 223</td>
<td>Financial Accounting</td>
<td>3 hours</td>
</tr>
<tr>
<td>AC 233</td>
<td>Managerial Accounting I</td>
<td>3 hours</td>
</tr>
<tr>
<td>BU 255</td>
<td>Business Statistics</td>
<td>3 hours</td>
</tr>
<tr>
<td>BE 330</td>
<td>Business Communications</td>
<td>3 hours</td>
</tr>
<tr>
<td>FI 330</td>
<td>Fundamentals of Financial Mgmt</td>
<td>3 hours</td>
</tr>
<tr>
<td>MG 342</td>
<td>Principles of Mgmt &amp; Org Behavior</td>
<td>3 hours</td>
</tr>
<tr>
<td>BU 355</td>
<td>Legal Environment of Business</td>
<td>3 hours</td>
</tr>
<tr>
<td>MK 360</td>
<td>Principles of Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>MG 423</td>
<td>Operations Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>MG 473</td>
<td>Business Policy</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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)*

*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.

FINANCIAL SERVICES CONCENTRATION
(Effective Fall 2007)

The financial services concentration is available within the business administration major. This concentration is designed to provide students with the opportunity to have some breadth in business but concentrating on financial services.

Financial Services Concentration Requirement (24 hours):
Complementary courses from other disciplines (12 hours):
One course (300 or above) will be selected from each of four of the following six disciplines: AC, BC, BU, IS, MG, MK

Finance courses (12 hours):
Four finance courses (300 or above) will be chosen (no substitutions), which must include:
FI 448 Financial Institutions 3 hours
FI 449 Investment Analysis 3 hours

INTERNATIONAL BUSINESS CONCENTRATION

The international business concentration is available within the business administration major. This concentration is designed to provide a background in global business.

International Business Concentration Requirement (37 hours):
Required Courses (12 hours):
BU 550 Legal Environment of Int’l Business 3 hours
FI 433 International Finance 3 hours
MG 433 International Management 3 hours
MK 433 International Marketing 3 hours

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):
PO 425 Politics of the Developing Areas
PO 427 Government and Politics of Latin America
SP 350 Intercultural Communication
HI 300 Topics in World History

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 MANAGEMENT MAJOR

The management program draws knowledge from the areas of general business, information systems and economics. Students are exposed to the foundations of supervision, personnel and human resource management, operations, organizational behavior, small business management and international issues. Students qualify for entry-level positions in general management, human resource management and various other fields, in both profit and non-profit organizations and government agencies.

Degree Pattern for Management Majors:
General education requirements 48 hours
Business core 39 hours
Major requirements 24 hours
Electives (Five of these hours must be in non-business courses.) 124 hours

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/HR 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 Courses 3 hours

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
Degree Pattern for Marketing Majors:

General education requirements: 48 hours
Business core: 39 hours
Major requirements: 27 hours
Electives (Eight of these hours must be in non-business courses.): 10 hours
Total: 124 hours

Business Core Requirements (39 hours):
- BC 104 Principles of Economics II: 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

Marketing Major Requirements (27 hours):
- MK 451 Consumer Behavior: 3 hours
- MK 453 Marketing Research: 3 hours
- MK 464 Marketing Strategy: 3 hours

Other Business Courses:
- Recommended marketing and marketing-related courses: (Select a minimum of 18 hours)
  - MK 420 Marketing Logistics: 3 hours
  - MK 433 International Marketing: 3 hours
  - MK 460 Sales Management: 3 hours
  - MK 462 Promotional Management: 3 hours
  - MK 521 Services Marketing: 3 hours
  - BC 305 Intermediate Microeconomics: 3 hours
  - BC 550 International Economics: 3 hours
- Other related business or non-business courses*: 3 hours

Electives (10 hours - Eight of which 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 business minor is available to all students with a major outside the School of Business. Students may elect a business minor to complement their major field of study and increase employment opportunities. This minor consists of a minimum of 18 credit hours of which at least one-half must be in upper-level courses and be completed at Emporia State University.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a teaching field in Business 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.

Required Courses (12 hours):
- AC 223 Financial Accounting: 3 hours
- BU 353 Legal Environment of Business: 3 hours
- MG 342 Principles of Mgmt & Org Behavior: 3 hours
- MK 360 Principles of Marketing: 3 hours

Electives: Students should choose 6 hours of Business electives from the business core in consultation with an advisor in the Business Advising Center (Cremer Hall 207).

MARKETING MINOR

The marketing minor is awarded to students majoring in some area other than marketing who complete the 15 hours required.

Students other than those pursuing a Bachelor of Science in Business or a Bachelor of Science in Education (secondary) with a teaching field in Business Education are restricted to no more than 30 hours of business courses. This limitation applies to a non-business degree student even though the student is pursuing a minor in the School of Business. For more information, students should visit with their advisor.

Required Courses (15 hours):
- MK 360 Principles of Marketing: 3 hours
- MK 451 Consumer Behavior: 3 hours
- Select 3 courses from the following:
  - MK 420 Marketing Logistics: 3 hours
  - MK 433 International Marketing: 3 hours
  - MK 453 Marketing Research: 3 hours
  - MK 460 Sales Management: 3 hours
  - MK 462 Promotional Marketing: 3 hours
  - MK 464 Marketing Strategy: 3 hours
  - MK 505 Special Topics in Marketing: 3 hours
  - MK 521 Services Marketing: 3 hours

Note: Any transfer student receiving this minor must have a minimum of 9 credit hours of upper-level marketing courses at ESU.

BACHELOR OF SCIENCE IN EDUCATION

BUSINESS EDUCATION TEACHING FIELD

(Changes effective Fall 2007)

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

The business education teaching field is designed to promote specialization in teaching business and computer subjects on the junior high and secondary levels. Students are prepared to teach accounting, office procedures, computer studies, keyboarding, desktop publishing, entrepreneurship, business law, and general business.

Degree Pattern for Business Education Majors:

General education requirements: 51 hours
Business Courses: 37 hours
Professional Education: 30 hours
Electives: 6/8 hours

Total: 124/126 hours
Business Education Requirements:

**IS 113** Intro to Microcomputer Applications 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.

The department also offers a master’s degree. For more information see the Graduate Office web site, http://emporia.edu/grad/.

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.

**BE 300. SPECIAL TOPICS IN BUSINESS EDUCATION** 1-5 HRS.
(Prerequisite, junior standing.) A course for the study of special topics and experimental course offerings at the undergraduate level in the Business Education program.

**BE 303. MULTIMEDIA APPLICATIONS FOR BUSINESS** 3 HRS.
(Prerequisites, IS 113 and junior standing.) A course designed to introduce basic graphic design principles; provide hands-on experience with desktop publishing, photo-editing and web editor software; and use digital cameras to create images. Using various multimedia technologies, students will create both printed and web-based documents.

**BE 310. DESIGNING COMPUTER PRESENTATIONS** 1 HR.
(Prerequisite, junior standing.) This course is designed to teach students to create computer presentations using the latest presentation software and graphics programs and to use effective design principles.

**BE 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.

**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.

**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.

**BE 483. COMPUTER TEACHING METHODOLOGIES** 3 HRS.
(Prerequisites, 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.

**BE 485. METHODS OF TEACHING MARKETING AND DISTRIBUTIVE EDUCATION** 1 HR.
Students assess their competency in the ten basic instructional areas of marketing and distributive education, describe the typical secondary and post-secondary programs, demonstrate their knowledge of the major teaching techniques and equipment, identify the major instructional materials and periodicals, and identify the job duties of students.

**BE 505. SPECIAL TOPICS IN BUSINESS EDUCATION** 1-5 HRS.
This course is for the study of various special topics and experimental course offerings by the Business Education program.

**BE 540. ELECTRONIC COMMUNICATIONS** 3 HRS.
(Prerequisite, junior standing.) A course designed to develop an understanding of the role of electronic communications in office systems as the integrator of office systems technologies. Topics include communications media, telephone systems, protocols, network architectures, local area networks, audio and video teleconferencing, and telemarketing.
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.

BE 550. OFFICE INFORMATION SYSTEMS 3 HRS.
(Prerequisite, junior standing.) This course is designed to develop
knowledge and skills needed by business and computer specialists for
strategic office planning. This course covers new office technology for
business and education, strategies for measuring and increasing business
and school productivity, and long-range planning and implementation
for office systems design.

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

BE 683. COORDINATION OF BUSINESS/EDUCATION
PARTNERSHIPS 1 HR.
(Prerequisite, upper-division or graduate standing.) Develops the
competencies needed to plan and manage cooperative education, in-
house training, and apprenticeship programs. Selection of training
materials and training sites as well as evaluation of students will be
covered.

BE 684. METHODS AND MATERIALS IN MARKETING
EDUCATION 1 HR.
(Prerequisite, seniors or graduate standing.) This course will develop
knowledge of the learning process, select and use the most appropriate
learning materials and methods for vocational education, write
behavioral objectives, understand the learning system, provide for
individual differences, plan related study, develop curriculum and
courses of study, and evaluate student achievement.

BE 701. PC TROUBLESHOOTING 1 HR.
This course covers ordinary problems that teachers may have with
computers in the classroom. The course covers troubleshooting problems on PCs, laser printers, WINDOWS, LANs, PC to LCD panel
connections including identification of components, preventive
maintenance, memory problems, power supplies, and diagnostic
software.

BE 702. METHODS OF TEACHING COMPUTER
STUDIES 2 HRS.
This course will assist students in reviewing computer textbooks and
other instructional materials, teaching appropriate applications software,
reading computer periodicals for current trends and information,
securing instructional materials for teaching secondary computer studies
courses, creating lesson plans for computer courses, and writing a unit
plan.

BE 705. SPECIAL TOPICS IN BUSINESS
EDUCATION 1-5 HRS.
(Prerequisite, graduate standing.) A course for the study of special
topics or experimental offerings in the field of business education.

BE 710. DESIGNING COMPUTER PRESENTATIONS 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.

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 entrepre-
neurship.

BE 721. WINDOWS FOR TEACHERS 1 HR.
Provides teachers with an understanding of the basic functions of
Windows software and appropriate methods of teaching Windows
software. Through hands-on instructions, students will learn to run
software programs, open and close windows and use windows
accessories, utilities, and many other functions. Appropriate content for
unit plans will also be covered as well as preventive maintenance and
rudimentary troubleshooting procedures.

BE 740. PRACTICUM IN BUSINESS AND
INDUSTRY 3 HRS.
(Prerequisite, graduate standing in business.) Students will interact with
industry through planned semester-length experiences in order to
research, observe, and otherwise study developing industry technology
and management practices. These experiences are designed to aid in the
improvement of teaching and learning for business and industry training
programs.

BE 743. BUSINESS REPORT WRITING 2 HRS.
(Prerequisite, graduate standing.) A study of the basic techniques in
writing clear, concise, convincing and correct business reports.
Preparation of memoranda, informational, analytical, periodic, conference, convention, and other common business reports. Includes a
study of different report writing styles and formats.

BE 798. WORKSHOP IN BUSINESS
EDUCATION 1-6 HRS.
Emphasizes the development of current teaching methods and materials
in business education. Group organization and planning, followed by
the selection of projects for individual and group study. Lectures,
demonstrations, committee work, individual conferences.

BE 805. SPECIAL TOPICS IN BUSINESS
EDUCATION 1-5 HRS.
(Prerequisite, graduate standing.) A course for the study of special
topics or experimental offerings in the field of business education.

BE 810. CORPORATE COMMUNICATIONS 3 HRS.
(Prerequisite, 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.
BE 830. TECHNOLOGY TOOLS FOR EDUCATION/BUSINESS 3 HRS.
(Prerequisite, graduate standing.) A course for students to study the use of technology in schools and business using an experimental approach. Students will be provided with fundamental knowledge of interactive video (teleconferencing/distance learning, computer hardware and software selection, multimedia hardware and software, LANs, electronic mail, modems and bulletin boards, and scanners.

BE 840. INSTRUCTIONAL TECHNOLOGY SELECTION AND FACILITIES DESIGN 3 HRS.
Students will review guidelines for installation & use of instructional technologies in classrooms. The course will also cover the selection of various types of technologies including computer networks, computer work stations, scanners, and other peripheral devices. Students will design a facility that includes various instructional technologies.

BE 850. EMERGING ISSUES IN BUSINESS AND COMPUTER EDUCATION 3 HRS.
Students will investigate and analyze issues found in literature related to computer and business education. A seminar approach will be utilized including group research, discussion, and oral and written reports.

BE 861. EDUCATION/TRAINING PROGRAM DESIGN 3 HRS.
Development of competencies in various job analysis methods in order to develop both firm and industry wide training programs. Emphasis will be upon manpower planning, developing program objectives, content, learning activities, and evaluation techniques. Also included will be program articulation, budgeting, and public relations.

BE 862. COMPUTER & BUSINESS CURRICULUM DEVELOPMENT 3 HRS.
A study of the growth, development and present status of business and computer education. Evaluation of present curricular practices and trends. Principles and practices involved in curriculum construction as applied to the elementary, intermediate, secondary, and post-secondary schools.

BE 883. FIELD STUDY 1-6 HRS.
Independent study in business and business education. Opportunities for special study or experience in area of the student’s special interest. The amount of credit granted depends upon the nature and extent of the study.

BE 884. BUSINESS EDUCATION TEACHING METHODS 3 HRS.
(Prerequisite, graduate standing.) This course covers new methodologies for teaching marketing, accounting, business law, computer applications, desktop publishing, multimedia, entrepreneurship, e-commerce, international business, and web application development courses. Designed for inservice teachers, students will apply research findings to teaching methodologies, compile sources for teaching materials, and create course syllabi, lesson plans, and unit plans.

BE 885. BUSINESS EDUCATION/TRAINING PROGRAM MANAGEMENT 3 HRS.
This course is a study of basic management theory as it applies to program supervision. The management functions of planning, organizing, staffing, directing, and controlling are applied through the case problem method to managing a business education program at all school levels.

BE 890. RESEARCH IN BUSINESS AND COMPUTER EDUCATION 3 HRS.
A review of research in business and computer education, study of research methods and techniques, and the determination of a research proposal. The completion of the first two chapters of a research project, the procedures for data gathering and writing, the summary conclusions and recommendations, and the evaluation of completed research problems.

BE 897. RESEARCH PROJECT IN BUSINESS EDUCATION 1-3 HRS.
(Prerequisite, BE 890 or equivalent.) The development and completion of a research project in business education.

BE 898. THESIS 1-5 HRS.
(Prerequisite, BE 890 or equivalent.) An independent investigation of a problem or project in business or business education. Optional requirement for the masters degree.

BUSINESS

BU 099. MAJOR FIELD TEST IN BUSINESS 0 HR.
(Prerequisite, Major Field Test in Business co-requisite MG 473.) An "S" grade in this course indicates the student has achieved an acceptable score on the Major Field Test in Business consistent with The School of Business requirements for all students receiving the Bachelor of Science in Business degree.

BU 105. SPECIAL TOPICS IN BUSINESS 1-6 HRS.
This course will serve as an umbrella course on the lower division level so that students may enroll in special topics or experimental courses in business.

BU 140. 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.

BU 241. PERSONAL FINANCE 3 HRS.
Designed for business and non-business majors. This course is concerned with the personal financial choices of the individual consumer. Areas of study include personal financial planning and managing, purchasing, insuring, investing, protecting and controlling resources.

BU 255. BUSINESS STATISTICS 3 HRS.
(Prerequisite, MA 110, 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.
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.

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.

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.

BU 490. INDEPENDENT STUDY 1-3 HRS.
(Prerequisites, junior standing, consent of chair.) Business students are given an opportunity to develop in depth a problem relating to business discovered in a previous business class. Students must have a topic in mind before enrolling in the course and a developed plan with supervising instructor.

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

BU 520. ADVANCED BUSINESS STATISTICS 3 HRS.
(Prerequisite, BU 255.) This is an advanced course dealing with the application of quantitative procedures to business decision-making. It includes the business application of analysis of variance, multiple regression analysis, covariance and decision theory.

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.

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.

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.

BU 705. SPECIAL TOPICS IN BUSINESS 1-5 HRS.
A course for the study of special topics or experimental offerings in the field of business.

BU 758. BUSINESS CASE STUDY 1-3 HRS.
(Prerequisite, consent of chair.) To provide an opportunity for research into a felt, sensed, or known business problem under academic supervision. Designed to give the graduate student an insight into the ways in which principles and theories studied have actuality and reality in business situations.

BU 770. OPERATIONS RESEARCH 3 HRS.
(Prerequisite, BU 255.) Utilization of quantitative methods as a basis for allocation of resources. An analysis of quantitative models such as Program Evaluation and Review Technique, transportation linear programming, simplex linear programming, and Bayesian statistics.

BU 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.

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.

FINANCE

FI 303. FINANCIAL PLANNING 3 HRS.
(Prerequisite, junior standing.) This course is an in-depth study of the process of personal financial planning undertaken by a professional for consumers or families to help determine their financial objectives; consider alternatives; consider alternate plans for accomplishing those objectives; and help select, implement, review, and adjust those plans.

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.

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.

FI 330. FUNDAMENTALS OF FINANCIAL MANAGEMENT 3 HRS.
(Prerequisites, AC 223, BU 255, junior standing.) An introductory study of the financial 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.

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.
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.

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.

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.

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.

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.

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.

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.

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.

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.

**MANAGEMENT**

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.

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.

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.

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.

MG 410. INTERNSHIP IN MANAGEMENT 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.

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.

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.
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.

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.

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.

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.

MG 459. COMPENSATION AND BENEFITS 3 HRS.  
(Prerequisites, MG 342 and junior standing.) This course will examine compensation and benefits programs and how they inter-relate with other strategic programs of the organization. Students will view these programs from both the management and the employee perspective, using both theory and practice to grow in their understanding.

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 and BU 099 as a corequisite.) The primary goal of this course is to give students the opportunity to integrate the functions of business by focusing on case problems with particular emphasis on long-range planning. The course is designed to develop conceptual skills through written and oral presentations, and to bridge the gap between theory and practice.

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.

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.

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.

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.

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.

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.

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.

MG 853. BEHAVIORAL ASPECT OF MANAGEMENT 3 HRS.  
Behavior of humans--individually, in groups, and in organizations--is examined for managerial aspects. Particular attention is paid to the effects caused by diversity, reorganization, and current environmental conditions.

MG 863. SEMINAR IN 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.
MG 899. BUSINESS POLICY AND STRATEGIC MANAGEMENT 3 HRS. 
(Prerequisite, student must be enrolled in the final semester of study for the MBA.) This course provides the graduate student with an understanding of the managerial role in the policy-formulation process and development of strategies to attain objectives.

MARKETING

MK 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.

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.

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.

MK 430. RETAIL MANAGEMENT 3 HRS. 
(Prerequisites, MK 360 and junior standing.) Provides the student an opportunity to develop knowledge and skills related to the selection, buying, and management of merchandise. Emphasis in retail accounting includes: stock turnover, inventory control, and pricing strategies. Methods of forecasting customer demand, accessing the trade area, retail site analysis, and vendor evaluation.

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.

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.

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.

MK 455. PERSONAL SELLING 3 HRS. 
(Prerequisites, MK 360 and junior standing.) A course directed toward the development of selling concepts, skills, knowledge, techniques, and attitudes. Practical sales materials, techniques, and philosophy are used to develop an understanding of sales relationships, the buyer, product knowledge, sales techniques, communications, and persuasion.

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.

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 history, social impact, objectives, strategies, and the evaluation of promotional effort. Budget methods, communication techniques, media analysis, and consumer response are developed for national and local campaigns.

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.

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.

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.

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.

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.

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.

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

Rodney J. Sobieski, Dean

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

The College of Liberal Arts and Sciences consists of the following departments and centers:

- Department of Art
- Department of Biological Sciences
- Department of Communication and Theatre Arts
- Department of English
- 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, http://www.emporia.edu/las/, 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 communities. By applying the principles and academic values of the liberal arts and sciences, the faculty prepare their students to meet aesthetic, social, political, and environmental issues that face all humanity.

The College of Liberal Arts and Sciences aspires to be a community of teacher-scholars who value collaboration and interaction across traditional academic boundaries. It is committed to exceptional teaching, scholarship, and service. It endeavors to educate its students to be lifelong learners who will advance knowledge and serve the world through the application of humanistic values and scientific principles. College of Liberal Arts and Sciences faculty 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 and social sciences areas of art, drama, film, folklore, history, literature, music, philosophy, religion, geography, anthropology, sociology, and psychology; explore the social and political problems faced by minorities and women; and investigate race and gender issues in the study of the sciences. Some ethnic/gender studies courses illuminate the role of minorities and/or women in history and culture as depicted in one or more established academic fields. Other courses present new analyses and interpretations of particular cultural or gender-based experiences by using the methodologies and perspectives obtained from a synthesis of two or more discrete disciplines. As an intellectual enterprise, ethnic/gender studies provides an eclectic analysis of human experience, focusing on issues of race, ethnicity, and gender. As an interdisciplinary program of study, ethnic/gender studies seeks to provide intensive educational experiences which will foster in students a deep understanding of the ramifications of the issues of race, ethnicity, and gender in our lives.

Also, please see http://www.emporia.edu/ethngend/.

ETHNIC/GENDER STUDIES MINOR

Students are required to take 18 semester hours of ethnic/gender studies program courses, at the 300-level and above, with at least one course in each of the following five areas: 1) fine art, music, and theatre; 2) communication and literature; 3) history, philosophy, and social sciences; 4) sociology and anthropology; 5) the sciences and psychology.

NOTE: Specific courses that may be applied to the minor are listed each semester in the ethnic/gender studies program section of the class schedule.

Students are required to submit for approval on a pass/fail basis a portfolio representative of their work in ethnic/gender studies classes.

Students are required to attend events that center on issues of race, class, or gender, and at least eight of these are to be documented in the portfolio. (See E/GS website for a list of events or contact any E/GS steering committee member.)

It is recommended that students take, during the course of fulfilling their general education requirements, at least two multicultural intensive general education courses. It is also recommended that students who are monolingual take at least two semesters of a modern language other than English.
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 the engraving arts, in graphic design, in teaching art in elementary or secondary schools, in art therapy, or in other fields of art.

The art curriculum offers a major in art leading to the following degrees:

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Science in Education

Students in art are encouraged to design the most intensive art program possible. This is especially important for students with future plans for studying art on the graduate level.

NOTE: Art faculty may retain examples of class work produced by each student during his or her undergraduate study. Also, certain classes have supply fees to cover the cost of expendable supplies.

BACHELOR OF ARTS
ART MAJOR

The degree Bachelor of Arts is designed for students wanting a broad liberal arts education in art. Such a degree can help prepare a student to enter careers in art which demand experience in many areas.

For the basic structure of this degree, see the degree Bachelor of Arts in this catalog.

The student must earn a minimum grade of “C” in all art courses (AR) and a minimum cumulative grade point average of 2.5 in all art courses (AR) required for the Bachelor of Arts, Art Major.

At least 45 hours in courses numbered 300 or above must be completed for the degree.

In addition to the following courses, all art majors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Art Major Requirements:
Forty-five hours of art courses (AR) and at least 12 hours in another program of study.

AR 101 Basic Drawing 3 hours
AR 102 Two-Dimensional Design 3 hours
AR 103 Three-Dimensional Design 3 hours
AR 322 Life Drawing 3 hours
AR 235 Art History II 3 hours
AR 301 Compositional Drawing 3 hours
AR 345 20th Century Art History: 1880-1945 3 hours
Approved Art Electives, 300 level or above 14 hours
Other Approved Art Electives 10 hours

Students must take AR 099, Art Forum, every semester, up to 8 semesters.
AR 098 (Mid-Program Portfolio Review) is recommended for all art majors.

Multicultural Experience Requirement: The degree plan for the BA requires the student to take 10 hours of one foreign language to satisfy the Multicultural Experience Requirement. (Test out by established means is possible.)

Second field (minimum of 12 credit hours): Program to be established by the department administrating the chosen second field discipline. The second field may be Art History.

Free and unrestricted electives: (21 credit hours, may include art.)

BACHELOR OF FINE ARTS
ART MAJOR

This degree is designed to prepare students to work professionally in an art field or to study at the advanced level at a graduate or professional school.

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

The student must earn a minimum grade of “C” in all art courses (AR) and a minimum cumulative grade point average of 2.5 in all art courses (AR) required for the Bachelor of Fine Arts, Art Major.

At least 45 hours in courses numbered 300 or above must be completed for the degree.

In addition to the following courses, all art majors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Art Major Requirements (57 hours):

AR 101 Basic Drawing 3 hours
AR 102 Two-Dimensional Design 3 hours
AR 103 Three-Dimensional Design 3 hours
AR 322 Life Drawing 3 hours
AR 323 Sculpture I 3 hours
AR 313 Printmaking I 3 hours
AR 310 Painting I 3 hours
AR 314 Ceramics I 3 hours
AR 235 Art History II 3 hours
AR 301 Compositional Drawing 3 hours
AR 345 20th Century Art History: 1880-1945 3 hours
Engraving Arts Concentration:
AR 206 Metals I 3 hours
OR
AR 302 Glass Forming 3 hours
Art History Elective 3 hours
Approved Art Electives, 300 level or above 18 or 21 hours
(18 hours for concentrations in ceramics, engraving, painting, printmaking and sculpture. 21 hours for concentrations in glass, graphic design, and photography.)
Other Approved Art Electives 3 hours
(For concentrations in ceramics, painting, printmaking and sculpture.)
Students must take AR 099, Art Forum, every semester, up to 8 semesters.
AR 098 (Mid-Program Portfolio Review) is recommended for all art majors.

In addition to the 57 hours required above, students interested in ceramics, engraving, graphic design, glass forming, painting, photography, printmaking, or sculpture complete coursework focused on one of these concentrations as outlined below.

**CERAMICS CONCENTRATION**

Additional Requirements (18 hours):
- AR 316 Ceramics II 3 hours
- AR 496 Projects in Ceramics 6 hours
- AR 595 Advanced Studio (Ceramics) 6 hours
- AR 303 Sculpture II 3 hours

**ENGRAVING ARTS CONCENTRATION**

Additional Requirements (18 hours):
- AR 309 Engraving I 3 hours
- AR 329 Engraving II 3 hours
- AR 409 Projects in Engraving 6 hours
- AR 595 Advanced Studio (Engraving) 6 hours

**GLASS CONCENTRATION**

Additional Requirements (18 hours):
- AR 302 Glass Forming I 3 hours
- AR 312 Glass Forming II 3 hours
- AR 412 Projects in Glass Forming 9 hours
- AR 595 Advanced Studio (Glass) 3 hours

**GRAPHIC DESIGN CONCENTRATION**

Additional Requirements (18 hours):
- AR 240 Graphic Design Processes 3 hours
- AR 340 Graphic Design Systems 3 hours
- AR 341 Graphic Design Formats 3 hours
- AR 440 Advanced Typography 3 hours
- AR 441 Art Direction 3 hours
- AR 540 Senior Project/Senior Portfolio 3 hours

**PAINTING CONCENTRATION**

Additional Requirements (18 hours):
- AR 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 315 Photography 3 hours
- AR 317 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 333 Sculpture II 3 hours
- AR 493 Projects in Sculpture 9 hours
- AR 595 Advanced Studio (Sculpture) 3 hours

Additionally, an approved 3 hour, 300 level or above, studio elective in a field other than sculpture is required.

**BACHELOR OF SCIENCE ART MAJOR**

The degree Bachelor of Science is designed for students wanting a broad exposure to studio arts as well as course work in related fields. Many students who elect this degree program enter some field of business related to the arts or the field of art therapy.

See the core curriculum general education requirements in the general education section of this catalog.

The student must earn a minimum grade of “C” in all courses (AR) and a minimum cumulative grade point average of 2.5 in all art courses (AR) required for the Bachelor of 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AR 101 Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 102 Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>AR 103 Three-Dimensional Design</td>
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</tr>
<tr>
<td>AR 322 Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 323 Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>AR 313 Printmaking I</td>
<td>3</td>
</tr>
<tr>
<td>AR 310 Painting I</td>
<td>3</td>
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<tr>
<td>AR 314 Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>AR 235 Art History II</td>
<td>3</td>
</tr>
<tr>
<td>AR 301 Compositional Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Approved Art Electives, 300 level or above</td>
<td>21</td>
</tr>
</tbody>
</table>

Related Field 24 hours

Students must take AR 099, Art Forum, every semester, up to 8 semesters.

AR 098 (Mid-Program Portfolio Review) is recommended for all art majors.

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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AR 324 Elementary Art Education</td>
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</tr>
<tr>
<td>AR 334 Secondary Art Education</td>
<td>3</td>
</tr>
<tr>
<td>AR 204 Fibers I</td>
<td>3</td>
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<tr>
<td>OR</td>
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<tr>
<td>AR 206 Metals I</td>
<td>3</td>
</tr>
<tr>
<td>PY 100 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 211 Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PY 427 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 626 Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>Approved Psychology Electives</td>
<td>11</td>
</tr>
</tbody>
</table>

Students must take AR 099, Art Forum, every semester, up to 8 semesters.

AR 098 (Mid-Program Portfolio Review) is recommended for all art majors.

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.
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):
- AR 101 Basic Drawing, 3 hours
- AR 102 Two-Dimensional Design, 3 hours
- AR 103 Three-Dimensional Design, 3 hours
- AR 235 Art History II, 3 hours
- AR 322 Life Drawing, 3 hours
- AR 324 Elementary Art Education, 2 hours
- AR 334 Secondary Art Education, 3 hours

Additional Art Requirements (27 hours):
- The student must complete the following courses to meet licensure requirements:
  - AR 204 Fibers I, 3 hours
  - AR 206 Metals I, 3 hours
  - AR 310 Painting I, 3 hours
  - AR 313 Printmaking I, 3 hours
  - AR 314 Ceramics I, 3 hours
  - AR 315 Photography, 3 hours
  - AR 323 Sculpture I, 3 hours
  - Elective 300 level or above Art Courses, 6 hours

NAEA Recommended Computer Proficiency: AR 227 Software for Visual Art, 3 hours OR AR 305 Introduction to Digital Imaging, 3 hours.

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

AR 098 (Mid-Program Portfolio Review) is recommended for all art majors.

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):
- AR 101 Basic Drawing, 3 hours
- AR 102 Two-Dimensional Design, 3 hours
- AR 103 Three-Dimensional Design, 3 hours
- AR 235 Art History II, 3 hours
- AR 322 Life Drawing, 3 hours
- AR 324 Elementary Art Education, 2 hours
- AR 334 Secondary Art Education, 3 hours
- AR 345 20th Century Art History, 3 hours

Additional Art Requirements (24 hours):
- AR 204 Fibers I, 3 hours
- AR 206 Metals I, 3 hours
- AR 305 Digital Imaging, 3 hours
- AR 310 Painting I, 3 hours
- AR 313 Printmaking I, 3 hours
- AR 314 Ceramics I, 3 hours
- AR 315 Photography, 3 hours
- AR 323 Sculpture I, 3 hours

Elective Art Requirements (8 hours):
- The student chooses 8 or more hours from the following:
  - AR 304 Fibers II, 3 hours
  - AR 306 Metals II, 3 hours
  - AR 311 Painting II, 3 hours
  - AR 316 Ceramics II, 3 hours
  - AR 317 Advanced Photography, 3 hours
  - AR 326 Printmaking II, 3 hours
  - AR 333 Sculpture II, 3 hours

ART MINOR

This 18 hour program of studies offered by the Department of Art is designed to enhance a baccalaureate degree program, preparing students to work professionally in a field that may benefit from expanded study in the visual arts. Students may complete course work focused on a concentrated subject area. The student must earn a minimum grade of “C” in all art courses (AR).

In addition to the following courses, all art minors are required to complete the course AR 225, Art History I, as part of the general education requirements.

Basic Art Requirements (12 hours):
- AR 101 Basic Drawing, 3 hours
- AR 102 Two-Dimensional Design, 3 hours
- AR 103 Three-Dimensional Design, 3 hours
- AR 235 Art History II, 3 hours

Approved Art Electives 6 hours

NOTE: This minor does not constitute a teaching concentration. The minor in art is an enrichment program for students desiring recognition of accomplishments in the visual arts without the commitment required for a major in art.
ART HISTORY MINOR  
(Changes effective Fall 2007)

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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>AR 101</td>
<td>Basic Drawing</td>
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</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 235</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>AR 345</td>
<td>20th Century Art History</td>
<td>3</td>
</tr>
<tr>
<td>AR 355</td>
<td>Art Since 1945</td>
<td></td>
</tr>
</tbody>
</table>

Approved Art History Electives 300 or above (6 hours)

Courses offered by the Department of Art:

ART

AR 095. FIRST YEAR EXPERIENCE SEMINAR 1 HR.
This course for all incoming freshman in the Art Department will consist of eight discussion-based meetings during the fall semester. Each one-hour meeting will center on a different topic relevant to the experience of incoming art students. The purpose of this course is to inform students of Art Department policies, campus resources, and possible art related career choices, as well as build students’ creating problem solving and time management skills.

AR 098. MID-PROGRAM PORTFOLIO REVIEW 1 HR.
All Art Majors’ work is reviewed during their sophomore year prior to admission to upper-level courses. Participation in the Mid-Program Portfolio Review is recommended for Art Majors the semester after having completed 18 hours of art or 50 hours overall. Students receive a grade of “S” or “U”.

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”.

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.

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.

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.

AR 105. ART APPRECIATION 2 HRS.
The course discusses how and why art is made. The class covers how art is produced, discusses the visual principles involved in looking at art and the aesthetics of art, and covers some of the highlights of the history of art.

AR 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.

AR 200. WORKSHOP: (SUBJECT TITLE) 1-3 HRS.
(Special stipulations, if any, will vary depending on the nature of the workshop subject.) A course designed to give the undergraduate student an intensive experience of a specific nature within a studio area.

AR 202. DRAWING II 3 HRS.
(Prerequisite, AR 101.) Course outcomes will include the continued mastery of drawing skills and concepts learned in Drawing I, as well as the learning of advanced approaches to drawing. Creative projects will be used to introduce new media, concepts, and approaches as each student transitions towards more self-directed avenues of inquiry.

AR 204. FIBERS I 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.

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.

AR 213. INTRODUCTION TO CERAMICS 1 HR.
Introduction to Ceramics for Spring and Fall semesters is a one hour credit class offered at night. This class is treated as a student directed class due to the wide range of experience, previous skill levels and abilities. Instruction in slab methods, coil methods and wheel throwing will be offered. After three absences a student will be dropped from the class unless other arrangements have been made prior to the absences. All absences will be expected to be made up in the ceramics lab at the student's convenience.

AR 214. INTRODUCTION TO METALS 1 HR.
This class is an introduction to the fundamental processes of contemporary metalworking. The focus of the projects will be on creating unique small three dimensional objects for either adorning the body or sculpture.

AR 215. INTRODUCTION TO PHOTOGRAPHY 1 HR.
This course teaches the technical aspects of camera use and black & white darkroom skills. Assignments are designed to teach camera functions and printing techniques with an emphasis on developing a visual language through photography.

AR 225. ART HISTORY I: PREHISTORIC TO RENAISSANCE 3 HRS.
A lecture course that presents the history of the visual arts from prehistoric times through successive civilizations to the Renaissance.
AR 227. SOFTWARE FOR VISUAL ARTIST  3 HRS.  
(Prerequisites, AR 101, AR 102, AR 103, or permission of instructor.)  
Introduction level studio course concerned with basic issues and topics 
related to computer software made especially for visual artists. This 
course will introduce students to vector-based, paint-based, and page-
layout software applications through studio lecture, in-class exercises, 
and project assignments.  

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

AR 240. GRAPHIC DESIGN PROCESSES  3 HRS.  
(Prerequisites, AR 101, AR 102, AR 103, or permission of instructor.)  
Introduction level graphic design course to be concerned with 
fundamental issues and topics in graphic design. Basic, traditional and 
contemporary (digital) aspects of profession-oriented design 
composition, design preparation, design production, and time-based 
media will be included in the course.  

AR 300. WORKSHOP: (SUBJECT TITLE)  1-3 HRS.  
(Supply fee.) A course designed to give the undergraduate student an 
intensive experience of a specific nature within a studio area.  

AR 301. COMPOSITIONAL DRAWING  2-3 HRS.  
(Prerequisites, 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.  

AR 302. GLASS FORMING I  3 HRS.  
(Prerequisites, AR 101, AR 102, and AR 103 or permission of 
instructor.) This is a beginning level course which introduces glass as a 
fluid material for artistic expression. The student will be guided in 
familiarizing him/herself with various material properties of glass and 
basic methods for manipulating the material and translating into a visual 
image. Emphasis will be on the development of original and personal 
imagery made from molten glass.  

AR 304. FIBERS II  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.  

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.  

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.  

AR 309. ENGRAVING I  3 HRS.  
(Prerequisites: AR 206, AR 207, or AR 212.) Engraving I is an 
introductory course designed to develop specific skills and basic 
techniques in the area of engraving. Areas covered within the course 
include an introduction to engraving and the history of engraving, metal 
engraving in several styles, fine wood carving, glass engraving, inlay, 
and carving and engraving on a variety of other materials.  

AR 310. PAINTING I  3 HRS.  
(Prerequisites, AR 101, AR 102, and AR 103 or permission of 
instructor.) This course involves problems in painting based on 
historical and contemporary concerns in art. Students will learn the 
foundamentals of working with oil paint and will apply these techniques 
to specific aesthetic problems with an emphasis on mastery of skills and 
developing individual expression.  

AR 312. GLASS FORMING II  3 HRS.  
(Prerequisite, AR 302.) A second level glass forming class wherein the 
student is directed to develop competencies in glass forming procedures. 
The main focus of the student’s efforts will be directed towards glass 
forming skills and appropriate decorative processes.  

AR 313. PRINTMAKING I  3 HRS.  
(Prerequisites, AR 101, AR 102, and AR 103 or permission of 
instructor.) This course is designed to be an introduction to the fine art 
of printmaking. Major printmaking processes are discussed and 
explored, with emphasis on woodcut, etching, and monotype 
techniques. At least seven different prints will be made during the 
semester.  

AR 314. CERAMICS I  3 HRS.  
(Prerequisites, AR 101, AR 102, and AR 103 or permission of 
instructor.) This is a rigorous beginning level course in the design and 
construction of functional and sculptural forms in clay. Course work 
includes the study of clay body composition, glaze research and wheel 
and hand forming processes.  

AR 315. PHOTOGRAPHY I  3 HRS.  
(Prerequisites, AR 101, AR 102, and AR 103 or permission of 
instructor.) Photography I teaches the aspects of camera use and film-
based analogue black and white darkroom skills. Classroom discussions 
will include technical, historical, and artistic topics. Assignments are 
designed to teach camera functions with an emphasis on developing 
the visual language of photography.  

AR 316. CERAMICS II  2-3 HRS.  
(Prerequisite, AR 314.) Advanced study in the design and construction 
of functional and sculptural forms in clay, with emphasis on developing 
skill on the pottery wheel. Includes further study of the aesthetics and 
practical aspects of clay and glazes.  

AR 317. PHOTOGRAPHY II  3 HRS.  
(Prerequisites, AR 315 or permission of instructor.) Photography II is 
designed to develop skills in pixel-based photographic design and 
printing. Many darkroom activities are made easier and more powerful 
in the digital realm. We will concentrate on learning to use Photoshop 
software as a photographic tool.
AR 319. GRAPHIC DESIGN COLOR PRODUCTION 3 HRS.
The primary areas of study are the areas of color reproduction, plating and proofing techniques, graphic reproduction procedures using offset printing, and related binding and finishing. Students have the opportunity to spend additional time in an area of choice.

AR 320. PHOTOGRAPHY III 3 HRS.
(Prerequisites, AR 317 or permission of instructor.) This class teaches the fundamentals of studio techniques such as lighting and view camera operation and emphasized visual content and the development of ideas by exploring some of the traditional genres of photography, and the photographers who work in those styles. Students may work in either analogue or digital formats.

AR 321. PHOTOGRAPHY IV 3 HRS.
(Prerequisites, AR 320 or permission of instructor.) Photography IV is an upper level photography project class that is a continuation of the exploration of photography. At this level the student is expected to have expertise in the basic foundations of the medium. The student will work on two eight-week projects during the semester.

AR 322. LIFE DRAWING 3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) This course is intended to give the student a basic experience in drawing the human figure from life. The student will work from a model posed, un-posed, on location, and in action. This course will not teach the student an absolute “how” in figure drawing but will provide a variety of media experiences and approaches to drawing the human figure. A discipline which will place emphasis on sensitively controlled technical description. Elaboration on this approach, as well as class procedures and grading requirements will be established during our first class meeting.

AR 323. SCULPTURE I 3 HRS.
(Prerequisites, AR 101, AR 102 and AR 103 or permission of instructor.) The course explores and experiments with the possibilities of three-dimensional work. Students will learn the fundamentals of multiple sculptural techniques with an emphasis on mastery of skills and developing individual expression.

AR 324. ELEMENTARY ART EDUCATION 2 HRS.
(Prerequisite, AR 105.) A study of the nature of creative growth and development as it is related to art education and to general elementary school education. Also includes laboratory experiences with media and analysis of such problems as instructional techniques and general organization of the art program.

AR 325. GREAT PLAINS ART HISTORY 2 HRS.
An introduction to the development of the major trends and styles of art found depicting the Great Plains. A chronological approach will be utilized beginning with the art of seventeenth century Europe to the development of Western American Art independent of European influences.

AR 326. PRINTMAKING II 3 HRS.
(Prerequisites, AR 313 or permission of instructor.) This course builds on intaglio, relief and monotype techniques learned in Printmaking I, with an emphasis on combining printmaking processes and color printing while pushing student image making, subject matter, theme and style.

AR 329. ENGRAVING II 3 HRS.
(Prerequisite, AR 309.) Engraving II is designed to enable students to develop advanced specific skills and basic techniques in the area of engraving. Areas covered within the course include metal engraving in several styles, fine wood carving, glass engraving, inlay, and carving and engraving on a variety of other materials.

AR 330. PAINTING II 3 HRS.
(Prerequisites, AR 310 or permission of instructor.) This course is intended to expand the students' experience with paint and lead them in gaining awareness of the creative process. Assignments allow for the application of traditional and contemporary methods of painting. Students are expected to apply their own creative ideas to these problems in conjunction with solid design skills.

AR 333. SCULPTURE II 3 HRS.
(Prerequisite, AR 323.) Advanced work in sculpture, specialization in two or more media for semester projects, continuing emphasis on mastery of skills in sculpture and further developing individual expression.

AR 334. SECONDARY ART EDUCATION 3 HRS.
(Prerequisite, 20 hours of art classes.) A basic background for secondary art teaching via participation and seminars. Curriculum, establishment and maintenance of an art program, roles of the art teacher, history of art education, creativity, art trends, and controversies are studied.

AR 340. TYPE AND DESIGN 3 HRS.
(Prerequisite, AR 240 recommended.) Application of design and type principles to the development of symbology. Selected topics in design; i.e. perception, figure ground, shape, visual dynamics, Gestalt Principles, and fundamentals of design.

AR 341. GRAPHIC DESIGN SYSTEMS 3 HRS.
(Prerequisites, concurrent enrollment with AR 240 and AR 340.) An understanding of digital technology as it relates to Visual Communications. Understanding of press, pre-press operations and terminology related to the printing process.

AR 345. 20th CENTURY ART: 1880-1945 3 HRS.
(Prerequisites, AR 225 or AR 235 or permission of the instructor.) A survey of the major movements in Avant-Garde Art from the late-19th century to World War II in Western Europe and the United States. We will examine how the art of this period – Painting, Sculpture, Collage, Photography, Architecture – engaged in the modern world through strategies as varied as Resistance, Subversion, and Open Embrace.

AR 346. HISTORY OF GRAPHIC DESIGN 3 HRS.
(Prerequisites, AR 227, AR 235, and AR 240 or AR 305.) Intermediate-level graphic design lecture/readings/discussion course to be concerned primarily with effectively building depths of understanding concerning formal, conceptual, and historical issues and topics in graphic design. Primary course objectives will be to assess design movements relative to cultural significance, evaluate and determine designs’ function in visual communications, and analyze the impact of technology and commerce on the development of new media.

AR 355. ART SINCE 1945 3 HRS.
(Prerequisite, AR 235 recommended.) This course is an introduction to the major artists, movements, and cultural contexts of art produced in the second half of the 20th century in Europe and the US. We will look not only at artists’ activities, but also at the changing critical and interpretative frameworks of this period, with emphasis on the ideological constructions of modernism and postmodernism.
AR 408. PHOTOGRAPHY: COLOR AND STUDIO  
(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.

AR 409. PROJECTS IN ENGRAVING  
(Prerequisite, AR 309.) Projects in Engraving is designed to enable students to develop advanced skills and techniques in the area of engraving.

AR 411. PAINTING III  
(Prerequisite, AR 330.) Individual painting problems.

AR 412. PROJECTS IN GLASS FORMING  
(Prerequisite, AR 312.) An advanced glass forming class wherein the student is guided into highly personalized projects. The main focus of the student's creative endeavors will be directed towards two distinct series of glass forms.

AR 440. ADVANCED TYPOGRAPHY  
(Prerequisites, AR 341 or by instructor permission.) Advanced-level graphic design studio course to be concerned primarily with issues and topics in professional typographic conceptualization, composition, and execution. The course, building upon course work from Graphic Design Processes, Graphic Design Systems, and Graphic Design Formats will cover a very basic history of graphic design with special application to typographic design and visual communication design.

AR 441. ART DIRECTION  
(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.

AR 491. PROJECTS IN PAINTING  
(Prerequisite, AR 411.) Advanced problems for individual development in painting.

AR 493. PROJECTS IN SCULPTURE  
(Prerequisite, AR 303 or permission of instructor.) Advanced work in sculpture, specialization in two or more media.

AR 494. PROJECTS IN FIBERS  
(Prerequisites, AR 204 and AR 304.) A course designed to allow the student to explore an area of weaving or fibers in depth.

AR 495. ART PROJECTS  
(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.

AR 496. PROJECTS IN CERAMICS  
(Prerequisite, permission of instructor.) Individual projects in ceramics with emphasis on research and experimentation.

AR 497. PROJECTS IN PRINTMAKING  
(Prerequisite, AR 307.) Advanced work in the print medium of the student’s choice.

AR 499. PROJECTS IN METALS  
(Prerequisites, AR 306 or permission of instructor.) Advanced projects involving exploration of historical motifs, development of series in form or media, in the areas of metalsmithing.

AR 500. WORKSHOP: (SUBJECT TITLE)  
(Special stipulations, if any, will vary depending on the nature of the workshop subject.) A course designed to give the upper division undergraduate student an intensive experience of a specific nature within a studio area.

AR 501. ADVANCED DRAWING I  
(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.

AR 514. ART EDUCATION  
(Prerequisite, permission of instructor.) Individual problems in art education. Not for graduate credit.

AR 535. HISTORY OF AMERICAN ART  
A lecture course using a standard textbook on American Art. The survey-type course covers American efforts in crafts, architecture, painting, and sculpture from the time of the first settlers to the present.

AR 540. SENIOR PROJECT/SENIOR PORTFOLIO  
(Prerequisites, AR 540 and AR 441, or permission of instructor.) Advanced-level Graphic Design studio course developed to display advanced student achievement. Work developed for the course will necessarily build upon both conceptual and pragmatic understandings developed in the courses Graphic Design Processes, Graphic Design Systems, Graphic Design Formats, Advanced Typography, and Art Direction. The course will consist of two major parts: Each student will propose and develop an approved, in-depth professional quality visual communications concept. In addition, each student will develop and provide a profession-oriented portfolio for exit review. Not for graduate credit.

AR 545. ANCIENT AND CLASSICAL ART HISTORY  
(Prerequisite, majors or permission of instructor.) A study of the arts of the major cultures underlying Western civilization. Covers the period approximately 3500 B.C. to 600 A.D., including Egypt and the Near East, Greece, the Etruscans and Rome.

AR 555. MEDIEVAL ART HISTORY  
(Prerequisite, majors or permission of instructor.) A detailed study of the social forces which merged to give artistic character to the several art styles developed in Europe, circa 750 to 1500. Emphasis on the periods generally known as Medieval, Romanesque, and Gothic.

AR 565. RENAISSANCE ART HISTORY  
(Prerequisite, majors or permission of instructor.) A study in depth of the artistic and historical significance of the Renaissance. Starting about 1400 in Italy, the movement is traced through its early and high period to its development in Northern Europe.
AR 575. 19TH CENTURY ART 3 HRS.
(Prerequisites, AR 225 or AR 235 or permission of the instructor.)
Examines Neoclassicism, Romanticism, Realism & Impressionism. The
course deals with European art and its social, cultural, political and
economic context. The discussion of specific trends within art practice
will be framed by close examination of the changing conditions within
the art world.

AR 585. IMPRESSIONISM AND
POST-IMPRESSIONISM 3 HRS.
(Prerequisite, AR 235 recommended.) This course traces the
development of Impressionism from the early works of Manet to the last
Impressionist Exhibition in 1886. We will consider in depth the
stylistic development of individual artists as well as the intense cross-
fertilization of ideas between and among them. We will also look at the
work of those artists labeled Post-Impressionist predecessors, and we
will examine what they took from that earlier movement and how they
altered it.

AR 595. ADVANCED STUDIO (SUBJECT TITLE) 2-3 HRS.
(Prerequisite, permission of instructor.) A course designed to expand
the student’s conceptual range, capacity for criticism and personal
vision within a specific studio area. Open studio work with periodic
group critiques. Work in a studio area of art may be selected from the
following: ceramics, drawing, metalry, painting, photography,
printmaking, sculpture and weaving.

AR 599. SENIOR EXHIBITION 3 HRS.
This is a capstone studio course developed to demonstrate advanced
level student achievement. The course will include the development of
a cohesive body of work that is shown in a senior exhibition as a final
project under the guidance of a faculty thesis committee and the major
professor in the area of the student’s BFA concentration. It will also
result in the completion of a final portfolio. It is not intended for
graduate credit.

AR 700. WORKSHOP: (SUBJECT TITLE) 1-3 HRS.
(Special stipulations, if any, will vary depending on the nature of the
workshop subject.) A course designed to give the graduate student an
intensive experience of a specific nature within a studio area.

AR 701. ADVANCED DRAWING II 2-3 HRS.
(Prerequisite, AR 501.) The more advanced resolution of the problems
established in AR 501 form the continuation in these levels.

AR 704. PHILOSOPHY OF ART EDUCATION 3 HRS.
Designed to acquaint school administrators and teachers with the nature
and purpose of art programs on all levels of public education. Includes a
brief study of creative growth and development, the importance of art in
school and community life, and problems related to staff, equipment,
and finances.

AR 705. SEMINAR IN ART 2 HRS.
(Prerequisite, open to seniors and graduate art majors only.) The
discussion of directed reading and research in selected fields.

AR 708. PROBLEMS IN ART FOR RELATED
PROFESSIONS: (SUBJECT TITLE) 1-3 HRS.
(Prerequisites, AR 101 and AR 102; permission of instructor.) Course
utilizes individual studio experiences as research for a term paper
applicable to the academic program of the student. Work in a studio
area of art may be selected from the following: ceramics, metalry,
painting, printmaking, sculpture, and fibers. Course is designed to

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

AR 712. EXPERIMENTAL MEDIA I 2-3 HRS.
(Prerequisites, 20 hours of studio work and permission of instructor.)
Studio work designed to cross traditional lines between the various two-
and three-dimensional media. More than one instructor is available for
consultation.

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

AR 714. LABORATORY PROBLEMS IN ART
EDUCATION 2 HRS.
(Prerequisite, permission of instructor.) Individual problems in art
education.

AR 715. ART APPRECIATION 3 HRS.
Designed to expose students to the meanings and purposes of art and its
relevance to life.

AR 716. LABORATORY PROBLEMS IN
CERAMICS 3 HRS.
(Prerequisite, permission of instructor.) Individual problems in

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

AR 719. LABORATORY PROBLEMS IN METALS 3 HRS.
(Prerequisite, permission of instructor.) Individual problems in metal
work.

AR 785. RESEARCH PROBLEMS IN ART 1-3 HRS.
(Prerequisite, permission of instructor.) Under individual guidance the
student pursues advanced study in areas such as art education, art
history, and aesthetics. The nature of the study and the student’s
qualification to undertake such work are subject to the approval of the
department graduate committee.

AR 791. PROJECTS IN PAINTING 2-4 HRS.
(Prerequisite, AR 491 or permission of instructor.) Advanced problems
for individual development in painting.

AR 793. PROJECTS IN SCULPTURE 2-4 HRS.
(Prerequisite, AR 713 or permission of instructor.) Individual projects
in sculpture.

AR 796. PROJECTS IN CERAMICS 2-4 HRS.
(Prerequisite, permission of instructor.) Individual projects in ceramics
with emphasis on research and experimentation.

AR 797. PROJECTS IN PRINTMAKING 2-4 HRS.
(Prerequisite, AR 717 or equivalent.) Advanced work in the print media
of the student’s choice.
AR 799. PROJECTS IN METALS  2-4 HRS.
(Prerequisite, permission of instructor.) Advanced work in metals.

DEPARTMENT OF BIOLOGICAL SCIENCES

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 biology teaching, wildlife management, environmental assessment, health-related careers, research laboratories, and graduate education. In addition, the department supports the liberal education of all students of the university by offering courses designed to increase their awareness and understanding of biological concepts and breakthroughs which affect their everyday lives now and in the future.

The following degrees are offered:
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Education

Each degree has a foundation of broad biological exposure, followed by specialization in a desired area of interest. There is flexibility to develop expertise directed toward specific goals. Many of the courses are supported by laboratory or field work; student research is part of most curricula. Math and physical science requirements vary with each degree and area of concentration.

The department offers a minor in biology. It also offers specific pre-professional programs in agriculture; dentistry; medical technology; medicine, including osteopathic medicine; optometry; physical therapy; and veterinary medicine. See below for details.

Students must have a minimum grade-point average of 2.2 for all biology courses on the major contract as a part of the graduation requirements as a biology major.

The department also offers a master’s degree in biology. For more information see the Graduate Office web site, http://emporia.edu/grad/.

BACHELOR OF ARTS BIOLOGY MAJOR

The Bachelor of Arts major in biology is for students desiring a broad, liberal education. It is not appropriate for students desiring to do advanced studies in biology or to be employed as a professional biologist, unless they are willing to take as electives additional hours in biology beyond those required for this degree. The major is appropriate for areas of the pre-medicine curriculum.
See the core curriculum general education requirements in the General Education section of this catalog.

**Biology Requirements (30 hours):**
- GB 140-141 Principles of Biology & Lab 4 hours
- MC 350-351 Molecular & Cellular Biology & Lab 4 hours
- BO 212-213 Biology of Plants & Lab 4 hours
- ZO 214-215 Biology of Animals & Lab 4 hours
- MC 316-317 Microbiology & Lab 4 hours
- GB 425-426 General Genetics & Lab 4 hours
- EB 480 Principles of Ecology 3 hours
- EB 481 Field Ecology 2 hours
- Upper division elective in biology 1 hour

**Physical Science Cognate Course Requirements (10 hours):**
- CH 123-124 Chemistry I & Lab 5 hours
- CH 370-371 General Organic Chemistry & Lab 5 hours

**Required Second Program of Study:**
15 to 30 hours in a second program of study in another discipline.

**BACHELOR OF SCIENCE BIOCHEMISTRY and MOLECULAR BIOLOGY MAJOR**
This interdisciplinary BMB major provides an exciting opportunity for students to pursue additional graduate study or employment in fields such as biotechnology, bioengineering, or biomedical research. It also represents an excellent choice of major for preparation for a health-related professional program such as medical school.

In addition to the requirements shown below, students must complete the University-wide general education and graduation requirements, as well as 45 hours of courses with 300+ course numbers.

**Major Area Required Courses (53 hours)**

**Chemistry Core (31 hours):**
- CH 123-124 Chemistry I & Lab 5 hours
- CH 126-127 Chemistry II & Lab 5 hours
- CH 572-573 Organic Chemistry I & Lab* 5 hours
- CH 574-575 Organic Chemistry II & Lab* 5 hours
- CH 620 Elements of Physical Chemistry 3 hours
- CH 660-661 Biochemistry I & Lab 5 hours
- CH 662 Biochemistry II 3 hours

**Biology Core (22 hours):**
- GB 140-141 Principles of Biology & Lab 4 hours
- GB 425 General Genetics 3 hours
- MC 350-351 Molecular & Cellular Biology & Lab 4 hours
- MC 520 Molecular Genetics 3 hours
- MC 540 Cell Biology 3 hours
- MC 549-550 Immunology & Lab 5 hours

**Electives (13 hours):**
- MC 765 of CH 765 Advanced Biotechnology Lab 4 hours
- MC 409 or CH 479 “Undergraduate Research” 2 hours
- GB 470 or CH 730 Seminar 1 hour
- Other BMB Electives: Students must choose a minimum of 2 additional elective courses in chemistry or biology, totaling at least 6 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 350-351 Molecular & Cellular Biology & Lab 4 hours
- BO 212-213 Biology of Plants & Lab 4 hours
- ZO 214-215 Biology of Animals & Lab 4 hours
- 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

**Physical Science & Math Requirements (23-25 hours):**
- CH 123-124 Chemistry I & Lab 5 hours
- CH 126-127 Chemistry II & Lab 5 hours
- CH 370-371 General Organic Chemistry & Lab 5 hours
- PH 140-141 College Physics I & Lab 5 hours
- MA 165 Basic Calculus 5 hours
- OR
- MA 161 Calculus I 5 hours
- OR
- PY 520 Statistics I 3 hours

**Recommendations:**
- 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
- GB 539 Soil Science & Lab 4 hours
- BO 542-543 Plant Taxonomy & Lab 4 hours

Upper division electives in biology 13 hours

Physical Science & Math Requirements (23-25 hours):
- CH 123-124 Chemistry I & Lab 5 hours
- CH 126-127 Chemistry II & Lab 5 hours
- CH 370-371 General Organic Chemistry & Lab 5 hours
- PH 140-141 College Physics I & Lab 5 hours
- MA 165 Basic Calculus 5 hours
- MA 161 Calculus I 5 hours
- PY 520 Statistics I 3 hours

Electives (13 hours):
- Biology--At least 10 of the 13 hours should be chosen from upper division botany courses and/or
- GB 426 General Genetics Lab 1 hour
- MC 350-351 Molecular & Cellular Biology & Lab 4 hours
- MC 703-704 Mycology & Lab 4 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
- ZO 214-215 Biology of Animals & Lab 4 hours
- MC 316-317 Microbiology & Lab 4 hours
- GB 425 General Genetics 3 hours
- GA 409 Environmental Biology Project* 2 hours
- BO 542-543 Plant Taxonomy & Lab 4 hours
- ZO 440-441 Entomology & Lab 4 hours
- ZO 546-547 Invertebrate Zoology & Lab 4 hours
- ZO 590-591 Parasitology & Lab
- ZO 556-557 Natural History of Vertebrates & Lab 4 hours

Approved upper division electives in biology 7 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.

BACHELOR OF SCIENCE
BIOLOGY MAJOR

MICROBIAL AND CELLULAR BIOLOGY CONCENTRATION
See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):
- GB 140-141 Principles of Biology & Lab 4 hours
- MC 350-351 Molecular & Cellular Biology & Lab 4 hours
- BO 212-213 Biology of Plants & Lab 4 hours
- ZO 214-215 Biology of Animals & Lab 4 hours
- MC 316-317 Microbiology & Lab 4 hours
- MC 540-541 Cell Biology & Lab 4 hours
- MC 549-550 Immunology & Lab 4 hours
- MC 562-563 Pathogenic Microbiology & Lab 5 hours
- ZO 362-363 Human Anatomy & Physiology & Lab 5 hours
- GB 425-426 General Genetics & Lab 4 hours
- EB 480 Principles of Ecology 3 hours
- MC 540-541 Cell Biology & Lab 4 hours
- MC 549-550 Immunology & Lab 4 hours
- MC 562-563 Pathogenic Microbiology & Lab 5 hours

Physical Science & Math Requirements (23-25 hours):
- CH 123-124 Chemistry I & Lab 5 hours
- CH 126-127 Chemistry II & Lab 5 hours
- CH 370-371 General Organic Chemistry & Lab 5 hours
- PH 140-141 College Physics I & Lab 5 hours
- MA 165 Basic Calculus 5 hours
- MA 161 Calculus I 5 hours
- PY 520 Statistics I 3 hours

BACHELOR OF SCIENCE
BIOLOGY MAJOR

PHYSIOLOGY CONCENTRATION
See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):
- GB 140-141 Principles of Biology & Lab 4 hours
- BO 212-213 Biology of Plants & Lab 4 hours
- ZO 214-215 Biology of Animals & Lab 4 hours
- MC 316-317 Microbiology & Lab 4 hours
- GB 425 General Genetics 3 hours
- EB 480 Principles of Ecology 3 hours
- BO 750-751 Plant Anatomy & Physiology & Lab 4 hours
- MC 540 Cell Biology 3 hours
- ZO 570 Mammalian Physiology 3 hours
13 additional hours from the courses listed below:
ZO 362-363 Human Anatomy & Physiology & Lab 5 hours
ZO 409 Zoology Projects: Physiology 1-3 hours
ZO 459 Special Topics in Zoology: Physiology 1-3 hours
ZO 459 Special Topics in Zoology: Experiments in Physiology 2 hours
ZO 520 Neurobiology 3 hours
MC 541 Cell Biology Lab 1 hour
MC 549 Immunology 3 hours
ZO 559 Comparative Animal Physiology 3 hours
MC 560-561 Hematology & Lab 3 hours
ZO 565-566 Histology & Lab 4 hours
ZO 760 Endocrinology 3 hours
ZO 762 Environmental Physiology 3 hours

Physical Science & Math Requirements (23-25 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
OR
CH 572-575 Organic Chemistry I & II 9-10 hours
PH 140-141 College Physics I & Lab 5 hours
MA 165 Basic Calculus 5 hours
OR
MA 161 Calculus I 5 hours
OR
PY 520 Statistics I 3 hours

Recommended Courses:
CH 560-561 Biochemistry & Lab 5 hours
CH 572-573 Organic Chemistry I & Lab 5 hours
CH 574-575 Organic Chemistry II & Lab 5 hours
PH 143-144 College Physics II & Lab 5 hours
ZO 515-516 Vertebrate Structure & Development & Lab 4-5 hours

BACHELOR OF SCIENCE IN EDUCATION
BIOLOGY TEACHING FIELD
The student who desires to teach in secondary or junior high schools may select this degree. The prospective community college or college biology teacher should inquire as to the relative merits of selecting the degree Bachelor of Science in Education-Secondary, Bachelor of Arts, or Bachelor of Science.
There are two options available in this degree pattern:
Option A provides preparation for teaching biology as a second field; Option B provides for more intensive preparation for teaching biology as a major field. The student is advised by the biology education advisor of biology, who assists the student through a professional education curriculum. For the student to be admitted to the professional studies program, a recommendation to The Teachers College must be made by the Department of Biological Sciences upon review of qualifications.
To be admitted to the professional education program, the student must have a minimum GPA of 2.50 in biology contract courses and 2.75 in 36 hours specified by the university and have passed the PPST or CAAP exam based on education requirements. See the professional requirements in another section of this catalog.
See the core curriculum general education requirements in the General Education section of this catalog.

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 (45 hours):
GB 140-141 Principles of Biology & Lab 4 hours
MC 350-351 Molecular & Cellular Biology & Lab 4 hours
BO 212-213 Biology of Plants & Lab 4 hours
ZO 214-215 Biology of Animals & Lab 4 hours
MC 316-317 Microbiology & Lab 4 hours
GB 425-426 General Genetics & Lab 4 hours
EB 480 Principles of Ecology 3 hours
EB 481 Field Ecology 2 hours
ZO 362-363 Human Anatomy & Physiology/Lab OR 3-5 hours
ZO 762 Environmental Physiology 3 hours
ZO 440-441 Entomology & Lab OR 4 hours
ZO 546-547 Invertebrate Zoology & Lab 4 hours
ZO 515-516 Vertebrate Structure & Development & Lab OR 4-5 hours

ZO 556-557 Natural History of Vertebrates & Lab 4-5 hours
Upper division electives in biology 2-5 hours

Physical Science Requirements (23-25 hours):
CH 123-124 Chemistry I & Lab 5 hours
CH 126-127 Chemistry II & Lab 5 hours
CH 370-371 General Organic Chemistry & Lab 5 hours
PH 140-141 College Physics I & Lab 5 hours
MA 165 Basic Calculus 5 hours
OR
MA 161 Calculus I 5 hours
OR
PY 520 Statistics I 3 hours

BACHELOR OF SCIENCE
BIOLOGY MAJOR

ZOOTOLOGY CONCENTRATION
See the core curriculum general education requirements in the General Education section of this catalog.

Biology Requirements (45 hours):
GB 140-141 Principles of Biology & Lab 4 hours
MC 350-351 Molecular & Cellular Biology & Lab 4 hours
BO 212-213 Biology of Plants & Lab 4 hours
ZO 214-215 Biology of Animals & Lab 4 hours
MC 316-317 Microbiology & Lab 4 hours
GB 425-426 General Genetics & Lab 4 hours
EB 480 Principles of Ecology 3 hours
EB 481 Field Ecology 2 hours
ZO 362-363 Human Anatomy & Physiology/Lab OR 3-5 hours
ZO 762 Environmental Physiology 3 hours
ZO 440-441 Entomology & Lab OR 4 hours
ZO 546-547 Invertebrate Zoology & Lab 4 hours
ZO 515-516 Vertebrate Structure & Development & Lab OR 4-5 hours

ZO 556-557 Natural History of Vertebrates & Lab 4-5 hours
Upper division electives in biology 2-5 hours

Physical Science 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 biology education advisor of biology, who assists the student through a professional education curriculum. For the student to be admitted to the professional studies program, a recommendation to The Teachers College must be made by the Department of Biological Sciences upon review of qualifications.
To be admitted to the professional education program, the student must have a minimum GPA of 2.50 in biology contract courses and 2.75 in 36 hours specified by the university and have passed the PPST or CAAP exam based on education requirements. See the professional requirements in another section of this catalog.
See the core curriculum general education requirements in the General Education section of this catalog.

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 350-351 Molecular & Cellular Biology & Lab 4 hours
MC 316-317 Microbiology & Lab 4 hours
BO 212-213 Biology of Plants & Lab 4 hours
ZO 214-215 Biology of Animals & Lab 4 hours
ZO 362-363 Human Anatomy & Physiology & Lab 5 hours
EB 480 Principles of Ecology 3 hours
EB 481 Field Ecology 2 hours
GB 425-426 General Genetics & Lab 4 hours
GB 584 Teaching Biology in Middle & Secondary Schools 3 hours

Physical Science Requirements (5 hours):
CH 123-124 Chemistry I & Lab 5 hours
OPTION B - One Teaching Field

Biology Requirements (44 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>GB 140-141 Principles of Biology &amp; Lab</td>
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<tr>
<td>GC 350-351 Molecular &amp; Cellular Biology &amp; Lab</td>
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<td>BO 212-213 Biology of Plants &amp; Lab</td>
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<td>ZO 214-215 Biology of Animals &amp; Lab</td>
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<tr>
<td>MC 316-317 Microbiology &amp; Lab</td>
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<td>ZO 362-363 Human Anatomy &amp; Physiology &amp; Lab</td>
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<tr>
<td>GB 425-426 General Genetics &amp; Lab</td>
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</tbody>
</table>

Physical Sciences Requirements (14-15 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 123-124 Chemistry I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 370-371 General Organic Chemistry &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>One Lab course in Physics</td>
<td>4-5</td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE IN EDUCATION

SCIENCE TEACHING FIELD, GRADES 5-8

This program of courses is for middle school science endorsement. It is designed for pre-service and in-service teachers with other middle or secondary level teaching fields. This program closely parallels a similar program for elementary education pre-service and in-service teachers.

Life Science Requirements (12 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141 Principles of Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>OR GB 100-101 General Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BO 212-213 Biology of Plants &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ZO 214-215 Biology of Animals &amp; Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Physical Science Requirements (15 hours) Choose 3 courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>PH 140-141 College Physics I &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>PH 143-144 College Physics II &amp; Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

Earth Science Requirements (8-10 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 110-111 Introduction to Earth Science &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>ES 319 Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>GO 325 Earth History</td>
<td>3</td>
</tr>
<tr>
<td>GO 326 Plate Tectonics</td>
<td>3</td>
</tr>
<tr>
<td>PH 110-111 Introduction to Space Science</td>
<td>5</td>
</tr>
</tbody>
</table>

All candidates will complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 516 Teaching Physical Sciences in Middle/High Schools</td>
<td>3</td>
</tr>
<tr>
<td>OR GB 584 Teaching Biology in Middle &amp; Secondary Schools</td>
<td>5</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141 Principles of Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>GC 350-351 Molecular &amp; Cellular Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>OR MC 316-317 Microbiology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BO 212-213 Biology of Plants &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>OR ZO 214-215 Biology of Animals &amp; Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

PRE-MEDICAL TECHNOLOGY

Students interested in careers in medical technology are advised to select the Bachelor of Science with a concentration in microbial and cellular biology (previously described). After completing the requirements for this degree the student must apply for admission to an AMA accredited School of Medical Technology for a year of clinical training. If the clinical training is obtained from a degree-granting institution, a second degree, the Bachelor of Medical Technology, may be awarded by that institution. Competition for the available openings in the professional schools is intense; Emporia State University cannot guarantee admission. Students interested in this program should discuss opportunities and requirements with the Pre-Medical Technology advisor, Department of Biological Sciences.

PRE-AGRICULTURE

This curriculum prepares students for fields such as animal science, horticulture, agronomy, applied entomology, vocational agriculture education, and resource management. Courses are generally acceptable for transfer to Kansas State University or other schools offering professional degrees in agriculture. Scholarships, undergraduate assistantships, and on and off campus part-time employment are available. Employment opportunities are available in agri-business, research, management, and production agriculture.

Freshman Courses (33 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141 Principles of Biology &amp; Lab</td>
<td>4</td>
</tr>
<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>SP 101 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EC 103 Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td>MA 110 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 112 Trigonometry</td>
<td>2</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>Physical Education Activity</td>
<td>2</td>
</tr>
</tbody>
</table>

Science courses available beyond freshman year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BO 212-213 Biology of Plants &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ZO 214-215 Biology of Animals &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>MC 316-317 Microbiology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>GB 425-426 General Genetics &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ZO 440-441 Entomology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BO 750-751 Plant Anatomy &amp; Physiology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CH 370-371 General Organic Chemistry &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>GO 231 Physical Geology</td>
<td>3</td>
</tr>
</tbody>
</table>
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):**

- **BO 212-213** Biology of Plants & Lab 4 hours
- **ZO 214-215** Biology of Animals & Lab 4 hours
- **MC 316-317** Microbiology & Lab 4 hours
- **MC 540** Cell Biology 3 hours
- **ZO 362-363** Human Anatomy & Physiology & Lab 5 hours
- **GB 425** General Genetics 3 hours
- **EB 480** Principles of Ecology 3 hours

**One of the following:**

- **ZO 515-516** Vertebrate Structure & Devel & Lab 5 hours
- **ZO 570** Mammalian Physiology 3 hours
- **ZO 520** Neurobiology 3 hours
- **ZO 565-566** Histology & Lab 4 hours
- **ZO 760** Endocrinology 3 hours
- **ZO 762** Environmental Physiology 3 hours

Upper division electives in biology 10-12 hours

**Physical Science Requirements (20 hours):**

- **CH 123-124** Chemistry I & Lab 5 hours
- **CH 126-127** Chemistry II & Lab 5 hours
- **CH 370-371** General Organic Chemistry & Lab 5 hours
- **PH 140-141** College Physics I & Lab 5 hours
- **PH 143-144** College Physics II & Lab 5 hours

**Recommended Courses:**

- **MA 165** Basic Calculus or **MA 161** Calculus I or **PY 520** Statistics.

**PRE-PHYSICIAN ASSISTANT**

The curriculum presented here is based on entrance requirements for the master’s program at Wichita State University. Students applying to a different institution may find that the school of their choice requires slightly different courses. Pre-physician Assistant students must complete general education courses as outlined in the catalog.

**Biology Requirements (45 hours):**

- **GB 140-141** Principles of Biology & Lab 4 hours
- **BO 212-213** Biology of Plants & Lab 4 hours
- **ZO 214-215** Biology of Animals & Lab 4 hours
- **MC 316-317** Microbiology & Lab 4 hours
- **ZO 362-363** Human Anatomy & Physiology & Lab 5 hours
- **GB 425-426** General Genetics & Lab 4 hours
- **EB 480** Principles of Ecology 3 hours
- **ZO 365** Pathophysiology 3 hours
- **ZO 570** Mammalian Physiology 3 hours

Upper division electives in biology 11 hours

**Physical Science Requirements (20 hours):**

- **CH 123-124** Chemistry I & Lab 5 hours
- **CH 126-127** Chemistry II & Lab 5 hours
- **CH 370-371** General Organic Chemistry & Lab 5 hours
- **PH 140-141** College Physics I & Lab 5 hours

**Mathematics Requirement (3 hours):**

- **PY 520** Statistics I 3 hours

**Recommended Courses:**

- **MC 549-550** Immunology & Lab 5 hours
- **GB 325** Bioscientific Terminology 1 hour

**PRE-MEDICAL AND PRE-OSTEOPATHIC MEDICINE**

The curriculum presented here is based on entrance requirements for regional medical and osteopathic schools. Students applying to a particular institution may find that the school of their choice requires fewer physical science and mathematics courses. Pre-medical students must complete general education courses as outlined in the catalog and must score well on the nationally administered Medical College Admissions Test.

**Biology Requirements (45 hours):**

- **GB 140-141** Principles of Biology & Lab 4 hours
- **BO 212-213** Biology of Plants & Lab 4 hours
- **ZO 214-215** Biology of Animals & Lab 4 hours
- **MC 316-317** Microbiology & Lab 4 hours
- **ZO 362-363** Human Anatomy & Physiology & Lab 5 hours
- **BO 212-213** Biology of Plants & Lab 4 hours
- **ZO 214-215** Biology of Animals & Lab 4 hours
- **MC 316-317** Microbiology & Lab 4 hours
- **ZO 362-363** Human Anatomy & Physiology & Lab 5 hours
- **ZO 515-516** Vertebrate Structure & Development & Lab 5 hours
- **GB 425-426** General Genetics & Lab 4 hours
- **EB 480** Principles of Ecology 3 hours
- **MC 540** Cell Biology
  OR
- **ZO 570** Mammalian Physiology
  OR
University of Kansas Medical Center Recommendations

Admissions Test, etc. school. These include transcripts, interviews, the Optometry College define the total requirements for admission to a specific optometry school. These include transcripts, interviews, the Optometry College admissions Test, etc.

Physical Science Requirements (33-35 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</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 572-573</td>
<td>Organic Chemistry I &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 574-575</td>
<td>Organic Chemistry II &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>PH 140-141</td>
<td>College Physics I &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>PH 143-144</td>
<td>College Physics II &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>MA 161</td>
<td>Calculus I</td>
<td>3-5 hours</td>
</tr>
<tr>
<td>MA 165</td>
<td>Basic Calculus</td>
<td>OR</td>
</tr>
<tr>
<td>PY 520</td>
<td>Statistics I</td>
<td></td>
</tr>
</tbody>
</table>

University of Kansas Medical Center Recommendations

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>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>BO 212-213</td>
<td>Biology of Plants &amp; Lab</td>
<td>4 hours</td>
</tr>
<tr>
<td>ZO 214-215</td>
<td>Biology of Animals &amp; Lab</td>
<td>4 hours</td>
</tr>
<tr>
<td>ZO 515-516</td>
<td>Vertebrate Structure &amp; Development &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>ZO 362-363</td>
<td>Human Anatomy &amp; Physiology &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>MC 316-317</td>
<td>Microbiology &amp; Lab</td>
<td>4 hours</td>
</tr>
<tr>
<td>GB 425-426</td>
<td>General Genetics</td>
<td>4 hours</td>
</tr>
<tr>
<td>EB 480</td>
<td>Principles of Ecology</td>
<td>3 hours</td>
</tr>
<tr>
<td>ZO 570</td>
<td>Mammalian Physiology</td>
<td>OR</td>
</tr>
<tr>
<td>ZO 762</td>
<td>Environmental Physiology</td>
<td>OR</td>
</tr>
<tr>
<td>ZO 717</td>
<td>Comparative Animal Physiology</td>
<td>3 hours</td>
</tr>
<tr>
<td>&amp; Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper division electives in biology</td>
<td>9 hours</td>
<td></td>
</tr>
</tbody>
</table>

Psychology Requirements (6 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 100</td>
<td>Introduction to Psychology</td>
<td>3 hours</td>
</tr>
<tr>
<td>PY 520</td>
<td>Statistics I</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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 physical 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB 140-141</td>
<td>Principles of Biology &amp; Lab (B,W)</td>
<td>4 hours</td>
</tr>
<tr>
<td>MC 350-351</td>
<td>Molecular &amp; Cellular Biology &amp; Lab (B)</td>
<td>4 hours</td>
</tr>
<tr>
<td>BO 212-213</td>
<td>Biology of Plants &amp; Lab (B)</td>
<td>4 hours</td>
</tr>
<tr>
<td>ZO 214-215</td>
<td>Biology of Animals &amp; Lab (B)</td>
<td>4 hours</td>
</tr>
<tr>
<td>MC 316-317</td>
<td>Microbiology &amp; Lab (B,K,W)</td>
<td>4 hours</td>
</tr>
<tr>
<td>ZO 362-363</td>
<td>Human Anatomy &amp; Physiology &amp; Lab (B,K,W)</td>
<td>4 hours</td>
</tr>
<tr>
<td>&amp; Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper division electives in biology</td>
<td>9 hours</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics and Physical Science Requirements (34 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</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 370-371</td>
<td>General Organic Chemistry &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>CH 560-561</td>
<td>Biochemistry</td>
<td>4 hours</td>
</tr>
<tr>
<td>PH 140-141</td>
<td>College Physics I &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>PH 143-144</td>
<td>College Physics II &amp; Lab</td>
<td>5 hours</td>
</tr>
<tr>
<td>MA 165</td>
<td>Basic Calculus</td>
<td>OR</td>
</tr>
<tr>
<td>MA 161</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Note: CH 560-561 or CH 574-575 may count as biology electives.
B. Mathematics and Physical Science Requirements
(33 hours listed):

- MA 110 College Algebra (K,W) 3 hours
- MA 112 Trigonometry (K,W) 2 hours
- [PY 520 Statistics I is recommended (K,W)]
- A statistics course 3 hours
- PH 140-141 College Physics I & Lab (B,K,W) 5 hours
- PH 142-143 College Physics II & Lab (K,W) 5 hours
- CH 123-124 Chemistry I & Lab (B,K,W) 5 hours
- CH 126-127 Chemistry II and Lab (B,W) 5 hours
- CH 370-371 General Organic Chemistry & Lab (B) 5 hours
(KU requires CH 126-127 or CH 370-371)

C. Psychology and Sociology Requirements
(10 hours listed):

- PY 100 Introductory Psychology (K,W) 3 hours
- PY 211 Developmental Psychology (K,W) 4 hours
- SO 101 Introduction to Sociology (K,W) 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

F. Additional WSU Requirements (6 hours):
- IS 113 Intro. to Microcomputer Applic. 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
Pre-Veterinary is not a degree program. The School of Veterinary Medicine, Kansas State University, requires the coursework listed below which constitutes 70 hours of E.S.U. equivalent courses. Students wishing to attend KSU or any other veterinary school should consult an appropriate catalog. These 70 hours must be completed by the end of the spring term prior to the fall the student wishes to enter the professional veterinary program at KSU so courses may be in progress during the school year the student is applying. All students are urged to work toward a baccalaureate degree of their choice while completing the pre-professional requirements.

Required Courses (70 hours):

- EG 101 English Composition I 3 hours
- EG 102 English Composition II 3 hours
- SP 100 Interpersonal Communication OR 3 hours
- SP 101 Public Speaking
- 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 OR 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 (15 hours):
Social Science and/or Humanities Electives 12 hours
General Electives 3 hours

Courses offered by the Department of Biological Sciences:

BOTANY

- BO 159. SPECIAL TOPICS IN BOTANY 1-3 HRS.
  (Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.
- BO 212. BIOLOGY OF PLANTS 3 HRS.
  (Prerequisite, GB 140 or equivalent.) A study of anatomical and physiological problems, growth and development, ecology and evolution of plants.
- BO 213. BIOLOGY OF PLANTS LAB 1 HR.
  (Prerequisite, GB 140 or equivalent.) A study of anatomical and physiological problems, growth and development, ecology and evolution of plants.
- BO 259. SPECIAL TOPICS IN BOTANY 1-3 HRS.
  (Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.
- BO 338. TREES AND SHRUBS 2 HRS.
  (Prerequisite, GB 100 or equivalent, or permission of instructor. BO 339 must be taken concurrently.) Lectures and discussion concerning the study of the trees and shrubs, particularly those adapted to the urban environment, their ecology, selection, and techniques of identification and cultures.
- BO 339. TREES AND SHRUBS LAB 1 HR.
  (Corequisite, must be taken concurrently with BO 338.) Laboratory and field experiences emphasizing the ecology, identification and diagnostic characters of woody plants, both native and cultivated.
- BO 409. BOTANY PROJECTS 1-3 HRS.
  (Prerequisite, consent of instructor.) The student works independently, with aid and advice of one or more members of the staff, on a project in an area of botany in which he/she has some interest and competence.
- BO 430. ECONOMIC BOTANY 3 HRS.
  (Prerequisites, BO 212 and BO 213 or equivalent.) Lecture/ laboratory dealing with plants of economic importance to humans, ranging from lumber, food, medicine, spices, fibers, oils, resins, and ornamental...
plants to plants providing materials for industrial uses. Historical origins and implications of many of these plants and plant products are also emphasized.

**BO 459. SPECIAL TOPICS IN BOTANY** 1-3 HRS.  
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.

**BO 542. PLANT TAXONOMY** 2 HRS.  
(Prerequisite, BO 212 or equivalent. BO 543 must be taken concurrently.) Lecture and discussion on the taxonomy, ecology, techniques of identification and economics of flowering plants. Emphasis is placed upon the characteristics of families and orders.

**BO 543. PLANT TAXONOMY LAB** 2 HRS.  
(Prerequisite, BO 542 must be taken concurrently.) This course is designed to introduce the student to field techniques, ecology of flowering plants in the area, and identification and recognition of both native and cultivated taxa.

**BO 552. PLANT KINGDOM** 2 HRS.  
(Prerequisites, BO 212 and BO 213.) Designed for undergraduate biology majors and beginning graduate students. Lecture work on non-vascular plants and living and fossil vascular plants, with emphasis upon morphology and evolutionary trends.

**BO 553. PLANT KINGDOM LAB** 2 HRS.  
(Prerequisites, BO 212 and BO 213, concurrent enrollment in BO 552.) Designed for undergraduate biology majors and beginning graduate students. Laboratory work on non-vascular plants and living and fossil vascular plants with emphasis upon morphology and evolutionary trends.

**BO 748. RANGE MANAGEMENT AND LAB** 4 HRS.  
(Prerequisites; BO 212 and BO 213, and EB 480.) This is a course in the application of basic plant ecology to the management of range and pasture lands. The course includes grassland ecology, animal husbandry, management practices, range improvements, range evaluation and management.

**BO 750. PLANT ANATOMY AND PHYSIOLOGY** 2 HRS.  
(Prerequisite, BO 212 and 213 or equivalent. Must be taken concurrently with BO 751.) Lectures dealing with structure and function of vascular plant cells, tissues, and organs. Concepts covered will include meristems, cambium, primary and secondary growth, photosynthesis, respiration, xylem and phloem, nutrition and water relations.

**BO 751. PLANT ANATOMY AND PHYSIOLOGY LABORATORY** 2 HRS.  
(Prerequisite, BO 212 and 213 or equivalent. Must be taken concurrently with BO 750.) Microscopic and gross anatomical studies and experiments to illustrate the basic concepts of the physiology of vascular plants. The laboratory is designed to complement the lecture material and is correlated with the lecture as much as possible.

**BO 765. GRASSES** 2 HRS.  
(Prerequisite, BO 542-543 or equivalent. BO 766 must be taken concurrently.) Lectures and discussion emphasizing taxonomy, morphology, and ecology of the grasses, sedges, and rushes. Special emphasis is placed upon the generic units of classification.

**BO 766. GRASSES LAB** 2 HRS.  
(Prerequisite, must be taken concurrently with BO 765.) This course is designed to introduce the student to field techniques, ecology of grasses and identification and recognition of both native and cultivated taxa.

**BO 809. GRADUATE PROJECT IN BOTANY** 1-3 HRS.  
(Prerequisite, consent of instructor.) The student works independently, with the advice and aid of one or more members of the staff, on a project in which he/she has some interest or competence.

**BO 859. SPECIAL TOPICS IN BOTANY** 1-4 HRS.  
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of botany.

**BO 885. GRADUATE RESEARCH IN BOTANY** 2-3 HRS.  
(Prerequisites, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in botany by students who have demonstrated research ability at the graduate level.

**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.

**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.

**EB 341. WETLAND ENVIRONMENTS** 3 HRS.  
(Prerequisites, general education courses in biological, physical, and social sciences.) An interdisciplinary overview of physical, biological, and cultural aspects of wetlands. Definitions, classification, origins, and natural processes of wetland environments. Wetlands in boreal, temperate, and tropical climatic settings. Human impact, exploitation and management of wetland resources. Lectures, exercises and field trips. A student may not earn credit in more than one of EB 341, ES 341, or GE 341.

**EB 351. INTRODUCTION TO GEOSPATIAL ANALYSIS** 3 HRS.  
(Prerequisites, one general education course in each of biological, physical, and social sciences; or consent of instructor.) Introduction to geographic information systems (GIS) and remote sensing techniques as applied to documenting, mapping, interpreting, and managing natural and cultural resources. Types of GIS data, computer hardware and software used for geospatial analysis, basic cartography, and global positioning systems. Lectures, laboratory exercises, and field trip.

**EB 353. ENVIRONMENTAL BIOLOGY** 3 HRS.  
(Prerequisite, GB 100; consent of instructor.) A course for people interested in expanding their understanding of the causes, consequences and possible solutions for the major global and national environmental problems. The historical, socioeconomic and techno-scientific aspects of these problems are examined in lectures and discussions and by the use of video and printed materials. Summer and on demand.
EB 409. 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.

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.

EB 470. INTERNSHIP IN GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisites, GE 371, EB/ES 351; recommended, ES 551.) The internship provides an opportunity for undergraduate students enrolled in the GSA program to apply their mapping and geospatial analysis skills to practical problems. In addition to performing tasks outlined by the internship agency, each student will complete an end-of-semester written report, which will discuss various aspects of the internship. A student may not earn credit in more than one of EB 470, ES 470 or GE 470.

EB 474. FISHERIES MANAGEMENT 2 HRS.
(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 474 must be taken concurrently.) Principles, methods, and human dimensions of fisheries management.

EB 475. FISHERIES MANAGEMENT LAB 2 HRS.
(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 474 must be taken concurrently.) Introduction to the tools used by fisheries managers in the field and lab, including gear and methodology for sampling local waters. Identification of selected Kansas forage, rough, and game fishes. Field trips to organizations active in fisheries management.

EB 480. PRINCIPLES OF ECOLOGY 3 HRS.
(Prerequisites, BO 212-213, ZO 214-215, and MC 316-317 or equivalent. This course is to be taken concurrently with or as a prerequisite to EB 481.) Lectures and discussions of basic principles concerning population growth and interactions, regulatory mechanisms, community succession and structure, and energy relationships of ecological systems.

EB 481. FIELD ECOLOGY 2 HRS.
(Prerequisite, EB 480 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.

EB 496. STREAM ECOLOGY AND LAB 4 HRS.
(Prerequisites, GB 140, GB 141, ZO 214, ZO 215, EB 480, EB 481, or equivalent college-level courses.) Provides opportunities for undergraduate students to: 1. gain an overview of the structure and function of running waters; 2. explore various lotic habitats in the Emporia area; and 3. learn field and laboratory techniques for sampling and characterizing stream ecosystems. Class will often consist of both lecture and laboratory activities on a given day, but some sessions will be either entirely lecture or lab.

EB 536. WILDLIFE MANAGEMENT 2 HRS.
(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.

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.

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.

EB 710. CONSERVATION BIOLOGY 3 HRS.
(Prerequisites, graduate status or BO 212/213, ZO 214/215, and EB 480.) Conservation biology is the study of the origin, maintenance, and preservation of biological diversity. The effort to understand and manage biodiversity has become a priority at local through international levels. This course attempts to foster an understanding of the discipline of conservation biology and where it fits among other natural resource sciences. We will examine conservation biology from the whole organism level to the landscape level. Theoretical and practical applications will be covered. Lectures and group discussions are the primary modes of teaching and learning.

EB 736. WORKSHOP IN ENVIRONMENTAL BIOLOGY 1-5 HRS.
(Prerequisite, 12 semester hours of biology or consent of instructor.) Preparation of materials and exercises for teaching science concepts using investigative procedures. Individual and group activities, techniques and procedures for studying and teaching environmental biology by utilizing subjects and materials available in natural areas. Field experiences included.

EB 798. LIMNOLOGY 2 HRS.
(Prerequisite, concurrent with EB 799.) An introduction to the physical, chemical, and biological characteristics of aquatic communities, history and theory of energy flow and nutrient cycling in lakes and streams, and major water pollution problems.

EB 799. LIMNOLOGY LAB 2 HRS.
(Prerequisite, concurrent with EB 798.) Laboratory and field techniques for measurement of physicochemical features of aquatic communities, sampling techniques and identification of aquatic organisms, lake mapping, and measurement of primary productivity and community respiration.

EB 809. GRADUATE PROJECT IN ENVIRONMENTAL BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the advice and aid of one or more members of the staff, on a project in which he/she has some interest or competence.

EB 859. SPECIAL TOPICS IN ENVIRONMENTAL 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 environmental biology.
EB 874. FISHERIES MANAGEMENT 2 HRS.
(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 875 must be taken concurrently.) Principles, methods, and human dimensions of fisheries management.

EB 875. FISHERIES MANAGEMENT LAB 2 HRS.
(Prerequisites, ZO 214/215 and EB 480 or equivalents. Ichthyology/Lab and Field Ecology or equivalents recommended but not required. EB 874 must be taken concurrently.) Introduction to the tools used by fisheries managers in the field and lab, including gear and methodology for sampling local waters. Identification of selected Kansas forage, rough, and game fishes. Field trips to organizations active in fisheries management.

EB 885. GRADUATE RESEARCH IN ENVIRONMENTAL BIOLOGY 2-3 HRS.
(Prerequisites, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in environmental biology by students who have demonstrated research ability at the graduate level.

EB 886. STREAM ECOLOGY AND LAB 4 HRS.
(Prerequisites, GB 140, GB 141, ZO 214, ZO 215, EB 480, EB 481, or equivalent college-level courses.) Provides opportunities for graduate students to: 1. gain an overview of the structure and function of running waters; 2. explore various lotic habitats in the Emporia area; and 3. learn field and laboratory techniques for sampling and characterizing stream ecosystems.

GENERAL BIOLOGY

GB 100. GENERAL BIOLOGY 3 HRS.
Designed as a general education course for students majoring in fields other than science. Lectures are concerned with basic understanding of living processes in animals, plants, and microorganisms. Major emphasis is placed on concepts which will prepare students to become informed citizens in today’s society.

GB 101. GENERAL BIOLOGY LABORATORY 1 HR.
(Pre- or corequisite, GB 100; GB 101 is optional.) Designed as a general education course for non-science students. Through the use of biological examples, the laboratory presents science as a general method of generating hypotheses and testing those hypotheses against observed data.

GB 140. PRINCIPLES OF BIOLOGY 3 HRS.
(For prospective biology majors.) Lecture and discussion concerned with basic biological principles: cellular biology and biochemical processes, genetics, organismic biology and physiological processes, ecology, evolution and continuity of life. This course is designed for students who will major in biology and the health-related areas. The emphasis is placed on preparing students for advanced biology courses.

GB 141. PRINCIPLES OF BIOLOGY LABORATORY 1 HR.
(For prospective biology majors, to be taken concurrently with GB 140.) Laboratory exercises designed to familiarize students with the scientific process and to demonstrate basic biological principles and techniques. Includes gathering of data, observational techniques, and making inferences from data. Designed to prepare students for advanced biology courses.

GB 159. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 170. HONORS BIOLOGY & LAB 4 HRS.
(Prerequisites, ACT of 23 or better, consent of instructor.) Designed as a general education course for students who wish to explore biology through the honors format. Major emphasis is placed in developing the student’s ability to evaluate critically events in today’s society concerning cellular biology and biochemical processes, genetics, organismal biology and physiological processes, ecology, evolution, and continuity of life.

GB 259. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 303. FIELD AND LAB BIOLOGY 3 HRS.
(Prerequisite, GB 100.) Laboratory and field experiences in biology especially appropriate for elementary education majors. Non elementary education majors may enroll for general education credit with consent of instructor.

GB 325. BIOSCIENTIFIC TERMINOLOGY 1 HR.
An informal seminar-format course that meets one time per week, in which students work with Greek and Latin bases, prefixes, and suffixes that provide much of the foundation of modern bioscientific terminology found in all branches of science.

GB 385. NUTRITION 3 HRS.
(Prerequisite, one laboratory science in chemistry or biology.) A study of the relationship of nutrition to health of the individual as related to food and the ability of the body to utilize it. Emphasis is on normal nutrition and the interrelationships of nutrients. Application is made to nutritional requirements of infancy, childhood, adolescence, the reproduction period, and later years. Emphasis on nutrition problems of the college student is made through a personal dietary and activity record planned and evaluated by each student.

GB 386. INTERNSHIP: BIOLOGICAL SCIENCES 1-3 HRS.
An academic course to provide students with an opportunity to gain field experiences in one of the biological sciences through professional experiences. The academic experience is developed jointly by the student and the faculty advisor. No more than 3 hours in GB 386 may be counted toward the 45 hours of biology credit.

GB 409. BIOLOGY PROJECTS 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of general biology in which he/she has some interest and competence.

GB 425. GENERAL GENETICS 3 HRS.
(Prerequisite, GB 140 and MA 110 or equivalents with C’s or better, or consent 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.

GB 426. GENERAL GENETICS LAB 1 HR.
(Prerequisite, GB 140 and MA 110 or equivalents with C’s or better, or
GB 450. INTERDISCIPLINARY STUDIES: BIOLOGY 3 HRS.
In this interdisciplinary course students & faculty will collaborate to conduct quantitative research on biological systems. Weekly meetings will entail group discussions in which we will identify potential questions, design experiments to investigate those questions, and interpret the results of the experiments. With the use of sophisticated computer technologies we will analyze phenomena that were previously too fast, slow, small or large to be investigated with quantitative precision. Digital video and image processing techniques will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to analyze and model the observations. Students will develop written reports of their investigations, students will make public presentations of their findings at university seminars, and possibly at professional meetings.

GB 459. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 460. FIELD BIOLOGY OF MEXICAN VERTEBRATES 2 HRS.
The purpose of this course is 1) to provide an introduction to the basic field methods that are involved in the study of vertebrates and their populations and 2) to serve as a vehicle for intercultural exchange among Mexican scientists and students and U.S. scientists and students. The field portion of the class will be conducted in Mexico in conjunction with faculty from the Universidad de Morelos and Murray State College in Oklahoma. The class will be conducted in both Spanish and English, with lectures given in either language.

GB 470. UNDERGRADUATE 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.

GB 510. AQUATIC BIOLOGY 2 HRS.
(Prerequisite, BO 212, BO 213, ZO 214, ZO 215 or equivalents.) Basic ecology and taxonomy of the plants and animals inhabiting Great Plains lakes and streams. Emphasis is on the life cycles and ecological importance of common macrophytes, phytoplankton, zooplankton, and benthic macroinvertebrates.

GB 511. AQUATIC BIOLOGY LAB 2 HRS.
(Prerequisite, must be taken concurrently with GB 510.) Field and laboratory techniques for sampling and identifying aquatic organisms and assessing basic physicochemical conditions are introduced. Experience is gained in interpretation of quantitative data.

GB 539. SOIL SCIENCE AND LABORATORY 4 HRS.
(Prerequisites; CH 123, BO 212 and BO 213, and EB 480 (Ecology)). Lectures, Laboratory, and field trips covering soil classification, determination of soil physical and chemical properties, such as bulk density, cation exchange capacity, soil-plant interrelations, including xylem pressure potential, nutrient analysis, and soil conservation.

GB 584. TEACHING BIOLOGY IN THE SECONDARY AND MIDDLE SCHOOL 3 HRS.
(Prerequisite, BO 212 and 213, ZO 214 and 215, or permission of instructor.) This course summarizes the open-ended nature of biology; students practice developing reality-based experiences in biology teaching at all levels of instruction but focus heavily on communication levels appropriate at secondary and middle schools. Includes preparation of biological materials; production and use of overheads, slides and other audio-visuals; use of TV camera and VCR with microscope; laboratory and field procedures and safety; and appropriate selection and use of computers and software in biology education. Review laws relevant to copyright of printed and off-air materials, metrcization, sex education, and lab liability. Evaluation of classroom, laboratory and field experiences. Surveys professional journals and local and national science teaching organizations; examines national curricula and textbooks. Extensive practice in sex education delivery appropriate to various age levels. Management of controversy on animal rights, creationism, sex education, and science fraud.

GB 700. GREAT PLAINS BIOLOGY: SPECIAL TOPICS 1-3 HRS.
(Prerequisite, consent of instructor.) Special topics in Great Plains ecology, zoology, botany, human biology, and microbiota are examined. Although the Great Plains share some biological features with other regions, they have a distinct ecology, including species of plants and animals not found elsewhere. Emphasis is on the distinct aspects of the Great Plains, e.g., Ethnobotany. This course is designed primarily for in-service teachers. Content and assignments will vary according to the number of credit hours for which the course is offered.

GB 709. HUMAN REPRODUCTIVE BIOLOGY EDUCATION 3 HRS.
(Prerequisites, ZO 362-363 or equivalent; in-service teachers only.) Studies human reproductive anatomy and physiology, sexual response, diseases and disorders, menstruation, conception, in-vitro fertilization, pregnancy and childbirth, birth control, sex differentiation, sex preselection, STD’s including AIDS, bioethical issues related to human reproductive biology, etc. Participants will practice delivering this information and utilizing appropriate labwork, media and resource personnel.

GB 725. EVOLUTION 3 HRS.
(Prerequisite, GB 425, MC 540, or Biochemistry, or equivalents.) The factors in the continuity and modification of life through time; hereditary basis of evolution; effect of environmental change; diversity and origin of species; theories of the origin of life on earth.

GB 750. RESEARCH DESIGN AND ANALYSIS 3 HRS.
A study of the basic experimental and comparative design applicable to biological research. The student will gain experience in the use of statistical methods most often used by biologists and gain experience in the interpretations of results.

GB 752. SCIENTIFIC WRITING 2 HRS.
The student will be introduced to the primary literature (search methods for locating the literature as well as experience in reading and discussing the literature), the process of constructing a scientific paper (from figures and tables to the written product), writing and presenting a review article and a research proposal.

GB 759. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to
provide in-depth consideration of specialized topics in the various biological disciplines.

**GB 770. 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.

**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.

**GB 801. MODERN DEVELOPMENTS IN BIOLOGY I** 3 HRS.
(Prerequisite, consent of instructor.) Designed for in-service biology teachers. Progress in terms of understandings of fundamental concepts and principles, with special emphasis on recent developments in cytology, ecology, evolution, genetics, metabolism, and radiation biology.

**GB 802. MODERN DEVELOPMENTS IN BIOLOGY II** 3 HRS.
A continuation of GB 801.

**GB 809. GRADUATE PROJECT IN BIOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the advice and aid of one or more members of the staff, on a project in which he/she has some interest or competence.

**GB 859. SPECIAL TOPICS IN BIOLOGY** 1-4 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of general biology.

**GB 880. RESEARCH PROBLEMS IN BIOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) Individual studies by graduate students working toward the M.S. degree, 35-hour program, of problems of special interest in the field of biology.

**GB 885. GRADUATE RESEARCH IN BIOLOGY** 2-3 HRS.
(Prerequisites, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in biology by students who have demonstrated research ability at the graduate level.

**GB 890. THESIS, M.S.** 1-5 HRS.
(Required for 30-hour degree, Master of Science, with major in biology.) Independent study and research in an approved field of biology.

**MICROBIAL AND CELLULAR BIOLOGY**

**MC 159. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in various areas of microbial or cellular biology.

**MC 259. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in various areas of microbial or cellular biology.

**MC 316. MICROBIOLOGY** 3 HRS.
(Prerequisites, GB 100 and Chemistry I or equivalent. MC 317 must be taken concurrently.) Lectures and demonstrations concerning the cell structure, genetics and physiology of microorganisms and the role microorganisms play in the world around man. The course is intended for students not intending to major in microbiology.

**MC 317. MICROBIOLOGY LAB** 1 HR.
(Prerequisites, GB 100 and Chemistry I or equivalent. MC 316 must be taken concurrently.) Laboratory exercises in the techniques common to microbiological procedures and exercises intended to illustrate phenomena peculiar to microorganisms. Exercises intended to illustrate fundamental principles of immunology and virology are also performed. Representative fungi, bacteria, protozoa and viruses are observed by the students.

**MC 350. MOLECULAR AND CELLULAR BIOLOGY** 3 HRS.
(Prerequisite, Chemistry I or equivalent and GB 140 or equivalent. MC 351 must be taken concurrently.) Lectures and discussions concerning introductory cellulary chemistry, structure, physiology, and genetics. Basic concepts in recombinant DNA techniques also presented.

**MC 351. MOLECULAR AND CELLULAR BIOLOGY LABORATORY** 1 HR.
(Prerequisite, MC 350 must be taken concurrently.) Laboratory exercises designed to complement topics covered in MC 350.

**MC 409. MOLECULAR AND CELLULAR BIOLOGY PROJECTS** 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of molecular or cellular biology in which he/she has some interest and competence.

**MC 459. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in various areas of microbial or cellular biology.

**MC 520. MOLECULAR GENETICS** 3 HRS.
(Prerequisites, MC 316 or GB 425, and General Organic Chemistry, or equivalent.) Basic concepts of the structure, replication, and function of the DNA and RNA. Includes fundamental principles of the genetic code, gene transfer and recombination, mechanisms causing infidelity in the transfer of genetic information and regulatory mechanisms. Basic concepts frequently illustrated by evidence from studies in microbial genetics.

**MC 540. CELL BIOLOGY** 3 HRS.
(Prerequisites, general organic chemistry or equivalent, GB 140, corequisite, MC 541.) Lectures and discussions concerning the nature of the cell and details of cellular organization, function and regulation.

**MC 541. CELL BIOLOGY LAB** 1 HR.
(Prerequisite, concurrent with MC 540.) Some techniques useful for
studies in the area of cell biology are explored during the first half of the semester. A student-originated project completes the term.

**MC 549. IMMUNOLOGY** 3 HRS.
(Prerequisites, ZO 362 or equivalent. General Organic Chemistry strongly recommended. MC 550 must be taken concurrently.) Lecture dealing with the basic concepts of current Immunology. Major topics include principles of the host-parasite relationship, structure of antigens and antibodies, the biology of the immune response, and the hypersensitive state.

**MC 550. IMMUNOLOGY LAB** 2 HRS.
(Must be simultaneously enrolled in MC 549.) Laboratory work designed to develop laboratory skills and information concerned with demonstrations and assays of immunological mechanisms. Procedures include work with both animals and serological techniques.

**MC 560. HEMATOLOGY** 2 HRS.
(Prerequisite, ZO 362. Must take MC 561 concurrently. MC 549 is highly recommended.) A course, including lecture and laboratory, designed to introduce students to the basic facts and concepts concerning human blood with emphasis on the maturation and function of blood cells and the related disorders. Also included will be the consideration of blood typing and hemostasis.

**MC 561. HEMATOLOGY LAB** 1 HR.
(Prerequisite, must take concurrently with MC 560.) An introduction to the basic laboratory methods used to examine the blood and the blood forming tissues.

**MC 562. PATHOGENIC MICROBIOLOGY** 3 HRS.
(Prerequisites, CH 370.) This course will explore the various mechanisms operating to result in a microbial disease. Also covered will be the major aspects of the biology, isolation and identification of pathogenic bacteria, viruses, protozoa and fungi. Topics such as epidemiology, and public health will be interspersed throughout the course.

**MC 563. PATHOGENIC MICROBIOLOGY LABORATORY** 2 HRS.
(Prerequisite, must be taken concurrently with MC 562.) Laboratory techniques are dealt with for isolating and identifying major pathogenic microorganisms of humans.

**MC 701. VIROLOGY** 3 HRS.
(Prerequisites, MC 549, and MC 540 is strongly recommended.) Lecture dealing with the basic concepts of virology with emphasis on viral structure, viral replication, and viral diseases.

**MC 702. VIROLOGY LAB** 1 HR.
(Prerequisite, MC 701.) Techniques useful in study of viral replication, isolation, and identification.

**MC 703. MYCOLOGY** 3 HRS.
(Prerequisite, BO 212 or equivalent, MC 704 must be taken concurrently.) Lectures and demonstrations concerning the taxonomy, morphology and ecology of fungi and a consideration of medical and industrial mycology.

**MC 704. MYCOLOGY LAB** 1 HR.
(Prerequisite, BO 212 or equivalent, MC 703 must be taken concurrently.) Laboratory exercises concerning the taxonomy, morphology and ecology of fungi. Students perform projects that provide experiences in the isolation and identification of single species and their potential application to industrial utilization.

**MC 765. ADVANCED BIOTECHNOLOGY LABORATORY** 4 HRS.
(Prerequisites, one upper-level lab course from the following list; CH561, CH661, MC541, MC550, or MC562.) Two hours of lecture and 6 hours of laboratory per week. A project-based course designed to allow students to learn and practice the major laboratory methods of inquiry used in biochemistry- and molecular biology-related areas of research. Techniques covered may include library screening, gene cloning, PCR, protein expression and purification, bioinformatics, microarray analysis, and protein characterization. An emphasis is placed on using these techniques and skills in an integrated way to address a semester-long project.

**MC 809. GRADUATE PROJECT IN MICROBIAL AND CELLULAR BIOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in which he/she has some interest or competence.

**MC 859. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY** 1-4 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of microbial or cellular biology.

**MC 885. GRADUATE RESEARCH IN MOLECULAR AND CELLULAR BIOLOGY** 2-3 HRS.
(Prerequisite, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in molecular and cellular biology by students who have demonstrated research ability at the graduate level.

**ZOOLOGY**

**ZO 159. SPECIAL TOPICS IN ZOOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide an in-depth consideration of specialized topics in various areas of zoology.

**ZO 200. INTRODUCTION TO ANATOMY AND PHYSIOLOGY** 3 HRS.
(Prerequisite GB 100; PE majors and non-biology majors only.) A lecture course designed to introduce the student to the structure and function of the following body systems: skeletal, muscular, nervous sensory, circulatory, respiratory, digestive, urinary systems. Designed for students who are not biology majors or who are not in the pre-nursing program. Students may not receive credit for both ZO 200 and ZO 362.

**ZO 201. INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB** 1 HR.
(Prerequisite, concurrent with ZO 200; PE and non-biology majors only.) Study of anatomy of major organ systems by use of anatomical models and selected preserved animal organs. Use of physiological methods to study muscular, sensory, cardiovascular and respiratory systems.

**ZO 214. BIOLOGY OF ANIMALS** 3 HRS.
(Prerequisite, GB 140 or equivalent.) Lecture-discussion introduction
to zoology, including animal diversity, organization of the animal body and its functional systems, animal-environment relationships, and the evolutionary basis of animal life. Concurrent enrollment is ZO 215, Biology of Animals Lab, is strongly recommended.

ZO 215. BIOLOGY OF ANIMALS LAB 1 HR.
(Prerequisite, GB 140/141 or equivalent.) Laboratory introduction to zoology, including hands-on study of the diversity of animal phyla, and structure/function of the animal body. Concurrent enrollment in ZO 214, Biology of Animals, is strongly recommended.

ZO 259. SPECIAL TOPICS IN ZOOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in various areas of zoology.

ZO 362. HUMAN ANATOMY AND PHYSIOLOGY 3 HRS.
(Prerequisites, GB 140; CH 123 and CH 124 or 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.

ZO 363. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY 2 HRS.
(Prerequisites, GB 140, CH 123 and CH 124.) Observations and experiments in anatomy, histology and physiology of the major organ systems. Biology majors must take laboratory in conjunction with ZO 362, Human Anatomy and Physiology.

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 organism systems.

ZO 409. ZOOLOGY PROJECTS 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of zoology in which he/she has some interest and competence.

ZO 440. ENTOMOLOGY 2 HRS.
(Prerequisites, ZO 214/215 and equivalents, and EB 480. ZO 441 must be taken concurrently.) Biological relationships of insects. Insect morphology, physiology, ecology and classification. Metamorphosis and development of insects. Economic aspects of entomology.

ZO 441. ENTOMOLOGY LAB 2 HRS.
(Prerequisite, concurrent with ZO 440.) Morphology, physiology, and behavior studies. Collection and identification of insects.

ZO 459. SPECIAL TOPICS IN ZOOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of zoology.

ZO 472. ICHTHYOLOGY 2 HRS.
(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 473 must be taken concurrently.) Study of the structure, function, diversity, systematics, and ecology of fishes of the world.

ZO 473. ICHTHYOLOGY LAB 2 HRS.
(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 472 must be taken concurrently.) Field and laboratory techniques for collecting and preserving fishes. Identification of fishes in Kansas and representative fishes of the world. Study of the biology and ecology of fishes inhabiting local waters.

ZO 480. ORNITHOLOGY 3 HRS.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 481 must be taken concurrently.) Study of the structure, evolution, behavior, ecology and conservation of birds of the world. Lectures, films and slides.

ZO 481. ORNITHOLOGY LAB 1 HR.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 480 must be taken concurrently.) Study of birds, with emphasis on field identification of Great Plains birds by song and sight. Laboratory work and field trips.

ZO 490. MAMMALOGY 3 HRS.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 491 must be taken concurrently.) Study of the structure, evolution, behavior, ecology and conservation of mammals of the world. Lectures, films and slides.

ZO 491. MAMMALOGY LAB 1 HR.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 490 must be taken concurrently.) Study of mammals, with emphasis on field identification of Great Plains species. Laboratory work and field trips.

ZO 515. VERTEBRATE STRUCTURE AND DEVELOPMENT 3 HRS.
(Prerequisite, ZO 215 or ZO 362 or equivalent. ZO 516 must be taken concurrently.) An integrated course in vertebrate embryology and comparative anatomy. Lecture and discussion on germ layer development, organogenesis, fetal-maternal relationships, and adult anatomy of selected vertebrate systems.

ZO 516. VERTEBRATE STRUCTURE AND DEVELOPMENT LABORATORY 2 HRS.
(Corequisite, concurrent with ZO 515.) Laboratory work to accompany ZO 515. Dissection of the adult dogfish shark and a representative mammal. Study of the developing chick embryo.

ZO 520. NEUROBIOLOGY 3 HRS.
(Prerequisite, 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.

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.

**ZO 530. ANIMAL BEHAVIOR** 3 HRS.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent corequisite. ZO 531 must be taken concurrently.) Study of the evolution, mechanisms, types and results of behavior. Emphasis on vertebrate animals, particularly concerning social organization, communication, and behavioral ecology. Lectures, films and slides.

**ZO 531. ANIMAL BEHAVIOR LAB** 1 HR.
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent corequisite. ZO 530 must be taken concurrently.) Field and laboratory experiences which investigate and illustrate the principles of animal behavior.

**ZO 546. INVERTEBRATE ZOOLOGY** 3 HRS.
(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.

**ZO 547. INVERTEBRATE ZOOLOGY LAB** 1 HR.
(Prerequisite, concurrent with ZO 546.) A comparison of the distinguishing morphological and anatomical characteristics of invertebrate phyla and classes. Emphasis on recognition of major taxonomic units, taxonomy and ecology of local invertebrate fauna.

**ZO 556. NATURAL HISTORY OF VERTEBRATES** 3 HRS.
(Prerequisites, ZO 214, ZO 215, and EB 480, or permission of instructor. Must be taken concurrently with ZO 557.) Lectures, discussions and assigned reading on phylogeny, evolution, classification, distribution, and ecology of vertebrates.

**ZO 557. NATURAL HISTORY OF VERTEBRATES LAB** 1 HR.
(Prerequisites, ZO 214, ZO 215, and EB 480 or permission of the instructor.) Field and laboratory identification and natural history of local vertebrates and the most common forms elsewhere in the United States. This course must be taken concurrently with ZO 556.

**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.

**ZO 566. HISTOLOGY LAB** 2 HRS.
(Prerequisite, concurrent with ZO 565.) A microscopic consideration of mammalian (human, if available) cells, tissues, and organs.

**ZO 570. MAMMALIAN PHYSIOLOGY** 3 HRS.
(Prerequisite, 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.

**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.

**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.

**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.

**ZO 760. ENDOCRINOLOGY** 3 HRS.
(Prerequisites, MC 350 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.

**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.

**ZO 809. GRADUATE PROJECT IN ZOOLOGY** 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in which he/she has some interest or competence.

**ZO 840. ENTOMOLOGY** 2 HRS.
(Prerequisites, ZO 214/215 and equivalents, and EB 480. ZO 841 must be taken concurrently.) Biological relationships of insects. Insect morphology, physiology, ecology and classification. Metamorphosis and development of insects. Economic aspects of entomology.

**ZO 841. ENTOMOLOGY LAB** 2 HRS.
(Prerequisite, concurrent with ZO 840.) Morphology, physiology, and behavior studies. Collection and identification of insects.

**ZO 859. SPECIAL TOPICS IN ZOOLOGY** 1-4 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of zoology.

**ZO 872. ICHTHYOLOGY** 2 HRS.
(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 873 must be taken concurrently.) Study of the structure, function, diversity, systematics, and ecology of fishes of the world.

**ZO 873. ICHTHYOLOGY LAB** 2 HRS.
(Prerequisites, ZO 214/215 or equivalent. EB 480 or equivalent prerequisite or co-requisite. ZO 872 must be taken concurrently.) Field and laboratory techniques for collecting and preserving fishes.
Identification of fishes in Kansas and representative fishes of the world.  
Study of the biology and ecology of fishes inhabiting local waters.

**ZO 880. ORNITHOLOGY**  
3 HRS. 
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 881 must be taken concurrently.) Study of the structure, evolution, behavior, ecology, and conservation of birds of the world. Lectures, films and slides.

**ZO 881. ORNITHOLOGY LAB**  
1 HR. 
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 880 must be taken concurrently.) Study of birds, with emphasis on field identification of Great Plains birds by song and sight. Laboratory work and field trips.

**ZO 885. GRADUATE RESEARCH IN ZOOLOGY**  
2-3 HRS. 
(Prerequisite, graduate standing and at least three hours credit in graduate-level independent study.) Investigation of problems in zoology by students who have demonstrated research ability at the graduate level.

**ZO 890. MAMMALOGY**  
3 HRS. 
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 891 must be taken concurrently.) Study of the structure, evolution, behavior, ecology, and conservation of mammals of the world. Lectures and films and slides.

**ZO 891. MAMMALOGY LAB**  
1 HR. 
(Prerequisites, ZO 214/215 or equivalent; EB 480 or equivalent a co- or prerequisite. ZO 890 must be taken concurrently.) Study of mammals, with emphasis on field identification of Great Plains species. Laboratory work and field trips.

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**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)

**Professors:** Myrna Cornett-DeVito (Small Group Communication, Intercultural Communication, and Interpersonal Communication), James D. Ryan (Acting and Stage Movement).  
**Associate Professors:** Susan J. Mai (Costume Design and Make-Up), Theresa Mitchell (Acting, Directing, Stage Movement), Nancy J. Pontius (Scenic and Lighting Design), Glen W. Strickland (Argumentation and Debate, Speech Pedagogy, and Mass Communication).

**Assistant Professors:** Ronald L. Fowlkes (Scenic Design and Stagecraft), Heidi E. Hamilton (Rhetorical and Communication Theory), Sheryl D. Lidzy (Public Speaking and Interpersonal Communication), Richard A. Nida (Public Relations, Public Speaking).  
**Instructors:** Amanda Dura (Stage Costuming), Kenna Reeves (Interpersonal and Public Communication), Sam Maurer (Public Speaking and Interpersonal Communication).  
**Scene Shop Manager:** Kyle P. Land.

[http://www.emporia.edu/comta/](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 Pflaum Lecture honors the memory of George R. R. Pflaum, who chaired the department for many years.

The Basic Skills requirements of the General Education Core Curriculum must be completed prior to formal assignment of a major advisor for students wishing to major in communication. Students majoring in communication are required to complete a satisfactory Capstone Project. In addition, students who select a BFA or BA degree in communication as their major must earn a minimum grade of “C” in any communication courses taken at ESU and must earn a 2.5 or better overall GPA for all the communication courses they take at ESU. 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 Pflaum Debate.
Tournament. Students who wish to teach complete a program of study in the department with a reputation for excellence in teacher preparation. Graduates of the program are eligible to teach any subject in speech or theatre taught in Kansas high schools.

ESU Theatre productions are of the highest quality. They are well supported by the university, and well attended by the campus and local community. There are several productions during the year, including the Homecoming Scholarship Musical and an extremely popular Summer Theatre season.

Auditions and technical production crews for all theatre productions are open to all ESU students, regardless of 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 three different venues. The Karl C. Bruder Theatre, located in King Hall, is a 400-seat proscenium theatre that serves as the home for Emporia State Summer Theatre and for many productions during the academic year. Albert Taylor Hall, a proscenium theatre that seats 1,200 and is located in Plumb Hall, is traditionally used for the Homecoming Scholarship Musical each fall. The Ronald Q. Frederickson Theatre, located in Roosevelt Hall, a black box theatre with flexible seating configurations, usually seats around 100.

The ESU Theatre program is an active participant in the Kennedy Center American College Theatre Festival, normally entering about four productions each year in the Festival and attending the Regional Festival each January. ESU Theatre has many notable successes in this Festival, including several productions invited to the Kennedy Center for the National Festival. ESU theatre students have won many awards for acting, designing, criticism, and playwriting, including three national winners for the prestigious Irene Ryan Acting Scholarship.

BACHELOR OF ARTS

COMMUNICATION MAJOR

The major in communication under the Bachelor of Arts degree is a 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 303 Organizational Communication

SP 306 Advanced Interpersonal Communication

SP 307 Advanced Public Speaking

SP 312 Theories of Communication

SP 315 Small Group Communication

SP 332 Theories of Persuasion

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

SP 222 Argumentation & Debate 3 hours

SP 304 Online Communication 3 hours

SP 313 Interviewing: Principles & Techniques 3 hours

SP 322 Theories of Argument 3 hours

SP 331 Rhetorical Criticism 3 hours

SP 350 Intercultural Communication 3 hours

SP 351 Studies in Public Address 3 hours

SP 370 Special Problems in Speech 3 hours

SP 403 Communication Training and Development 3 hours

SP 490 Seminar in Rhetoric and Communication 3 hours

SP 500 Conflict Resolution 3 hours

SP 502 Group Leadership 3 hours

SP 555 Contemporary Issues in Free Speech 3 hours

* see below

CAREER AND PROFESSIONAL COMMUNICATION

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 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

* see below

PUBLIC RELATIONS

SP 304 Online Communication 3 hours

SP 305 Principles of Public Relations 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 355 Public Relations Writing 3 hours

SP 365 Public Relations Techniques 3 hours

SP 370 Special Problems in Speech 3 hours

SP 403 Communication Training and Development 3 hours

SP 405 Public Relations: Cases and Campaigns 3 hours

SP 500 Conflict Resolution 3 hours

SP 502 Group Leadership 3 hours

SP 555 Contemporary Issues in Free Speech 3 hours

* see below
*Up to six hours of a combination of any of the following may apply:

- Independent Study
- Internship
- Intercollegiate Forensics

**Required Second Program of Study (Minimum: 12 hours)**
The student should work with an academic advisor within the department to 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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<tr>
<th>Course</th>
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<tr>
<td>SP 100</td>
<td>Interpersonal Communication</td>
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<tr>
<td>OR</td>
<td>(whichever course is not used to meet the General Education Basic Skill requirement)</td>
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<tr>
<td>SP 101</td>
<td>Public Speaking</td>
<td>3</td>
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<tr>
<td>SP 303</td>
<td>Organizational Communication</td>
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<td>SP 306</td>
<td>Advanced Interpersonal Communication</td>
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<td>SP 307</td>
<td>Advanced Public Speaking</td>
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<tr>
<td>SP 312</td>
<td>Theories of Communication</td>
<td>3</td>
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<tr>
<td>SP 315</td>
<td>Small Group Communication</td>
<td>3</td>
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<td>SP 332</td>
<td>Theories of Persuasion</td>
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**Required Capstone Project**

**AREAS OF CONCENTRATION (21 hours):**
Select one concentration.

**PUBLIC COMMUNICATION**

**Required courses (6 hours):**

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<tr>
<th>Course</th>
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<tr>
<td>SP 351</td>
<td>Studies in Public Address</td>
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**Electives (15 hours):**

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<td>Argumentation &amp; Debate</td>
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<td>Online Communication</td>
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<td>Interviewing: Principles &amp; Technique</td>
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<td>SP 331</td>
<td>Rhetorical Criticism</td>
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<td>Special Problems in Speech</td>
<td>3</td>
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<tr>
<td>SP 403</td>
<td>Communication Training and Development</td>
<td>3</td>
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<tr>
<td>SP 490</td>
<td>Seminar in Rhetoric and Communication</td>
<td>3</td>
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<tr>
<td>SP 500</td>
<td>Conflict Resolution</td>
<td>3</td>
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<td>SP 502</td>
<td>Group Leadership</td>
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**CAREER AND PROFESSIONAL COMMUNICATION**

**Required Courses (6 hours):**

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<td>Intercultural Communication</td>
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<td>SP 360</td>
<td>Communication and Gender</td>
<td>3</td>
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**PUBLIC RELATIONS**

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<tr>
<td>SP 405</td>
<td>PR: Cases and Campaigns</td>
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<td>Public Relations Writing</td>
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**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:

- Independent Study
- Internship
- Intercollegiate Forensics

**BACHELOR OF SCIENCE IN EDUCATION SPEECH AND THEATRE TEACHING FIELD**

(Changes effective Fall 2007)
The BSE in Speech and Theatre is a comprehensive teaching degree which prepares students to teach speech, theatre, debate, forensics, and radio/television at the secondary level, grades 7 through 12, in Kansas schools. Students must maintain an overall Cumulative GPA of 2.75, complete a sequence of required courses, and apply to the Department of Communication and Theatre for official admittance to the program.

Additional requirements for teacher education candidates are listed in the Teachers College Section of this catalog. Please contact Kenna Reeves, coordinator of teacher education for speech and theatre at (620) 341-5256 or kreeves@emporia.edu for further information.
OPTION A - Two Teaching Fields
Required Courses (40 hours):
- SP 100 Interpersonal Communication 3 hours
- SP 222 Argumentation and Debate 3 hours
- SP 315 Small Group Communication 3 hours
- SP 312 Theories of Communication 3 hours
- SP 329 Principles of Radio-TV Broadcasting 3 hours
- SP 470 Teaching of Speech 3 hours
- TH 101 Introduction to Theatre 2 hours
- TH 121 Acting I 3 hours
- TH 131 Stagecraft 4 hours
- TH 340 Play Production 3 hours
- TH 381 Survey of Dramatic Literature 3 hours
- TH 426 Play Directing 3 hours
- TH 472 Theatre Production II 1 hour

OPTION B - One Teaching Field
Required Courses:
40 hours of courses as required by Option A.

Electives (8 hours):
The student and advisor will elect an additional 8 semester hours of courses with prefixes of SP or TH.

COMMUNICATION MINOR
A minor in communication may be taken by students who have majors in other disciplines. Courses in communication are excellent preparation for students in industry, public relations, management, media, counseling, law, and other professions that are heavily dependent upon good communication skills. Students whose academic major falls within the College of Liberal Arts and Sciences will normally take the minor with the liberal arts option; those whose academic major falls outside the College of Liberal Arts and Sciences will normally take the minor with the business option. Either minor is an appropriate choice for students whose academic program requires a minor as well as for students who are required to have a second program of study under the degree Bachelor of Arts.

LIBERAL ARTS OPTION (21 hours)
Required Courses (9 hours):
- SP 100 Interpersonal Communication 3 hours
  OR SP 101 Public Speaking 3 hours
  (whichever course is not used to meet the General Education Basic Skill requirement)
- SP 306 Advanced Interpersonal Communication 3 hours
- SP 307 Advanced Public Speaking 3 hours

Electives (12 hours):
Students select in consultation with an advisor in communication an additional twelve (12) hours of courses in communication to complete the minor. No more than three (3) hours total from the following courses may apply toward the minor:
- Intercollegiate Forensics (SP 142, 242, 342, and 442);
- Communication Internship (SP 570 and SP 571); and
- Independent Study (SP 471).

BUSINESS OPTION (21 hours)
Required Courses (15 hours):
- SP 100 Interpersonal Communication 3 hours
  OR SP 101 Public Speaking 3 hours
  (whichever course was not used to meet the General Education Basic Skill requirement)
- SP 303 Organizational Communication 3 hours
- SP 307 Advanced Public Speaking 3 hours
- SP 313 Interviewing: Principles & Techniques 3 hours
- SP 403 Communication Training & Development 3 hours

Electives (6 hours):
Students select in consultation with an advisor in communication an additional six (6) hours of courses in communication to complete the minor. No more than three (3) hours total from the following courses may apply toward the minor:
- Intercollegiate Forensics (SP 142, 242, 342, and 442);
- Communication Internship (SP 570 and SP 571); and
- Independent Study (SP 471).

BACHELOR OF ARTS
THEATRE MAJOR
(Changes effective Fall 2007)
The degree Bachelor of Arts with a major in Theatre is a broad, general education experience as well as an introduction to major facets of theatre performance, production, design, history and literature. Majors are required to audition for productions and to contribute to all productions, either as cast members or as production crew members; they will normally be enrolled in theatre projects for each production on which they work. To be eligible for production assignments, students must meet academic eligibility standards as established by the department. In addition, the B.A. in theatre is an appropriate degree leading to graduate work in theatre or related fields, such as arts administration, law, public relations, or the ministry.

Required Courses (25 hours):
- TH 101 Introduction to Theatre 2 hours
- TH 121 Acting I 3 hours
- TH 131 Stagecraft 4 hours
- TH 221 Acting II* 3 hours
- TH 350 Introduction to Theatrical Design 3 hours
- TH 381 Survey of Dramatic Literature 3 hours
- TH 426 Play Directing 3 hours
- TH 457 Scene Design 3 hours
- TH 472 Theatre Productions 1 hour

Required Course Options (9 hours)
Students must choose one course from each of the optional pairs listed below, for a total of 12 additional hours:
- TH 210 Movement for Actors 3 hours
  OR TH 223 Voice and Diction 3 hours
- TH 351 History of Costume and Décor* 3 hours
  OR TH 454 Costume Design* 3 hours
- TH 390 History of the Theatre I 3 hours
  OR TH 391 History of the Theatre II 3 hours
*These courses have prerequisites.
Required Second Program of Study:
Students complete a second program of study of from 15 to 30 hours in another discipline of their choice.

**BACHELOR OF ARTS**
**SECOND PROGRAM OF STUDY: THEATRE**
See the section on Theatre Minor.

**BACHELOR OF FINE ARTS**
**THEATRE MAJOR**
*(Changes effective Fall 2007)*

The degree Bachelor of Fine Arts with a major in Theatre provides intense preparation for students desiring to become competent and knowledgeable in all areas of theatre. General education requirements are those of LAS majors (non-teaching) and are printed in the undergraduate catalogue and schedule books. Majors are required to audition for productions and contribute to all productions, either in the cast or on a crew. Normally, students are enrolled in theatre projects for each production on which they work. To be eligible for production assignments, students must meet academic eligibility standards as established by the department.

**Required Courses (57 hours):**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>TH 101</td>
<td>Introduction to Theatre</td>
<td>2</td>
</tr>
<tr>
<td>TH 121</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>TH 131</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
<tr>
<td>TH 133</td>
<td>Make-up</td>
<td>2</td>
</tr>
<tr>
<td>TH 210</td>
<td>Movement for Actors</td>
<td>3</td>
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<tr>
<td>TH 221</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>TH 223</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>TH 234</td>
<td>Stage Costuming</td>
<td>2</td>
</tr>
<tr>
<td>TH 325</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TH 331</td>
<td>Scenery Practicum</td>
<td>1</td>
</tr>
<tr>
<td>TH 334</td>
<td>Costume Practicum</td>
<td>1</td>
</tr>
<tr>
<td>TH 336</td>
<td>Stage Lighting</td>
<td>3</td>
</tr>
<tr>
<td>TH 350</td>
<td>Introduction to Theatrical Design</td>
<td>3</td>
</tr>
<tr>
<td>TH 351</td>
<td>History of Costume and Décor</td>
<td>3</td>
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<tr>
<td>TH 381</td>
<td>Survey of Dramatic Literature</td>
<td>3</td>
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<td>TH 390</td>
<td>History of the Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>TH 391</td>
<td>History of the Theatre II</td>
<td>3</td>
</tr>
<tr>
<td>TH 426</td>
<td>Play Directing</td>
<td>3</td>
</tr>
<tr>
<td>TH 457</td>
<td>Scene Design</td>
<td>3</td>
</tr>
<tr>
<td>TH 497</td>
<td>American Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>TH 383</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (13 hours):**

Students will work with their advisor to select courses in theatre arts, communication, music, art, and/or dance.

**THEATRE MINOR**
*(Changes effective Fall 2007)*

Students who have majors in other disciplines may take a minor in theatre. The minor consists of 18 semester hours. Courses in theatre are excellent supplements for students planning careers in education, business, psychology, counseling, public relations, communication, law, and other fields that require the ability to work exceptionally well with other people. The theatre minor is an appropriate choice for students in the humanities or fine arts who wish to deepen their understanding of their major fields, as well as science majors who are seeking a breadth of undergraduate experiences. It is also an appropriate choice for students whose program requires a minor, as well as students who are required to have a second program of study under the degree Bachelor of Arts.

**Required Courses (10 hours):**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TH 121</td>
<td>Acting I</td>
<td>3</td>
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<tr>
<td>TH 131</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
<tr>
<td>TH 381</td>
<td>Survey of Dramatic Literature</td>
<td>3</td>
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**Elective Courses (8 hours):**

Students select from the following courses in consultation with an advisor. The chair of the department gives final approval to all minor programs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TH 221</td>
<td>Acting II</td>
<td>3</td>
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<tr>
<td>TH 305</td>
<td>Theatre Tour</td>
<td>1-2</td>
</tr>
<tr>
<td>TH 321</td>
<td>Acting III</td>
<td>3</td>
</tr>
<tr>
<td>TH 325</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TH 340</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>TH 350</td>
<td>Introduction to Theatrical Design</td>
<td>3</td>
</tr>
<tr>
<td>TH 351</td>
<td>History of Costume and Décor</td>
<td>3</td>
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<td>History of the Theatre I</td>
<td>3</td>
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<td>American Musical Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses offered by the Department of Communication and Theatre Arts:**

**COMMUNICATION**

**SP 022. INTRODUCTION TO DEBATE**
*3 HRS.*
An introduction to the theory and practice of interscholastic debate for the inexperienced high school student.

**SP 072. BASIC ARGUMENTATION**
*3 HRS.*
Study of the theory and practice of interscholastic debate for the advanced high school student.

**SP 100. INTERPERSONAL COMMUNICATION**
*3 HRS.*
An introduction to the principles and practices of spontaneous, informal interaction between or among human beings. A lecture-laboratory course designed to increase understanding of the process of communicating with another person and develop basic interpersonal skills through structured experiences, group interactions, and readings.

**SP 101. PUBLIC SPEAKING**
*3 HRS.*
An introduction to the principles and practices of preparing and presenting speeches to audiences. A lecture-laboratory course designed to increase understanding of, and develop skills in, the processes of audience analysis, speech preparation, and speech presentation.

**SP 142. INTERCOLLEGIATE FORENSICS I**
*1 HR.*
An introduction to tournament techniques and experience designed for those students actively participating in intercollegiate forensic competition.

**SP 222. ARGUMENTATION AND DEBATE**
*3 HRS.*
This course stresses the theory of argumentation and gives some practical experience in the forms of debate.
SP 242. INTERCOLLEGIATE FORENSICS II 1 HR.
A continuation of SP 142.

SP 302. DISCUSSION 3 HRS.
An experiential study of techniques and principles of small group discussion, designed to develop leadership and participation skills. Special focus on group interaction, leader emergence, consensus-making, evaluation of performance, and presenting discussion programs.

SP 303. ORGANIZATIONAL COMMUNICATION 3 HRS.
Traditional and modern concepts of channels of communication in complex organizations (government, industry, education, etc.). Influence of organizational theory on communicative patterns and organizational goals.

SP 304. ONLINE COMMUNICATION 3 HRS.
This course examines the role of communication on the Internet. The course identifies the Internet as a means of communication within the context of traditional communications theory.

SP 305. PRINCIPLES OF PUBLIC RELATIONS 3 HRS.
Modern organizations exist in increasingly competitive environments. The competition for resources as well as for the opportunity to be heard and understood can be fierce. Organizations have to be able to promote and maintain positive images. This course presents students with the opportunity to learn about and fine tune the communication skills needed to facilitate and maintain organizational practices and communications efforts designed to gain favor and commitment from desired publics. This class examines the history of public relations in the U.S., career tracks in both the profit and non-profit sectors, ethical and legal issues, as well as program planning strategies.

SP 306. ADVANCED INTERPERSONAL COMMUNICATION 3 HRS.
(Prerequisite, SP 100.) The course is designed to (1) increase communication skills in interpersonal communication, and (2) increase the student’s understanding of theoretical concepts underlying interpersonal communication. Methods of instruction include experiential learning in small groups, lecture and discussion. Student is required to participate in all classes, pass exams and submit a final research paper on a topic of his/her choice involving some phase of interpersonal communication.

SP 307. ADVANCED PUBLIC SPEAKING 3 HRS.
(Prerequisite, SP 101.) An advanced course in the theory and application of public speaking in a broad range of situations. Students will demonstrate an understanding of how to engage more effectively in listening, critical thinking, audience analysis, suppression of biases, organization, and speech delivery.

SP 312. THEORIES OF COMMUNICATION 3 HRS.
An introduction to classical and contemporary theories of communication. Designed to promote an understanding of (1) the Greek and Roman view of rhetorical theory, (2) contemporary theories of the process of communication, (3) how classical and contemporary standards may be usefully and appropriately adapted to the understanding of speech behavior.

SP 313. INTERVIEWING: PRINCIPLES AND TECHNIQUES 3 HRS.
Theory and practice of methods used in dyadic, face-to-face oral communicative situations traditionally encountered in organizational and professional environments. Practical application of interviewing skills relating to giving and getting information and job-employment situations is provided, through role-playing and real-life interviews in and out of class.

SP 315. SMALL GROUP COMMUNICATION 3 HRS.
An investigation of theories and precepts in small group communication. Emphasis on decision-making, norms, leadership, problem-solving, and skills development. Review of the research literature. Active involvement in research projects.

SP 322. THEORIES OF ARGUMENT 3 HRS.
A study of the traditional and contemporary theories of argumentation. The student gains an understanding of the syllogism, the enthymeme, the structural model of argument, and other formal types of reasoning.

SP 325. NONVERBAL COMMUNICATION 3 HRS.
(Prerequisite, SP 100 or SP 101.) A study of theories and behaviors of nonverbal communication in communication contexts, that are interpersonal, intergroup, and intercultural. Development of nonverbal communication skills.

SP 329. PRINCIPLES OF RADIO/TV BROADCASTING 3 HRS.
(Prerequisite, SP 100 or 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.

SP 330. INTERCULTURAL COMMUNICATION 3 HRS.
A study of representative critical methods and the theoretical assumptions which lie behind them. Participation in the class involves student writing of frequent critical essays in which the methods are applied to historical and/or contemporary examples of public address.

SP 332. THEORIES OF PERSUASION 3 HRS.
(Prerequisite, SP 100 or SP 101.) A study of the theories of persuasion and their applications, with special emphasis on the rhetorical and psychological principles involved. Consideration of the studies of source credibility, the structure and content of persuasive messages and of attitude change affected by the persuasive discourse. Opportunity for the preparation and criticism of persuasive messages by the students.

SP 342. INTERCOLLEGIATE FORENSICS III 1 HR.
A continuation of SP 242.

SP 350. INTERCULTURAL COMMUNICATION 3 HRS.
This course addresses both culture-general and culture-specific approaches to the study of intercultural communication. From a cultural general perspective, awareness and appreciation of cultural differences and suggestions regarding communication strategies to improve interaction with international and co-cultural persons are emphasized. Culture-specific examples are presented and opportunities to explore specific cultures are arranged.

SP 351. STUDIES IN PUBLIC ADDRESS 3 HRS.
Rhetorical analysis of selected topics in the history and criticism of public address, e.g., a speaker or group, debate or a series of debates, social movement, or a political campaign. May be repeated for up to six
hours with permission of the instructor, advisor, and department chair.

SP 355. PUBLIC RELATIONS WRITING 3 HRS.
Students will receive instruction in specialized advocacy writing for organizations and distribution to the print and broadcast media. The course pays special attention to requirements of writing using the Associated Press Style Manual. Students will apply their knowledge through a series of assignments using different media for distribution.

SP 360. COMMUNICATION AND GENDER 3 HRS.
Study of how gender and other demographic factors influence our communication style and content. Primary emphasis is on one’s gender but other factors that interact with gender to influence communication are also studied. Topics include gender filters, language, nonverbal behaviors, intimacy, and gendered communication in the family, schools, the media, and the work place. SP 360 is an elective course which may be taken for the BFA in Communication, the BSE in Speech Communication (Option B), or the Liberal Arts minor in Communication. It may also be taken for the Ethnic and Gender Studies minor.

SP 365. PUBLIC RELATIONS TECHNIQUES 3 HRS.
This course focuses on using commonly-practiced public relations techniques to achieve organizational goals, with primary emphasis on print, online media and special events. Its primary purpose is for students to take projects from conception through to final production and distribution.

SP 370. SPECIAL PROBLEMS IN SPEECH 1-3 HRS.
Intensive investigation of particular areas in rhetoric and public address. Offered as a class rather than an individual project.

SP 400. FAMILY COMMUNICATION 3 HRS.
(Prerequisite, SP 100.) A comprehensive study of the communication process within the family unit. Analysis of how communication undergirds family functioning. Particular emphasis upon understanding and performing communication skills that affect growth and cohesion in the family unit.

SP 403. COMMUNICATION TRAINING AND DEVELOPMENT 3 HRS.
Students in this course learn how organizations determine training needs and develop training programs to meet those needs. The primary focus is on developing communication skills training programs. Oral and nonverbal skills pertinent to conducting effective training programs are examined. To promote experiential learning and the skills-building focus, students in the course must develop and present a training seminar. As a result, pertinent oral and nonverbal communication skills are developed, practiced, and refined.

SP 405. PUBLIC RELATIONS CASES AND CAMPAIGNS 3 HRS.
(Prerequisite, SP 305.) This course combines public relations theory and skills development. Public relations cases are analyzed using public relations principles and theory. Students also apply case knowledge in the field by being assigned to a campaign under the direction of a public relations client-mentor.

SP 442. INTERCOLLEGiate FORENSICS IV 1 HR.
A continuation of SP 342.

SP 470. TEACHING OF SPEECH & THEATRE 3 HRS.
A survey of current classroom practices in speech in secondary schools with emphasis on educational philosophy underlying the selection and use of teaching materials and the testing and evaluation of students in speech, drama, debate, and forensics. Students are required to prepare a year’s course of study for teaching in the secondary schools. SP 470 must be completed with a grade of “C” or better prior to student teaching.

SP 471. INDEPENDENT STUDY 1-3 HRS.
Directed reading and/or research in an area of speech not included in the regularly listed courses.

SP 472. INDEPENDENT STUDY (P/NC) 1-3 HRS.
Directed study and experience related to special topics in communication. Expectations for this special project will be established and approved by the instructor before the student enrolls. If expectations are met, a final grade of “Pass” is awarded. If expectations are not met, a grade of “No Credit” is awarded.

SP 473. ACADEMIC INTERNSHIP I 1, 2 & 3 HRS.
Course provides instructor-supervised experience in advising and teaching communication skills. Interns work intensively with one instructor and one class learning how to assist others in improving their communication skills.

SP 474. FIELD INTERNSHIP I 1, 2 & 3 HRS.
This course provides university students with opportunities to explore and clarify their interest, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional, paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the first in a sequence of two field internships with a letter grade option.

SP 475. FIELD INTERNSHIP I 1, 2 & 3 HRS.
This course provides university students with opportunities to explore and clarify their interest, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional, paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the first in a sequence of two field internships with a pass/no credit option.

SP 490. SEMINAR IN RHETORIC AND COMMUNICATION 3 HRS.
Examine historical/critical, experimental, and descriptive research in 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.

SP 500. CONFLICT RESOLUTION 3 HRS.
The course examines the ineffective responses individuals make in a conflict situation, responses such as flight behavior, defensiveness, and manipulation. Particular emphasis upon theoretical models and communication techniques that will assist the student in handling conflict constructively. Methods of instruction include structured experiences, group discussion, assigned readings and lecture.

SP 502. GROUP LEADERSHIP 3 HRS.
(Prerequisite, SP 315.) A laboratory approach to group leadership,
including the role of the leader in group interaction, the work of the leader as group representative, and consideration of the research literature on the subject. Field work required.

**SP 555. CONTEMPORARY ISSUES IN FREE SPEECH**  3 HRS.
The First Amendment's promise of free expression and its impact on expressions of opinion on current artistic, social and political issues are examined. Emphasis is on providing students with theoretical frameworks through which they can make responsible decisions regarding current topics, including hate speech, prior restraint, book-banning, campus speech codes, invasion of privacy, obscenity, seditious speech, information access, and defamation.

**SP 560. CAPSTONE**  0 HRS.
Majors only. Students enroll in SP 560 for the semester in which they are scheduled to make their capstone presentation. Students will receive a grade of “S” or “U”, depending on whether they were successful or unsuccessful in completing their capstone requirement.

**SP 570. COMMUNICATION INTERNSHIP I**  3 HRS.
Course provides first-hand experience and training in the art of group facilitation. Intern works intensely with one instructor and one class learning how to assist others in improving their communication skills.

**SP 571. COMMUNICATION INTERNSHIP II**  3 HRS.
(Prerequisites, SP 570.) Course provides a second experience for those individuals who wish to further develop their communication skills as group facilitators. Intern must serve in a different course, preferably with a different instructor, than that served during his first intern experience.

**SP 572. DIRECTING FORENSIC ACTIVITIES**  2-3 HRS.
(Prerequisite, SP 222.) Strongly recommended for majors and minors who will be directing forensics, leading public discussions or forums, coaching debate, and/or organizing forensic tournaments.

**SP 573. ACADEMIC INTERNSHIP II**  1, 2 & 3 HRS.
(Prerequisite, SP 473.) Course provides a second instructor-supervised experience for those individuals who wish to 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.

**SP 574. FIELD INTERNSHIP II**  1, 2 & 3 HRS.
This course provides university students with further opportunities to explore and clarify their interests, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the second of two in a sequence of field experience internships with a letter grade option. Not for graduate credit.

**SP 575. FIELD INTERNSHIP II**  1, 2 & 3 HRS.
This course provides university students with further opportunities to explore and clarify their interests, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the second of two in a sequence of field experience internships with a pass/no credit option. Not for graduate credit.

**SP 580. CAPSTONE/RESEARCH**  3 HRS.
This class prepares students to fulfill the Capstone requirement in the Communication major. The Capstone includes three components: a tangible composition (e.g., a research paper, an exhibition, a portfolio, a video tape), an oral presentation, and a Web page. This class also introduces students to the basic kinds of research in the discipline of Communication.

**SP 722. DEBATE QUESTION ANALYSIS**  1-3 HRS.
(Offered only in summer.) Critical analysis of the current high school debate proposition. Special emphasis is placed on case construction and analysis in a workshop setting.

**SP 730. SEMINAR IN SPEECH**  2-5 HRS.
Seminars are offered in such areas as organization communication, mass communication, small group communication, health communication, supervisory communication, persuasion, nonverbal communication, and public communication.

**SP 742. DEBATE QUESTION ANALYSIS AND CASE CONSTRUCTION**  3 HRS.
This course is designed to acquaint students with the current high school debate question. A class project is required.

**THEATRE**

**TH 101. INTRODUCTION TO THEATRE**  2 HRS.
Not for General Education credit. An introductory course for Theatre majors that provides an overview of contemporary production and performance practices in theatre and departmental policies. All students will be given one production or performance assignment for the current semester.

**TH 105. THEATRE APPRECIATION**  2 HRS.
Students examine and discuss the philosophies, techniques, and basic natures of the performing arts from the observation of films, live plays, and television performances. Classroom lectures, demonstrations, and discussions are designed to give the student a fuller understanding and background of man's attempts to express himself in the performing arts.

**TH 121. ACTING I**  3 HRS.
This course will focus on the basic acting skills and craft: concentration, imagination, relaxation, listening, action and reaction, voice and body mechanics. Scenes and monologues will be explored, analyzed, rehearsed, and presented.

**TH 131. STAGECRAFT**  4 HRS.
Provides a fundamental knowledge of the planning, construction, painting and rigging of stage scenery and stage properties. In addition to formal class meetings, students are required to assist with the construction of scenery for ESU theatre productions.

**TH 133. MAKE-UP**  2 HRS.
The principles and practices of theatre make up are examined and applied in the laboratory. Students execute various laboratory assignments designed to develop their skill in make up application. Offered fall semester only.
TH 142. SUMMER THEATRE PRODUCTION I 1-4 HRS.
A production course, especially designed for students working in summer stock. Offered summer session only.

TH 210. MOVEMENT FOR ACTORS 3 HRS.
(Prerequisite, TH 121.) This course addresses fundamental movement techniques and concepts that are applicable to the acting craft. Students will identify personal movement preferences and expand their movement potential providing a foundation for a variety of physical choices that relate to supporting character and given circumstances. Offered spring semester only.

TH 212. DANCE FOR THEATRE I 3 HRS.
A comprehensive introduction to the techniques, styles, and historic contributions of theatre dance including ballet, jazz, and tap. The course culminates in a brief recital. Offered spring semester only.

TH 221. ACTING II 3 HRS.
(Prerequisite, TH 121.) This course will build upon basic craft and skills and work with scenes with complex relationships and situations. The actor's process will be explored. Offered fall semester only.

TH 222. VOICE AND DICTION 3 HRS.
This course deals with theory and technique for improving voice and articulation in both speech and performance. Exercises in pitch, projection, vocal placement, and articulation are used in conjunction with the International Phonetic Alphabet to help students achieve optimum vocal and articulatory competence.

TH 242. SUMMER THEATRE PRODUCTION II 1-4 HRS.
A production course especially designed for students working in summer stock. Offered summer session only.

TH 261. INTRODUCTION TO THEATRE FOR YOUTH 3 HRS.
This course is an introductory survey of the purposes, methodologies, forms, and materials of theatre for young audiences, including an overview of the history of theatre for youth, and the opportunities to use it in schools and communities.

TH 263. IMPROVISATION AND ROLE-PLAYING 3 HRS.
This course is an introduction to understanding the creative process survey of dramatic play, improvisation, theatre games, and involvement drama as developmental learning.

TH 271. INDEPENDENT STUDY 1-3 HRS.
Directed readings and/or research in an area of theatre arts not included in regularly listed courses. Outline of project required before enrolling. Students may repeat for a maximum of twelve hours.

TH 272. THEATRE PROJECTS 1-2 HRS.
Designed for freshmen and sophomores actively participating in University Theatre productions.

TH 305. THEATRE TOUR 1-2 HRS.
An exploration of the modern, professional theatre as a cultural institution in New York, London, Minneapolis, and other theatre centers. Students must arrange financing to cover costs of transportation, accommodations, and tickets, which will be arranged at a group discount. Overseas travel requires a valid passport.

TH 310. ADVANCED STAGE MOVEMENT 3 HRS.
(Prerequisite, TH 210.) This course will compliment performance studies by focusing on advanced physical theatre techniques and practices. Topics which may be covered include: tai chi, unarmed and armed stage combat, mask work, and Viewpoints. Creating new work will be explored as well as supporting character and dramatic action from published plays. May be repeated for credit. Offered spring semester, even years.

TH 312. DANCE FOR THEATRE II 3 HRS.
(Prerequisites, TH 212.) A continuation of studies begun in Dance for Theatre I.

TH 321. ACTING III 3 HRS.
(Prerequisite, TH 221.) This course continues the advanced student’s understanding and practice of acting skills. A continuation of TH 121 and TH 221, this course deals specifically with scripts and scenes from plays. Students will be introduced to acting theories through classroom discussion, exercises, and individual and group assignments.

TH 323. STAGE DIALECTS 3 HRS.
(Prerequisite, TH 223.) This course provides the student, through in-class workshops and oral presentations, an opportunity to gain proficiency in and an understanding of the specific phoneme, placement, pitch, and rhythmic changes needed to credibly assume select European and regional American dialects. The course will also strengthen any student's command of the International Phonetic Alphabet and build upon vocal techniques explored in Voice and Diction. Offered spring semester, even years.

TH 325. SCRIPT ANALYSIS 3 HRS.
An introduction to the crucial practice of reading and understanding plays for the purpose of producing them. The course does not simply focus on the plays as literature. Rather, it is a critical analysis of text leading to production as used by directors, actors, designers, and technicians.

TH 331. SCENERY PRACTICUM 1 HR.
(Prerequisites, TH 131. May be repeated for credit, with no limits.) This is a practical workshop in the construction and maintenance of scenery, lighting, props and sound for the stage. Students enrolled in this course will regularly assist with the building and care of scenery required for ESU theater productions.

TH 333. ADVANCED STAGE MAKE-UP 3 HRS.
(Prerequisite, TH 133.) The advanced principles and practices of theatre make-up are applied in the laboratory. Students execute various assignments on prosthesis, wigs, masks, and special problems. Offered spring semester, odd years.

TH 334. COSTUME PRACTICUM 1 HR.
(Prerequisites, TH 234. May be repeated for credit, with no limits.) This is a practical workshop in the construction and maintenance of costumes for the stage. Students enrolled in this course will regularly assist with the building and care of costumes required for ESU theater productions.

TH 335. STAGE MANAGEMENT 2 HRS.
(Prerequisites, TH 121 and TH 131.) A systematic examination of the role of the Stage Manager in a theatre production. Students will study practical techniques used in the profession, and work to organize the many duties and responsibilities required of the stage manager in the contemporary theatre.

TH 336. STAGE LIGHTING 3 HRS.
(Prerequisite, TH 131.) Basic principles of electricity, circuiting, lighting systems, and stage lighting instruments are examined. Students are also required to design complete light plots and present the projects to the class for discussion. Students must also perform lighting tasks for
University Theatre productions.

**TH 338. SCENE PAINTING 3 HRS.**
(Prerequisites, TH 131 and TH 350.) This is a practical, studio course of traditional scene painting for the theatre. Students will explore the various methods of recreating reality and theatre design through painted illusion by exploring materials and techniques of texture. Offered spring semester only.

**TH 340. PLAY PRODUCTION 3 HRS.**
An course in the problems of producing plays, which is designed for students who plan to teach or work in theatre. Using lecture, discussion, and laboratory methods, students will be introduced to performance, technical, and front of house aspects of theatre production. Philosophy, means, and methods for conducting classes and structuring curricular and co-curricular theatre activities.

**TH 342. SUMMER THEATRE PRODUCTION III 1-4 HRS.**
(Prerequisite, TH 242.) A production course especially designed for students working in summer stock. Offered summer session only.

**TH 350. INTRODUCTION TO THEATRICAL DESIGN 3 HRS.**
An introductory course in theatrical design for the theatre designer, director and performer. Students will complete exercises to explore the principles and elements of design as they relate to theatrical production. Projects and drawing exercises will be done in various art media in a studio format.

**TH 351. HISTORY OF COSTUME AND DÉCOR 3 HRS.**
This course will explore how a particular culture in a period of history represents itself through the visual artifacts of its clothing, buildings, decorations, and furniture. The class will also discuss politics, social attitudes, and economic conditions as sources for creating a theatrical production in an appropriate historical milieu. This course will introduce and refine skills necessary for identification of period style.

**TH 361. CHILDREN’S THEATRE PRODUCTION 3 HRS.**
(Prerequisites, TH 340 or TH 381 and TH 221.) Scripts for children's audiences will be studied, directoral and acting problems will be explored, and students will participate in the staging of a workshop production for a children's audience.

**TH 363. PUPPETRY AND MASKS 3 HRS.**
(Prerequisite, TH 263.) This course is a consideration of puppetry and masks for learning and creative expression, in the theatre and beyond. Students will gain specific experience in constructing and utilizing puppetry and masks for theatrical exercises and production.

**TH 370. SPECIAL PROBLEMS IN THEATRE ARTS 1-3 HRS.**
Intensive investigation of particular areas in dramatic arts. Offered as a class rather than as an individual project.

**TH 377. EDUCATIONAL THEATRE COMPANY 1-2 HRS.**
(Prerequisite, TH 121. 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.

**TH 381. SURVEY OF DRAMATIC LITERATURE 3 HRS.**
A survey of dramatic literature from the Greeks to the Absurdist. Plays representing all the major genres are read and discussed in their historical perspective.

**TH 382. MODERN DRAMA 3 HRS.**
A survey of late nineteenth and twentieth century continental, British and American writers such as Ibsen, Strindberg, Chekov, Brecht, Synge, O'Neill, Sartre, and Miller, who have influenced the modern drama. Contemporary playwrights of special significance will also be considered.

**TH 383. INTRODUCTION TO SHAKESPEARE 3 HRS.**
A survey of Shakespeare: his life, his theatre and his plays. Students will read a selection of Shakespeare's histories, comedies, and tragedies with an emphasis upon critical analysis, interpretation and history. The course will be supplemented by film and video interpretations of the plays. Offered spring semester, even years.

**TH 390. HISTORY OF THE THEATRE I 3 HRS.**
A survey of the history and development of theatre arts from its origin to 1700. Approximately fifteen plays and textual readings are required.

**TH 391. HISTORY OF THE THEATRE II 3 HRS.**
A survey of the history and development of theatre arts from 1700 to the present day. Assignments are similar to TH 390.

**TH 401. PROFESSIONAL SEMINAR 2-3 HRS.**
A capstone course for advanced theatre students to prepare them for entry into the professional theatre, or for graduate study. Students will develop resumes, audition materials, design portfolios, and other tools, which they will utilize in professional theatre or graduate schools.

**TH 412. DANCE FOR THEATRE III 3 HRS.**
(Prerequisites, TH 312.) A continuation of Dance for Theatre II.

**TH 412. DANCE FOR THEATRE III 3 HRS.**
(Prerequisite, TH 321) Analysis and performance of selections from Greek Drama, Shakespeare, Restoration, and other periods.

**TH 426. PLAY DIRECTING 3 HRS.**
(Prerequisites, TH 221 and TH 325.) An introduction to the basic concepts, theories, and methods of text-based stage directing. A series of short scenes culminates in the production of a 10-minute or one act play. A detailed production book that includes script analysis, set design, blocking, casting, and research accompanies the final scene.

**TH 431. SPECIAL TOPICS IN TECHNICAL PRODUCTION 1-3 HRS.**
(Prerequisite, TH 131.) Intensive study of a special topic in technical production that falls outside the usual technical production courses. Topics will be announced before the course is offered. Student may repeat different sections with consent of advisor.

**TH 434. SPECIAL TOPICS IN COSTUMING 1-3 HRS.**
Intensive study of a special topic in technical production that falls outside the usual technical production courses. Topics announced before course offered. Student may repeat different sections with consent.

**TH 442. SUMMER THEATRE PRODUCTION IV 1-4 HRS.**
(Prerequisite, TH 342.) A production course especially designed for students working in summer stock. Offered summer session only.

**TH 454. COSTUME DESIGN 3 HRS.**
(Prerequisites, TH 350 and TH 351.) A study of theatrical costume design with special emphasis on the design process including the collaboration with the director and other designers and the style of presentation. The student will complete at least one design project. Offered spring semester only.

**TH 457. SCENE DESIGN I 3 HRS.**
(Prerequisites, TH 131, TH 350 and TH 354.) A study of theatrical scene design with emphasis on the design process including collaboration with the director and other designers. Studies will include scenographic techniques and perspective drawing as employed in scene design. Students will complete at least two design projects.

**TH 461. DRAMATIC ACTIVITIES WITH CHILDREN  3 HRS.**
Designed for students who plan to work in the areas of children's literature, recreation, the fine arts, or teaching, this lecture-discussion course explores procedures for guiding children in self-expression.

**TH 465. SURVEY OF DRAMATIC LITERATURE FOR YOUTH  3 HRS.**
(Prerequisite, TH 261.) This course is a study of dramatic literature for youth, from developmental and artistic viewpoints. Students will read several plays covering the history, major plays and playwrights, and current trends in dramatic literature for youth.

**TH 471. INDEPENDENT STUDY  1-3 HRS.**
Consent of instructor. Directed reading and/or research in an area of theatre arts not included in the regularly listed courses. Students may repeat different sections for a maximum of twelve hours credit with consent of advisor.

**TH 472. ADVANCED THEATRE PROJECTS  1-3 HRS.**
Designed for juniors and seniors actively participating in University Theatre productions.

**TH 497. AMERICAN MUSICAL THEATRE  3 HRS.**
A survey of the genres and history of the American Musical Theatre. Students will study major writers, performers, and productions through reading, sound recording, video, and film. A major term project is required for all students. Offered every spring semester, odd years.

**TH 526. ADVANCED PLAY DIRECTING  3 HRS.**
(Prerequisite, TH 426.) Reading and discussion over theories of modern stage direction. Principles and techniques of stage directing are applied to semester-long production assignment.

**TH 528. ADVANCED PERFORMANCE TOPICS  1-3 HRS.**
This course will focus on generating new theatre works. The students will explore how to adapt a poem, short story, and/or other sources for theatre performance. However, the majority of the studies will focus on mining material from the imagination. The emphasis will be on physical theatre, which tends to be theatrical rather than realistic. Student may repeat different sections for a maximum of twelve hours credit with consent of instructor. Consent of instructor needed to enroll.

**TH 554. ADVANCED COSTUME DESIGN  3 HRS.**
(Prerequisite, TH 454.) Advanced principles and practice of costume design with emphasis on designing and rendering costumes from various historical periods. Design exercises could include topics such as design for dance, opera, large-scale drama and musicals.

**TH 557. ADVANCED SCENE DESIGN  3 HRS.**
(Prerequisite, TH 457.) This course is an advanced study of theatre design in scenery. It is a continuation of design skills introduced in TH 457. Among the advanced design areas covered in the course will be conceptualization of design projects, designing multiple set shows, portfolio preparation, and advanced color studies.

**TH 558. SPECIAL TOPICS IN THEATRICAL DESIGN  1-3 HRS.**
(Prerequisites, TH 336, TH 454, or TH 457.) This course is an advanced study of theatre design in scenery, lighting and/or costumes, where students will have the assignment of creating advanced design projects.
DEPARTMENT OF ENGLISH

Professor James F. Hoy, Interim Chair
(Folklore, Medieval Literature)

Professors: James F. Hoy (Folklore, Medieval Literature), Richard D. Keller (19th- and 20th-Century American Literature, Popular Culture), Melvin G. Storm (Medieval Literature, Linguistics). Associate Professors: Gary E. Holcomb (Ethnic Studies, American Cultural Studies), Kevin B. Kienholz (English Education, Curriculum Studies), Cynthia E. Patton (Victorian Studies, British Literature 1660-present), Rachelle M. Smith (Rhetoric and Composition), Amy Sage Webb (Creative Writing). Assistant Professors: D. Susan Kendrick (Renaissance Literature, Women’s Writing), Joseph Militeilo (World Literature), Kevin Rabas (Creative Writing). Instructors: E. Larry Bereman (Journalism), Max McCoy (Journalism).

http://www.emporia.edu/english/

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. The Department of English also offers a master’s degree in English. For more information see the Graduate Office web site, http://emporia.edu/grad/.

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 Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EG 210</td>
<td>Introduction to Literary Study</td>
<td>3</td>
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</tbody>
</table>

At least one course in each of the following areas:

- American Literature 3 hours
- English Literature 3 hours
- World Literature 3 hours
- Special Topics 3 hours
- Literary Criticism/Rhetoric 3 hours
- Language/Linguistics 3 hours
- Writing 3 hours

Elective Courses (15 hours):

Additional courses to make a total of 39 hours. Of all courses taken for the major, two must be in literature written before 1830 and two in literature written after 1830. At least 27 hours must be in courses numbered 300 or higher. A minor or second program of study (12 hour minimum) is also required.

BACHELOR OF SCIENCE IN EDUCATION
ENGLISH TEACHING FIELD

The degree Bachelor of Science in Education with an English teaching field prepares the student for a career in high school and junior high/middle school teaching. It enables the prospective teacher to obtain a broad background in English as well as excellent preparation in the theory and practice of teaching literature, composition, language, and the mass media. See the core curriculum general education requirements in the General Education section of this catalog for additional requirements for the BSE. A 2.6 GPA in the courses listed below is required for admission to teacher education and student teaching.

Required Courses (30 hours):

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<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 210</td>
<td>Introduction to Literary Study</td>
<td>3</td>
</tr>
<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:

- American Literature 3 hours
- English Literature 3 hours
- World Literature 3 hours
- Media Literacy (mass media/non-print): JO 200 3 hours
- Young Adult Literature 3 hours
- Literary Criticism/Rhetoric 3 hours
- History of the English Language 3 hours
- Writing: EG 301 or EG 280 or JO 301 3 hours

Elective Courses (12 hours):

Additional courses to make a total of 42 hours. Of all courses taken for the major, two must be in literature written before 1830 and two in literature written after 1830. At least 27 hours must be in courses numbered 300 or higher. Course work must include works
written by female writers and by writers of color and ethnic diversity.

**BACHELOR OF SCIENCE IN EDUCATION**

**ENGLISH TEACHING FIELD**

**MIDDLE-LEVEL LICENSURE**

This program prepares students to teach English in grades 5-8 in a middle-level setting.

**Required Courses (18 hours):**

- EG 490 Teaching English in the Middle-Level and Secondary School 3 hours
- At least one course in each of the following areas:
  - I. Media Literacy (mass media/ non-print): JO 200 3 hours
  - II. Young Adult Literature 3 hours
  - III. Literary Criticism/Rhetoric 3 hours
  - IV. History of the English Language 3 hours
  - V. Writing: EG 301 or EG 280 or JO 301 3 hours

**Elective Courses (6 hours):**

Additional courses to make a total of 24 hours.

**BACHELOR OF SCIENCE IN EDUCATION**

**(SECOND TEACHING FIELD ONLY)**

**JOURNALISM LICENSURE**

This program prepares students to teach journalism at the secondary level, grades 7-12.

**Required Courses (24 hours):**

- JO 200 Mass Communication 3 hours
- JO 301 Elements of News Reporting 3 hours
- JO 302 Advanced Reporting 3 hours
- JO 305 Editing and Layout 3 hours
- JO 490 Teaching Journalism in the Middle Level and Secondary School 3 hours
- JO 501 Law and Ethics of Journalism 3 hours
- JO 503 History and Principles of American Journalism 3 hours
- JO 306 Photojournalism 3 hours

**ENGLISH MINOR**

The English minor enables students to pursue a lively secondary interest in literature and in so doing to heighten their skills as critical readers, thinkers, and writers. These skills augment the expertise students gain in their major fields of study, and strengthen their chances for success in such fields as corporate or government service, law, and communication.

A minor in English consists of a minimum of 18 semester hours of coursework beyond Composition II. Students must take at least one course from each of the following groups.

**Required Courses (6 hours):**

- I. Early Literature 3 hours
  - EG 220 Early World Literature
  - EG 230 Early British Literature
  - EG 240 Early American Literature
- II. Later Literature 3 hours
  - EG 221 Later World Literature
  - EG 231 Later British Literature
  - EG 241 Later American Literature

**Electives (12 hours):**

Twelve hours of English electives should be selected in consultation with the departmental advisor. Electives should demonstrate a breadth of experience in both language and literature.

At least half of the coursework taken for the English minor must be at the junior-senior level.

**CREATIVE WRITING MINOR**

The Creative Writing minor is a 24-hour program of study open to all students regardless of major. Through this minor, students receive guided practice in the writing of poetry, fiction, drama, and non-fiction prose, as well as an opportunity to share their work with others in both workshops and public events. Outlets for student work include *Quivira* (the region’s oldest continuously-published campus literary magazine) and the *Quivira* literary club, which sponsors readings, dramatic productions, and other events. Career-oriented opportunities in publishing and the business of literary journals are available to students through the “Seminar in Literary Magazine,” which produces ESU’s national literary journal, *Flint Hills Review*.

**Required Courses (15 hours), to be taken sequentially:**

1. Introductory-level Creative Writing 3 hours
   - EG 280 Introduction to Creative Writing
2. First-level Creative Writing 3 hours
   - EG 380 Fiction Writing
   - OR
   - EG 385 Poetry Writing
3. Advanced-level Creative Writing 3 hours
   - EG 580 Advanced Fiction Writing
   - OR
   - EG 585 Advanced Poetry Writing
4. Elective Study in Creative Writing 3 hours
   - EG 587 Topics in Creative Writing
   - OR
   - EG 588 Studies in Creative Writing
5. Seminar Study in Creative Writing 3 hours
   - EG 680 Undergraduate Seminar in Creative Writing

**Electives (9 hours):**

Of the nine hours of elective courses in English, at least one must be approved by a Creative Writing advisor as a course in 20th-century literature. Up to nine hours of coursework for the creative writing minor may also be applied toward the B.A. in English.

**JOURNALISM MINOR**

The minor in journalism, open to students with any major, provides a foundation for careers in journalism and related fields.

**Required Courses (15 hours):**

- JO 301 Elements of News Reporting 3 hours
- JO 302 Advanced Reporting 3 hours
- JO 305 Editing and Layout 3 hours
- JO 501 Law and Ethics of Journalism 3 hours
- JO 503 History and Principles of Journalism 3 hours

**Electives (6 hours):**

The remaining 6 hours required for the minor in journalism may be other courses in journalism or, with special permission of the journalism advisor, other areas of study.

**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.

EG 100. COMPOSITION WORKSHOP 1 HR.
Offers intensive, individualized instruction in writing beyond, or as a
supplement to, regular English Composition offerings (EG 001, EG
101, EG 102). Working in a lab or workshop situation, the student will
concentrate on solving particular writing problems: e.g., spelling,
vocabulary development, basic grammar, paragraph development. EG
100 may not be used to fulfill Part I or Part II of the General Education
Requirements. It may be repeated for a maximum of three credit hours.

EG 101. COMPOSITION I 3 HRS.
(Required of all Freshmen, unless enrolled in EG 103, or exempted.
Prerequisite, EG 001 or satisfactory ACT and/or writing diagnostic
scores. Grade of C or better required for general education credit.)
Emphasizes fundamental principles of written English and rhetorical
modes available to the writer. The emphasis is on functional rhetoric.
Students write essays that grow from their reading and their experiences
in the context of issues pertinent to their immediate situation.

EG 102. COMPOSITION II 3 HRS.
(Required of all Freshmen, unless enrolled in EG 104, or exempted.
Prerequisite EG 101, or credit for EG 101 by examination. Grade of C
or better for general education credit.) A continuation and development
of EG 101. The topical/thematic orientation of the course permits the
student both a broad study of writing problems and practical
experiences with an in-depth study of a particular area in the range of
his or her own interests. Problem solving approach is used.

EG 103. HONORS COMPOSITION I 3 HRS.
(Superior pre-college preparation in English.) Comparable in intent to
EG 101 and specifically designed for students whose entrance scores
suggest superior pre-college preparation in English.

EG 104. HONORS COMPOSITION II 3 HRS.
Comparable in intent to EG 102 and specifically designed for students
who demonstrate superior performance in English Composition I or
Honors Composition I.

EG 105. ENGLISH FOR THE TECHNICAL
PROFESSIONS 3 OR 5 HRS.
(To be offered only at Flint Hills Technical College. Does not fulfill
ESU general education requirements.) English for the Technical
Professions is a variable-credit course, designed specifically for Flint
Hills Technical College students who are pursuing a career in a
technical field. The course emphasizes writing clear, coherent, and
accurate texts for the technical workplace. Students who need extra
help with basic writing skills will take two additional hours per week of
intensive tutorial.

EG 206. INTRODUCTION TO FILM STUDIES 3 HRS.
This course is designed to introduce students to the study of film, which
includes film history and the aesthetics of cinema. Topics of reading
and discussion will include film history and criticism, film aesthetics
and technology, and theories and ideologies about film. The class will
view selected films, film clips, and cinema profiles, and will learn to
write critically about film.

EG 207. LITERARY PERSPECTIVES 3 HRS.
(Prerequisites, EG 101 and EG 102.) Readings, analyses, and discussion
of the major genres of literature. Short stories, poetry, and drama from
various critical perspectives. A general education course.

EG 210. INTRODUCTION TO LITERARY STUDY 3 HRS.
(Prerequisite, EG 101.) An introduction to the critical background,
knowledge, and tools necessary for reading, analyzing, and interpreting
literature.

EG 220. EARLY WORLD LITERATURE 3 HRS.
(Prerequisite, EG 102 or EG 104.) A survey of world literature through
the seventeenth century.

EG 221. LATER WORLD LITERATURE 3 HRS.
(Prerequisite, EG 102 or EG 104.) A survey of world literature from the
eighteenth century to the present day.

EG 230. EARLY BRITISH LITERATURE 3 HRS.
(Prerequisite, EG 102 or EG104.) A survey of the literature of Great
Britain from the early Middle Ages through the eighteenth century.

EG 231. LATER BRITISH LITERATURE 3 HRS.
(Prerequisite, EG 102 or EG 104.) A survey of the literature of Great
Britain from the beginning of the nineteenth century until the present.

EG 240. EARLY AMERICAN LITERATURE 3 HRS.
(Prerequisite, EG 102 or EG104.) A survey of the literature of the U.S.
from the beginnings until 1865.

EG 241. LATER AMERICAN LITERATURE 3 HRS.
(Prerequisite, EG 102 or EG104.) A survey of the literature of the U.S.
from 1865 until the present.

EG 280. INTRODUCTION TO CREATIVE WRITING 3 HRS.
(Prerequisite, EG 101 or concurrent enrollment.) A course designed to
acquaint students with the fundamentals of writing as a craft, reading as
writers, and the workshop format.

EG 301. ADVANCED COMPOSITION 3 HRS.
(Prerequisites, EG 101 and EG 102 or their equivalents.) Focus on
advanced techniques and structures in the writing of expository and
argumentative prose.

EG 305. TECHNICAL WRITING 3 HRS.
(Prerequisites, EG101 and EG102.) Focus on the special problems
involved in writing for technical audiences and about technical subjects
for non-specialists.

EG 310. LITERARY CRITICISM 3 HRS.
An introduction to a variety of critical approaches to literature that can
be used to guide the reading of and writing about literary texts.

EG 338. SHAKESPEARE: TRAGEDIES AND
COMEDIES 3 HRS.
A survey of Shakespeare’s tragedies and comedies. The course may
include studies of the sonnets and epic poems.

EG 339. SHAKESPEARE: HISTORIES AND
ROMANCES 3 HRS.
A survey of Shakespeare’s histories and romances. The course may
include studies of the sonnets and epic poems.
EG 350. FOLKLORE 3 HRS.
(Prerequisites, completion of 24 credit hours of college coursework before enrollment in EG 350, including EG 101 and EG 102 or equivalents.) An introduction to the types and methods of collection and analysis of folklore.

EG 355. MYTHOLOGY 3 HRS.
(Prerequisites, completion of 24 credit hours of college coursework before enrollment in EG 355, including EG 101 and EG 102 or equivalents.) An investigation of the myths and belief systems of past and present civilizations and cultures.

EG 360. 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.

EG 365. ETHNIC LITERATURES 3 HRS.
An introduction to ethnic literatures, typically emphasizing texts by U.S. writers.

EG 370. LANGUAGE AND GRAMMARS 3 HRS.
(Prerequisite, EG 102.) An investigation of the principles that characterize human language in general and the characteristics and conventions of the English language in particular.

EG 375. GRAMMAR FOR WRITERS 3 HRS.
(Prerequisites, EG 102 or EG 104.) A survey and review of traditional grammar and its application in writing standard edited American prose.

EG 380. FICTION WRITING 3 HRS.
(Prerequisite, EG 280.) A course designed to strengthen student prose and workshop skills, reinforcing understanding of particular genres through prose assignments, story analysis, and workshops.

EG 385. POETRY WRITING 3 HRS.
(Prerequisite, EG 280.) A course designed to strengthen student poetry and workshop skills, reinforcing understanding of particular genres through poetry assignments, poetry analysis, and workshops.

EG 390. TEACHING WRITING: ONE-ON-ONE CONFERENCING 1 HR.
(Prerequisites, EG 101 and EG 102. May be taken concurrently with EG 102 with the instructor’s permission.) A practicum course designed to present and reinforce methods of teaching writing on a one-on-one basis. Course includes readings on writing and consulting theories. Students observe and then consult with peers in a supervised lab situation, applying skills and assessing students’ progress.

EG 392. READING AND WRITING CONNECTIONS 3 HRS.
An introduction to the reading and writing connections in the elementary classroom, with emphasis on the composing process.

EG 490. TEACHING ENGLISH IN THE MIDDLE-LEVEL AND SECONDARY SCHOOL 3 HRS.
(Required of all English majors preparing to teach in junior or senior high schools.) A course designed to train prospective English teachers to teach English language arts in grades 5-12 and to update experienced teachers in English methods.

EG 491. TECHNOLOGY IN THE ENGLISH AND JOURNALISM CLASSROOM 2 HRS.
Students will learn to use technology in the English and Journalism classroom, gain knowledge of and evaluate instructional technologies as they create multimedia presentations, use a variety of electronic resources, and understand the laws that govern technology. Students may not earn credit for both JO 491 and EG 491.

EG 501. TOPICS IN PROFESSIONAL WRITING 3 HRS.
Offers topics that provide instruction and guided practice in a specific area of professional writing. Specific course descriptions are available in the Department of English office before registration begins.

EG 510. STUDIES IN CRITICISM 3 HRS.
Studies in specific topics in the history and theory of criticism. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 515. STUDIES IN RHETORIC 3 HRS.
Studies in specific topics in the history and theory of rhetoric. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 520. STUDIES IN WORLD LITERATURE 3 HRS.
Studies in specific topics in world literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 530. STUDIES IN BRITISH LITERATURE 3 HRS.
Studies in specific topics in British literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 540. STUDIES IN AMERICAN LITERATURE 3 HRS.
Studies in specific topics in American literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available 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.

EG 555. STUDIES IN MYTHOLOGY 3 HRS.
Studies in specific topics in mythology. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 560. STUDIES IN WOMEN’S LITERATURE 3 HRS.
Intensive study of major women writers or major themes and images of women in literature. The course may include such topics as women in drama, images of women in medieval literature, major women novelists, contemporary American women poets, and women in western American literature. May be repeated more than once with a change of subject matter.
EG 565. STUDIES IN ETHNIC LITERATURES 3 HRS.
Studies in specific topics in ethnic literatures. Topics addressed will vary from semester to semester; specific detailed descriptions are available from the Department of English office before registration begins. May be repeated for credit with different topics.

EG 570. STUDIES IN LANGUAGE AND LINGUISTICS 3 HRS.
Studies in specific topics in language and linguistics. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 575. HISTORY OF THE ENGLISH LANGUAGE 3 HRS.
The course traces the development of the English language through Old, Middle, Early Modern, Mature Modern, and American English, examining the various stages of the language in the light of shifting patterns of linguistic, social, and cultural influence.

EG 580. ADVANCED FICTION WRITING 3 HRS.
(Prerequisites, EG 280 and EG 380.) Helps develop individual prose writing voice through in-depth study of prose style, writing, and workshops.

EG 585. ADVANCED POETRY WRITING 3 HRS.
(Prerequisites, EG 280 and EG 385.) Helps develop individual poetry writing voice through in-depth study of poetic form, writing, and workshops.

EG 587. TOPICS IN CREATIVE WRITING 3 HRS.
A seminar-format course devoted to one specific form of writing, such as scriptwriting for drama, scriptwriting for television, the personal essay, or genre writing. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 588. STUDIES IN CREATIVE WRITING 3 HRS.
A multi-genre course that assumes students' commitment to writing and understanding of the workshop format. Often designed around a theme, the course is structured to help develop student writing toward professional quality. Specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 592. STUDIES IN YOUNG ADULT LITERATURE 3 HRS.
An introduction to young adult literature, with a special emphasis on how to use it in the English/Language Arts classroom.

EG 594. STUDIES IN LITERARY GENRES 3 HRS.
Studies in specific literary genres. Genres addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 596. STUDIES IN LITERARY TRADITIONS 1-3 HRS.
Studies in specific topics in literary traditions. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 598. STUDIES IN MAJOR AUTHORS 3 HRS.
Detailed study of a specific author. The author studied will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

Department of English office before registration begins. May be repeated for credit with different topics.

EG 680. UNDERGRADUATE SEMINAR IN CREATIVE WRITING 3 HRS.
(Prerequisite, EG 580 or EG 585.) As the most advanced undergraduate writing curriculum at Emporia State, this course challenges writers to expand their knowledge and writing styles by compiling and revising the work they have generated in previous creative writing classes into publishable quality. The course provides students with directed readings in material relevant to their writing projects. Students revise and edit work for a final portfolio which is applicable for use in applying to M.A. or M.F.A. programs, and which students can also use to assess their own progress and learning in creative writing.

EG 700. SEMINAR IN LITERARY CRITICISM 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in literary criticism and theory. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 710. SEMINAR IN RHETORIC 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in rhetoric and composition. Topics addressed will vary from semester to semester, including such topics as History of Rhetoric, Modern Rhetoric, Classical Rhetoric, and Introduction to Composition Studies. May be repeated for credit with different topics.

EG 715. SEMINAR IN RHETORIC 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in rhetoric and composition. Topics addressed will vary from semester to semester, including such topics as History of Rhetoric, Modern Rhetoric, Classical Rhetoric, and Introduction to Composition Studies. May be repeated for credit with different topics.

EG 720. SEMINAR IN WORLD LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in world literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 730. SEMINAR IN BRITISH LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in British literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 740. SEMINAR IN AMERICAN LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 750. SEMINAR IN FOLKLORE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in folklore. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 755. SEMINAR IN MYTHOLOGY 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in mythology. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.
EG 760. SEMINAR IN WOMEN'S LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in women's literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 765. SEMINAR IN ETHNIC LITERATURES 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in ethnic literatures. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 770. SEMINAR IN LANGUAGE AND LINGUISTICS 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in language and linguistics. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 780. GRADUATE SEMINAR IN CREATIVE WRITING 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) A workshop for advanced students interested in writing fiction, poetry, or both. Topics the class will investigate will be determined by the interest and needs of the students who comprise the workshop. Additional emphasis will be on the problems of teaching creative writing.

EG 790. SEMINAR IN PEDAGOGY 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) A course designed to help advanced students and practicing teachers understand, research, and evaluate pedagogical issues in English language arts. 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 792. SEMINAR IN YOUNG ADULT LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in young adult literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 794. SEMINAR IN LITERARY GENRES 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in specific literary genres. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 796. SEMINAR IN LITERARY TRADITIONS 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in specific literary traditions. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 798. SEMINAR IN MAJOR AUTHORS 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Detailed study of a major author. The author studied will vary from semester to semester; specific detailed descriptions are available in the Department of English office before registration begins. May be repeated for credit with different topics.

EG 810. INTRODUCTION TO GRADUATE STUDIES 3 HRS.
A seminar providing graduate students with the tools and background necessary to undertake scholarly research in English.

EG 890. MASTER'S SEMINAR IN ENGLISH 3 HRS.
Specialized topics in language and literature that vary from offering to offering. Specific course offerings and descriptions are available in the Department of English office before registration begins.

EG 895. TEACHING PRACTICUM 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.

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.

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.

JOURNALISM

JO 200. MASS COMMUNICATION 3 HRS.
A survey of the history, scope, influence, and problems of the mass media: books, newspapers, magazines, movies, television, radio, public relations, and advertising.

JO 301. 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.

JO 302. ADVANCED REPORTING 3 HRS.
(Prerequisite, JO 301.) The course extends the skills learned in Elements of News Reporting, covering computer-assisted reporting, in-depth news, and analysis.

JO 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.

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.

**JO 490. TEACHING JOURNALISM IN THE MIDDLE-LEVEL AND SECONDARY SCHOOL** 3 HRS.
This course is designed to train prospective journalism teachers to teach in grades 5-12 and to update experienced teachers in journalism methods.

**JO 491. TECHNOLOGY IN THE ENGLISH AND JOURNALISM CLASSROOM** 2 HRS.
Students will learn to use technology in the English and Journalism classroom, gain knowledge of and evaluate instructional technologies as they create multimedia presentations, use a variety of electronic resources, and understand the laws that govern technology. Students may not earn credit for both JO 491 and EG 491.

**JO 501. LAW AND ETHICS OF JOURNALISM** 3 HRS.
(Prerequisite, JO 305.) The history, the development, and the future of the First Amendment and the Fourth Estate and ethical concerns that journalists face daily.

**JO 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.

**JO 505. STUDIES IN JOURNALISM** 1-3 HRS.
Studies in special topics in Journalism. Specific topics vary with each offering and may be repeated for credit with different topics.

**JO 509. INTERNSHIP IN JOURNALISM** 1-3 HRS.
Supervised pre-professional experience in the field of journalism. Student and faculty advisor will develop internship goals and assessment plan in consultation with workplace supervisor. May be repeated for credit.

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**DEPARTMENT OF MATHEMATICS, COMPUTER SCIENCE AND ECONOMICS**

**Associate Professor Larry Scott, Chair (Statistics)**

**Professors:** Connie Schrock (Mathematics), Marvin E. Harrell (Mathematics), Elizabeth Yanik (Mathematics), Joe Yanik (Mathematics).

**Associate Professors:** Essam Abotteen (Mathematics), Charles Pheatt (Computer Science), William Simpson (Computer Science), G.P. Youvaraj (Mathematics).

**Assistant Professors:** Robert Catlett (Economics), Brian Hollenbeck (Mathematics), Arthur Janssen (Economics).

**Instructors:** James Telfer (Mathematics).

[http://www.emporia.edu/math-cs/home.htm](http://www.emporia.edu/math-cs/home.htm)

The Department of Mathematics, Computer Science and Economics offers programs leading to the following degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Education
- Master of Science

For the degree Bachelor of Arts, there is a major in mathematics. For the degree Bachelor of Science, there are majors in mathematics, computer science, and economics. For the degree Bachelor of Science in Education, there are programs for licensure in mathematics 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.

The department also offers a master’s degree. For more information see the Graduate Office web site, [http://emporia.edu/grad/](http://emporia.edu/grad/).

**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):

- **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 350** Programming Languages 3 hours
- **CS 542** Discrete Structures 3 hours
- **CS 555** Principles of Computer Organization 3 hours
- **CS 557** Operating Systems 3 hours
- **CS 561** System Programming 3 hours
- **MA 161** Calculus I* 5 hours
- **MA 240** Discrete Mathematics 3 hours
- **MA 262** Calculus II 5 hours
- **MA 322** Introduction to Linear Algebra 3 hours
- **MA 380** Probability and Statistics 3 hours

*A student not sufficiently prepared for MA 161 may be required to take MA 110 first.

Required Courses (select 6 hours):

- **PH 550** Digital Electronics 3 hours
- **PH 551** Digital Electronics Lab 2 hours
- **CS 501** Advanced Computer Programming 3 hours
- **CS 552** Principles of Software Engineering 3 hours
- **CS 570** Theory of Computation 3 hours

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 elective credit.

- **CS 315** Java Programming 3 hours
- **CS 320** Computer Networks & Internets 3 hours
- **CS 325** HTML Programming 3 hours
- **CS 410** Seminar in Computer Science 3 hours
- **CS 480** Independent Study Computer Science 3 hours
- **CS 486** Coop. Education II: Computer Science 3 hours
- **CS 523** Artificial Intelligence 3 hours
- **CS 760** Numerical Analysis 3 hours
- **CS 762** Optimization Techniques 3 hours
- **CS 763** Simulation Techniques 3 hours
- **CS 765** Numerical Linear Algebra 3 hours
- **CS 775** Compiler Design 3 hours
- **CS 780** File Structures 3 hours
- **MA 263** Calculus III 3 hours
- **MA 335** Differential Equations I 3 hours
- **MA 425** Abstract Algebra 3 hours
- **MA 532** Mathematical Statistics I 3 hours
- **MA 727** Groups, Rings, and Fields 3 hours
- **MA 728** Vector Spaces 3 hours
- **MA 733** Mathematical Statistics II 3 hours
- **MA 734** Complex Variables 3 hours
- **MA 735** Advanced Calculus I 3 hours
- **MA 736** Advanced Calculus II 3 hours
- **MA 740** Number Theory 3 hours
- **MA 764** Regression Analysis 3 hours
- **IS 323** COBOL Programming 3 hours
- **IS 383** Advanced COBOL Programming 3 hours
- **IS 393** BAL (Basic Assembler Language) Programming 3 hours

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
- **CS 569** Data Security Practicum 3 hours
- **CS 565** Computer Forensics 3 hours
- **CS 564** Network Defense and Countermeasures 3 hours
- **CS 563** Computer Attack Essentials 3 hours
- **CS 566** Network Defense and Countermeasures 3 hours
- **MA 165** Basic Calculus 5 hours
- **MA 240** Discrete Mathematics 3 hours
- **SO 353** Criminology 3 hours
- **SO 354** Information, Technology and Society 3 hours

**BACHELOR OF SCIENCE**

**DATA SECURITY MAJOR**

*(Effective Fall 2007)*

The Data Security Major is an interdepartmental course of study with course requirements taken from Mathematics, Computer Science, Business, and Sociology. The major will provide the student with the training necessary to defend computer systems and networks from attacks from within and from without an organization. The course offerings in this major will teach students to identify and deter the most dangerous threats to computer systems now and in the future. This program offers courses that address a broad range of skill sets, including security essentials, intrusion detection, incident handling, firewalls, perimeter protection, and operating system security.

**Required Core Courses (50 hours):**

- **BU 353** Legal Environment of Business 3 hours
- **CS 220** Introduction to Computer Science 3 hours
- **CS 260** Programming and Problem Solving 3 hours
- **CS 340** Data Structures and Algorithms I 3 hours
- **CS 345** Data Structures and Algorithms II 3 hours
- **CS 355** UNIX 3 hours
- **CS 557** Operating Systems 3 hours
- **CS 561** Systems Programming 3 hours
- **CS 563** Computer Attack Essentials 3 hours
- **CS 564** Network Defense and Countermeasures 3 hours
- **CS 565** Computer Forensics 3 hours
- **CS 566** Network Defense and Countermeasures 3 hours
- **MA 165** Basic Calculus 5 hours
- **MA 240** Discrete Mathematics 3 hours
- **SO 353** Criminology 3 hours
- **SO 354** Information, Technology and Society 3 hours

**Elective Courses:**

In addition to the required courses above, students are encouraged to consult with their advisor about selecting additional 20 hours of elective courses from computer science, computer information systems, sociology, criminology, and law in order to complete the 70 hour major.

**Courses may include but are not limited to:**

- **CS 315** Java Programming 3 hours
- **CS 320** Computer Networks & Internets 3 hours
- **CS 325** HTML Programming 3 hours
- **CS 523** Artificial Intelligence 3 hours
- **IS 213** Management Information Systems 3 hours
- **IS 333** Business Computer Systems Analysis 3 hours
ECONOMICS MAJOR

BACHELOR OF SCIENCE

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 hours 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
Total 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

*A student 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.

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 students 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.)

Mathematics

BACHELOR OF ARTS

MATHEMATICS MAJOR

The student desiring to be a mathematician who is well educated in the broad liberal arts tradition should take a 32 hour major in mathematics for the degree Bachelor of Arts. Upon graduation, this student will be extremely well prepared to pursue a graduate degree in mathematics or a related area, or to enter a job situation requiring versatility rather than specialization.

Required Courses (32 hours):

MA 125 Introduction to Mathematics 1 hour
MA 161 Calculus I 5 hours
MA 240 Discrete Mathematics 3 hours
MA 262 Calculus II 5 hours
MA 263 Calculus III 3 hours
MA 322 Introduction to Linear Algebra 3 hours
MA 380 Probability & Statistics 3 hours
MA 425 Abstract Algebra 3 hours
MA 735 Advanced Calculus I 3 hours
MA 727 Groups, Rings, & Fields OR
MA 728 Vector Spaces 3 hours
MA 736 Advanced Calculus II

Required Second Program of Study:

The student is required to complete a second program of study from 15 to 30 hours in another discipline of the student’s choice.

BACHELOR OF SCIENCE

MATHEMATICS MAJOR

This program is designed for students desiring considerable specialization in mathematics. Courses selected according to his or her desires and objectives will prepare the student to take employment as a mathematician in industry or government, or in the fields of science, engineering, computers, statistics, business, economics, or actuarial science.

See the general education requirements in the General Education section of this catalog.

Required Core Courses (35 hours):

MA 125 Introduction to Mathematics 1 hour
CS 220 Introduction to Computer Science 3 hours
CS 260 Programming & Problem Solving 3 hours
MA 161 Calculus I* 5 hours
MA 240 Discrete Mathematics 3 hours
MA 262 Calculus II 5 hours
MA 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 160 first.

Required Courses (12 hours):
Select two of the following (6 hours total):
MA 335 Differential Equations I 3 hours
MA 734 Complex Variables 3 hours
CS 760 Numerical Analysis 3 hours
CS 762 Optimization Techniques 3 hours
CS 765 Numerical Linear Algebra 3 hours
Select two of the following (6 hours total):
MA 727 Groups, Rings, and Fields 3 hours
MA 728 Vector Spaces 3 hours
MA 736 Advanced Calculus II 3 hours
MA 740 Number Theory 3 hours

Electives:
MA 291 Mathematical Modeling 3 hours
CS 315 Java Programming 3 hours
CS 320 Computer Networks & Internets 3 hours
CS 325 HTML Programming 3 hours
MA 335 Differential Equations I 3 hours
CS 340 Algorithms and Data Structures I 3 hours
CS 345 Algorithms and Data Structures II 3 hours
CS 350 Programming Languages 3 hours
MA 421 College Geometry 5 hours
CS 501 Advanced Computer Programming 3 hours
MA 532 Mathematical Statistics I 3 hours
CS 542 Discrete Structures 3 hours
CS 552 Principles of Software Engineering 3 hours
CS 555 Principles of Computer Organization 3 hours
CS 557 Operating Systems 3 hours
CS 561 System Programming 3 hours
MA 591 Topics in Mathematics 1-3 hours
MA 715 Topology 3 hours
MA 727 Groups, Rings, and Fields 3 hours
MA 728 Vector Spaces 3 hours
MA 733 Mathematical Statistics II 3 hours
MA 734 Complex Variables 3 hours
MA 736 Advanced Calculus II 3 hours
MA 740 Number Theory 3 hours
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 160 first.

Required Courses (12 hours):
CS 340 Algorithms and Data Structures I 3 hours
CS 345 Algorithms and Data Structures II 3 hours
CS 350 Programming Languages 3 hours
Select one of the following (3 hours):
CS 555 Principles of Computer Organization 3 hours
CS 557 Operating Systems 3 hours
CS 561 System Programming 3 hours

Electives:
MA 291 Mathematical Modeling 3 hours
MA 335 Differential Equations I 3 hours
CS 315 Java Programming 3 hours
CS 320 Computer Networks & Internets 3 hours
CS 325 HTML Programming 3 hours
CS 340 Algorithms & Data Structures I 3 hours
CS 345 Algorithms & Data Structures II 3 hours
CS 350 Programming Languages 3 hours
MA 421 College Geometry 5 hours
CS 444 Database Organization 3 hours
CS 501 Advanced Computer Programming 3 hours
MA 532 Mathematical Statistics I 3 hours
CS 542 Discrete Structures 3 hours
CS 545 Database Theory 3 hours
CS 552 Principles of Software Engineering 3 hours
CS 555 Principles of Computer Organization 3 hours
CS 557 Operating Systems 3 hours
CS 561 System Programming 3 hours
MA 591 Topics in Mathematics 1-3 hours
MA 715 Topology 3 hours
MA 727 Groups, Rings, and Fields 3 hours
MA 728 Vector Spaces 3 hours
MA 733 Mathematical Statistics II 3 hours
MA 734 Complex Variables 3 hours
MA 736 Advanced Calculus II 3 hours
MA 740 Number Theory 3 hours
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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 125</td>
<td>Introduction to Mathematics</td>
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<tr>
<td>CS 220</td>
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<tr>
<td>CS 260</td>
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<tr>
<td>MA 161</td>
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<td>MA 322</td>
<td>Introduction to Linear Algebra</td>
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<tr>
<td>MA 735</td>
<td>Advanced Calculus I</td>
<td>3</td>
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</table>

*A student not sufficiently prepared for MA 161 may be required to take MA 160 first.

Required Courses (select 12 hours):

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<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CS 340</td>
<td>Algorithms and Data Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CS 345</td>
<td>Algorithms &amp; Data Structure II</td>
<td>3</td>
</tr>
<tr>
<td>CS 350</td>
<td>Programming Language</td>
<td>3</td>
</tr>
<tr>
<td>MA 532</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MA 733</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MA 764</td>
<td>Regression Analysis</td>
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Electives:

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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 291</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<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>MA 335</td>
<td>Differential Equations I</td>
<td>3</td>
</tr>
<tr>
<td>CS 340</td>
<td>Algorithms &amp; Data Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CS 350</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>MA 421</td>
<td>College Geometry</td>
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<tr>
<td>CS 501</td>
<td>Advanced Computer Programming</td>
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<tr>
<td>MA 532</td>
<td>Mathematical Statistics I</td>
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<tr>
<td>CS 542</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 552</td>
<td>Principles of Software Engineering</td>
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</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 591</td>
<td>Topics in Mathematics</td>
<td>1-3</td>
</tr>
<tr>
<td>MA 715</td>
<td>Topology</td>
<td>3</td>
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<tr>
<td>MA 727</td>
<td>Groups, Rings, and Fields</td>
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<tr>
<td>MA 728</td>
<td>Vector Spaces</td>
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<td>MA 733</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MA 734</td>
<td>Complex Variables</td>
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<tr>
<td>MA 736</td>
<td>Advanced Calculus II</td>
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<tr>
<td>MA 740</td>
<td>Number Theory</td>
<td>3</td>
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<td>CS 760</td>
<td>Numerical Analysis</td>
<td>3</td>
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<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>MA 764</td>
<td>Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CS 765</td>
<td>Numerical Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 791</td>
<td>Topics in Mathematics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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, MA 307, and MA 308 which are required of all elementary teacher candidates, the elementary education student desiring a concentration in mathematics must complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 130</td>
<td>Microcomputer Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MA 312</td>
<td>Algebra for the Elementary/Middle School Teacher</td>
<td>3</td>
</tr>
<tr>
<td>MA 313</td>
<td>Geometry for the Elementary/Middle School Teacher</td>
<td>3</td>
</tr>
<tr>
<td>MA 341</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 130</td>
<td>Microcomputer Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MA 112</td>
<td>Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td>MA 165</td>
<td>Basic Calculus</td>
<td>5</td>
</tr>
<tr>
<td>MA 307</td>
<td>Mathematics for the Elementary/Middle School Teacher I</td>
<td>3</td>
</tr>
<tr>
<td>MA 308</td>
<td>Mathematics for the Elementary/Middle School Teacher II</td>
<td>3</td>
</tr>
<tr>
<td>MA 312</td>
<td>Algebra for the Elementary/Middle School Teacher</td>
<td>3</td>
</tr>
<tr>
<td>MA 313</td>
<td>Geometry for the Elementary/Middle School Teacher</td>
<td>3</td>
</tr>
<tr>
<td>MA 341</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

**MIDDLE LEVEL LICENSURE**

For students other than Elementary Education majors seeking Middle-Level License.

**Required Courses:**
- MA 125 Introduction to Mathematics 1 hour
- CS 130 Microcomputer Problem Solving 3 hours
- MA 112 Trigonometry 2 hours
- MA 165 Basic Calculus 5 hours
- MA 240 Discrete Mathematics 3 hours
- MA 291 Mathematical Modeling 3 hours
- MA 307 Mathematics for the Elementary/Middle School Teacher I 3 hours
- MA 308 Mathematics for the Elementary/Middle School Teacher II 3 hours
- MA 313 Geometry for the Elementary/Middle School Teacher (spring only) 3 hours
- MA 322 Introduction to Linear Algebra 3 hours
- MA 341 Introduction to Probability and Statistics 3 hours
- MA 460 History of Mathematics 1 hour
- MA 470 Teaching Secondary Mathematics 3 hours

**Other Requirements:**

- After completion of the courses above, under the direction of the Teachers College at ESU, the student will complete the equivalent of one semester student teaching experience for students with only one teaching field and half-semester student teaching experience when a student has two or more teaching fields at the appropriate level.
- MA 470 must be taken before you may student teach in middle school mathematics. It is recommended that you take MA 470 after Phase I, but if necessary it is possible to make special arrangements.
- All students must have at least a 2.6 GPA in their mathematics courses prior to Phase II.
- It is recommended that all students seeking a middle-level license see Dr. M. Harrell or Dr. C. Schrock in the Department of Mathematics, Computer Science and Economics to develop/review their long range plans.

**SECONDARY**

The student who desires mathematics as one of two teaching fields should choose Option A. The student preparing for one teaching field, mathematics only, should choose Option B.

The student must have at least a 2.6 grade point average in their mathematics courses prior to Phase II.

See the general education requirements in the General Education section of this catalog. See the professional requirements elsewhere in this catalog.

**OPTION A - Two Teaching Fields**

**Required Courses (38 hours):**
- MA 125 Introduction to Mathematics 1 hour
- CS 130 Microcomputer Problem Solving 3 hours
- MA 161 Calculus I 5 hours
- MA 240 Discrete Mathematics 3 hours
- MA 262 Calculus II 5 hours
- MA 291 Mathematical Modeling 3 hours
- MA 307 Mathematics for the Elementary/Middle School Teacher I 3 hours
- MA 308 Mathematics for the Elementary/Middle School Teacher II 3 hours
- MA 322 Introduction to Linear Algebra 3 hours
- MA 341 Introduction to Probability and Statistics 3 hours
- MA 460 History of Mathematics 1 hour
- MA 470 Teaching Secondary Mathematics 3 hours
- 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

**MATHMATICS 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 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

**ELECTIVES (Select 6 hours):**
- MA 263 Calculus III 3 hours
- MA 280 Programming & Problem Solving 3 hours
- MA 335 Differential Equations I 3 hours
- MA 380 Probability and Statistics 3 hours

*If not counted as a required course*
DUAL-DEGREE ENGINEERING

The dual-degree program in engineering allows the student to complete all of the requirements for the degree of bachelor of science with a major in mathematics, including all major requirements as well as those in general education, in three years and a summer of residence at Emporia State University. All that remains after the third year is to meet the requirement of at least 124 semester hours to graduate. The dual-degree program permits the student to transfer back to Emporia State as many hours of engineering courses as are necessary to fulfill the 124-hour requirement, and suspends the residency rule that requires a student to be currently enrolled at the time of graduation. A student can normally expect to graduate from ESU after his/her fourth year in college (and the first at the engineering school), and to receive the B.S. in engineering from either KSU or KU after the fifth year.

The dual-degree is available in conjunction only with Kansas State University and The University of Kansas. Listed below are the curricula that should be followed by students in the dual-degree programs with a major in mathematics. For additional information about the engineering program see Physical Science/Engineering.

DUAL-DEGREE ENGINEERING

ESU BACHELOR OF SCIENCE

MATHEMATICS MAJOR

Recommended Schedule of Classes:

FIRST YEAR

Fall -- 17 hours

MA 161 Calculus I 5 hours
EG 101 Composition I 3 hours
CS 260 Programming & Prob. Solving (C++) 3 hours
SP 101 Public Speaking 3 hours
PE 100 Lifetime Fitness 1 hour
Technical Elective 2 hours

Spring -- 17 hours

MA 240 Discrete Mathematics 3 hours
MA 262 Calculus II 5 hours
PH 190 Physics I 3 hours
PH 191 Physics I Lab 1 hour
PH 192 Physics I Recitation 1 hour
EG 102 Composition II 3 hours
PE Activity 1 hour

(See summer course note, following second year schedule.)

SECOND YEAR

Fall -- 18 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
MA 322 Introduction to Linear Algebra 3 hours
Fine Arts Electives (MU 226, AR 105, TA 125) 4 hours
Technical Elective 3 hours

Spring -- 18 hours

MA 335 Differential Equations I 3 hours
MA 425 Abstract Algebra 3 hours
CS 501 Advanced Computer Programming 3 hours
EC 103 Principles of Economics I 3 hours
Technical Elective 3 hours
Social Science Elective 3 hours

(See summer course note, following second year schedule.)

THIRD YEAR

Fall -- 17 hours

MA 735 Advanced Calculus I 3 hours
Mathematics Elective 3 hours
Technical Elective 3 hours
Literature Elective 3 hours
Multicultural Elective 3 hours
Fine Arts Elective 2 hours

Spring -- 18 hours

MA 380 Probability & Statistics 3 hours
Mathematics Electives 6 hours
Technical Electives 3 hours
Social Science Elective 3 hours
History Electives 6 hours

See "TECHNICAL ELECTIVES" and "GENERAL EDUCATION INFORMATION" at the end of the Dual Degree Engineering section.

DUAL-DEGREE ENGINEERING

ESU BACHELOR OF SCIENCE

MATHEMATICS MAJOR

COMPUTER SCIENCE CONCENTRATION

Recommended Schedule of Classes:

FIRST YEAR

Fall -- 17 hours

MA 161 Calculus I 5 hours
EG 101 Composition I 3 hours
CS 260 Programming & Prob. Solving (C++) 3 hours
SP 101 Public Speaking 3 hours
PE 100 Lifetime Fitness 1 hour
Technical Elective 2 hours

Spring -- 17 hours

MA 240 Discrete Mathematics 3 hours
MA 262 Calculus II 5 hours
PH 190 Physics I 3 hours
PH 191 Physics I Lab 1 hour
PH 192 Physics I Recitation 1 hour

(See summer course note, following second year schedule.)

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
MA 322 Introduction to Linear Algebra 3 hours
Fine Arts Electives (MU 226, AR 105, TA 125) 4 hours
Technical Elective 3 hours

Spring -- 18 hours

MA 335 Differential Equations I 3 hours
MA 425 Abstract Algebra 3 hours
CS 501 Advanced Computer Programming 3 hours
EC 103 Principles of Economics I 3 hours
Technical Elective 3 hours
Social Science Elective 3 hours

(See summer course note, following second year schedule.)

SUMMER -- 10 hours

CH 123 Chemistry I 3 hours
CH 124 Chemistry I Lab 2 hours
CH 126 Chemistry II 3 hours
CH 127 Chemistry II Lab 2 hours

Chemistry is offered only on alternate summers, so this session may be shifted to the summer between the first and second year. Not all engineering programs at KU require Chemistry II. Please refer to the table below.

THIRD YEAR

Fall -- 17 hours

MA 735 Advanced Calculus I 3 hours
Mathematics Elective 3 hours
Technical Elective 3 hours
Literature Elective 3 hours
Multicultural Elective 3 hours
Fine Arts Elective 2 hours

Spring -- 18 hours

MA 380 Probability & Statistics 3 hours
Mathematics Electives 6 hours
Technical Electives 3 hours
Social Science Elective 3 hours
History Electives 6 hours

See "TECHNICAL ELECTIVES" and "GENERAL EDUCATION INFORMATION" at the end of the Dual Degree Engineering section.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MA 263</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MA 322</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CS 340</td>
<td>Algorithms &amp; Data Structures I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
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</table>

**Spring -- 19 hours**

<table>
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<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>CS 345</td>
<td>Algorithms &amp; Data Structures II</td>
<td>3</td>
</tr>
<tr>
<td>CS 501</td>
<td>Advanced Computer Programming</td>
<td>3</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</td>
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**Summer -- 10 hours**

<table>
<thead>
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<th>Course Name</th>
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<tr>
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<td>CH 124</td>
<td>Chemistry I Lab</td>
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<tr>
<td>CH 126</td>
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</tr>
<tr>
<td>CH 127</td>
<td>Chemistry II Lab</td>
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</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 Code</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MA 735</td>
<td>Advanced Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>CS 350</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>EC 103</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Multicultural Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Elective</td>
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**Spring -- 18 hours**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 380</td>
<td>Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>History Elective</td>
<td>3</td>
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</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 Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 161</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>EG 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CS 260</td>
<td>Programming &amp; Prob. Solving (C++)</td>
<td>3</td>
</tr>
<tr>
<td>SP 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PE 100</td>
<td>Lifetime Fitness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring -- 17 hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 240</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MA 262</td>
<td>Calculus II</td>
<td>5</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**Fall -- 17 hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PH 193</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PH 194</td>
<td>Physics I Lab</td>
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</tr>
<tr>
<td>PH 195</td>
<td>Physics II Recitation</td>
<td>1</td>
</tr>
<tr>
<td>MA 263</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MA 322</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CS 340</td>
<td>Algorithms &amp; Data Structures II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>3</td>
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**Spring -- 19 hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 335</td>
<td>Differential Equations I</td>
<td>3</td>
</tr>
<tr>
<td>MA 380</td>
<td>Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MA 425</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Electives (MU 226, AR 105, TA 125)</td>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer -- 10 hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 123</td>
<td>Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CH 124</td>
<td>Chemistry I Lab</td>
<td>2</td>
</tr>
<tr>
<td>CH 126</td>
<td>Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CH 127</td>
<td>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 Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 532</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MA 735</td>
<td>Advanced Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>EC 103</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Multicultural Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring -- 18 hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 733</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MA 764</td>
<td>Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<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 Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 100</td>
<td>Intro to Engineer</td>
<td>2</td>
</tr>
</tbody>
</table>

**Technical Electives**

EECE  IE  ME
PS 200 Intro Engin Graphic  2-3  Elec  Req  Req  
PH 316 Dynamics  3  Req  Req  Req  
PH 410 Elec Circ Anal/Lab  4  Req  Req  Req  
PH 530 Heat & Thermodyn  3  - - -  - - -  
PH 540 Modern Physics  3  Elec  - - -  Elec  
MA734 Complex Variable  3  Elec  - - -  Elec  
CH126/127 Chem II/Lab  5  Req  Req  Req  
AC 233 Financial Acctg  3  Elec  Req  Elec  

(Transfer to University of Kansas)  
EECE  ME  
PS 100 Intro to Engineer  2  - - -  - - -  
PS 200 Intro Engin Graphic  2-3  - - -  Req  
PH 316 Dynamics  3  Elec  - - -  
PH 410 Elec Circ Anal/Lab  4  - - -  Req  
PH 530 Heat & Thermodyn  3  - - -  - - -  
PH 540 Modern Physics  3  Req*  Elec  
MA734 Complex Variable  3  Elec  Elec  
CH126/127 Chem II/Lab  5  - - -  Req  
AC 233 Financial Acctg  3  - - -  - - -  

* At KU, PH540 is “required” for DDE-Math and DDE-Statistics; it is an “elective” for DDE-Computer Science.

GENERAL EDUCATION INFORMATION FOR DUAL-DEGREE ENGINEERING  
Emporia State University Requirements: 
Students in the dual-degree pre-engineering program must meet the LAS general education requirements with the following exceptions: SP101 must be taken rather than SP100; EC103 must be taken rather than EC101; and a Life Science (4 hrs) and Applied Science (3 hrs) courses are not required. MA 161 (Calculus I) should be substituted for the basic skills mathematics requirement; and CH123/124 (Chemistry I/Lab) for the physical science requirement.

Kansas State University Requirements: 
KSU requires that all engineering students complete English Composition I, English Composition II (unless an “A” or “B” is earned in English Composition I), public speaking, one course in physical education, and technical writing (at the junior level).

In addition to the required courses, each KSU student is to complete 15 hours in the humanities and social sciences, which includes such areas as anthropology, art, economics, English, geography, history, journalism, modern language (advanced work only), music, philosophy, political science, psychology, sociology and speech. At least two courses must be taken at the 400 level or above, and not more than three credits may be taken in applied music or applied art.

The University of Kansas Requirements: 
Students will be required to complete 15-18 semester hours in the areas of humanities and social sciences, depending upon the field of engineering. In selecting courses, students should follow these guidelines: 1) At least one course designated as a humanities course, and one designated as a social science course. 2) At least two courses offered by one department. 3) A maximum of four credits from such areas as band, chorus, orchestra, drawing, painting, and sculpture may be taken for general education credit.

Courses offered by the Department of Mathematics, Computer Science and Economics:  

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.

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.

CS 201. CURRENT TOPICS IN COMPUTER SCIENCE  1-3 HRS.  
This course will provide a study of selected topics in computer science not currently found in other computer science courses. It may be repeated with different topics for a maximum of six credits. See Schedule of Classes for specific topics.

CS 220. INTRODUCTION TO COMPUTER SCIENCE  3 HRS.  
(Prerequisite, high school algebra.) An overview of the discipline of Computer Science. Topics to be covered will consist of introductions to the “traditional” areas of computer science such as data structures, assemblers and compilers, theory of computing, artificial intelligence, theory of data bases, and programming languages. This is intended as a first course for computer science majors.

CS 234. SOFTWARE IMPLEMENTATION AND UTILIZATION  3 HRS.  
(Prerequisites, CS 130 and CS 220.) This course will introduce the secondary education student to use of software technologies and provide a framework for utilizing software products in an educational setting. The course will provide its participants with strategies for employing these technologies to assist the secondary classroom teacher and learning community.

CS 250. INTRODUCTION TO COMPUTER PROGRAMMING  3 HRS.  
(Prerequisite, MA 110.) This course is designed to introduce students to the discipline of computer science. Major emphasis will be placed on problem solving by decomposition top-down design of algorithms, elementary control and record structures, array, string, and file processing, recursion and pointer variables.

CS 260. PROGRAMMING AND PROBLEM SOLVING  3 HRS.  
(Prerequisite, MA 110.) This course is designed to introduce students to the discipline of computer science. Major emphasis is placed on problem solving and program development skills. Students write computer programs in a high-level language. Major topics include program design, control structures, subprograms, arrays, pointers, and class construction.
CS 315. JAVA PROGRAMMING  3 HRS.
(Prerequisites, CS 260 or instructor permission.) Java is an object-oriented language that has become an important language for use on the Internet. This course will give an introduction to programming in Java.

CS 320. COMPUTER NETWORKS AND INTERNETS  3 HRS.
(Prerequisite, MA 110.) This course answers the basic question, "How do computer networks and internets operate?" in the broadest sense. The course provides a comprehensive, self-contained tour through all of networking from the lowest levels of data transmission and wiring to the highest levels of application software.

CS 325. HTML PROGRAMMING  3 HRS.
This course provides the student with the information necessary to create HTML documents for the World Wide Web. The course will cover syntax and design issues as well as techniques and technologies which promote information transmission across the Internet.

CS 340. ALGORITHMS AND DATA STRUCTURES I  3 HRS.
(Prerequisites, CS 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.

CS 345. ALGORITHMS AND DATA STRUCTURES II  3 HRS.
(Prerequisite, CS 340 or consent of instructor.) Continuation of CS 340. The analysis of a variety of algorithms which arise frequently in computer applications. Basic principles and techniques for analyzing and improving algorithms in areas such as List Searches, Sorting, Pattern Recognition, Polynomial and Matrix Computations.

CS 350. PROGRAMMING LANGUAGES  3 HRS.
(Prerequisite, CS 340.) The study of the general concepts and principles of underlying computer programming languages. Case studies of specific computer languages which illustrate these general concepts and principles.

CS 355. UNIX  3 HRS.
This course provides an overview of the commands, utilities and supporting architecture used in the UNIX operating system. This course provides the student with skills needed to operate UNIX based computers on the Internet and perform file/system operations on graphics workstations and servers. Topics include installation, common utilities, making files, creating and manipulating databases, servers, editors, and the C, Bourne, and Korne shells.

CS 366. 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 366 may be counted toward the computer science major.

CS 410. SEMINAR IN COMPUTER SCIENCE  1-4 HRS.
(Prerequisite, permission of mathematics department.) A seminar involving various topics in computer science.

CS 444. DATABASE ORGANIZATION  3 HRS.
(Prerequisite, CS 260 or instructor permission.) Investigations of strategies for deploying database application. Overview of database architectures, including the Relational, Hierarchical, Network and 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.

CS 472. TEACHING COMPUTER SCIENCE  2 HRS.
(Prerequisites, CS 130 and CS 115.) A methods course to aid the prospective computer science teacher in high school and junior high school with aspects of hardware and software selection and evaluation; use of the computer in other disciplines and in the home; organization of computer topics for presentation; design of computer projects; careers in the computer science field; computer architecture; practicum in the teaching of computer science.

CS 480. INDEPENDENT STUDY COMPUTER SCIENCE  1-4 HRS.
(Prerequisite, permission of mathematics department. Open only to qualified juniors and seniors.) Topics of special interest in some area of computer science study not included in regularly listed courses.

CS 501. ADVANCED COMPUTER PROGRAMMING  1-3 HRS.
(Prerequisite, CS 250 or consent of instructor.) Elementary and advanced programming techniques for a particular language will be studied along with applications of the language. The student will have many opportunities to learn these skills through frequent programming assignments. Course may be repeated for credit.

CS 520. MICROCOMPUTER PROJECTS  3 HRS.
(Prerequisites, CS 161 or MA 165 & CS 130 or instructor’s permission.) This course is designed to introduce students to additional features and capabilities of microcomputers, such as cassette tape or floppy disk storage and retrieval, used to solve scientifically oriented problems. With minimal instruction, students are required to complete advanced projects, primarily using the programming language BASIC, on each of the available micro-computers.

CS 523. ARTIFICIAL INTELLIGENCE  3 HRS.
(Prerequisites, CS 501 and CS 345, or equivalent course work.) This course includes problem solving methods, game playing, and knowledge representation.

CS 542. DISCRETE STRUCTURES  3 HRS.
(Prerequisite, MA 240.) Computer oriented course. Theory and applications with regard to trees, graphs, partial orders, lattices, Boolean algebra, finite groups and combinatorics.

CS 545. DATABASE THEORY  3 HRS.
(Prerequisites, MA 240, CS 345.) This course will provide a rigorous treatment of database theory and the implementation of database structures. Topics will include: data modeling, relational algebra, relational calculus, dependencies and normalization theory, and external implementations of data structures such as B-Trees and hash tables.

CS 552. PRINCIPLES OF SOFTWARE ENGINEERING  3 HRS.
(Prerequisite, CS 345.) This course covers the phases of software development including formalization of requirements, architectural and detailed design, implementation, testing, and maintenance.
CS 554. PRINCIPLES OF COMPUTER ARCHITECTURE  3 HRS.
(Prerequisites, CS 345 and CS 542.) A lecture-laboratory course where students will learn the hierarchical structure of computer architecture. A hands on experience will be included.

CS 555. PRINCIPLES OF COMPUTER ORGANIZATION  3 HRS.
(Prerequisite, CS 345.) This course stresses the hierarchical structure of computer architecture. Levels of computer organization include digital logic, microprogramming, machine language, macro language, operating systems. Topics covered are instruction execution, memory, registers, addressing, input/output, control, instruction sets, data flow, control flow, interrupts, and multitasking. Hands on experience will include assembly language programming using macros, linkers, and loaders.

CS 557. OPERATING SYSTEMS  3 HRS.
(Prerequisite, CS 345.) This course is designed to study the principles and problems involved in the development of an operating system of a computer. Overview of the development of operating systems, sequential and concurrent processes, cooperation, communication and mutual exclusion, synchronization constructs: monitors, conditional critical regions, semaphores; deadlocks, resource allocation, scheduling policies, storage management, case study of the operating system of a personal computer.

CS 561. SYSTEMS PROGRAMMING  3 HRS.
(Prerequisite, CS 340.) Organization of a computer system. Internal representation of data. Memory management, input/output and interrupts. Utilizing system software in order to program the system via assembling, linking, and debugging.

CS 563. COMPUTER ATTACK ESSENTIALS  3 HRS.
When talking about Network Security, we have to acknowledge that all systems have vulnerable points. This course examines the fundamental and historical perspective of hacking methodology and psyche. The hacking topics are explored in order to examine the current systems associated with these vulnerable points. This course researches and studies the techniques and tools to detect and evaluate these vulnerable points of known exploits in network and operating systems. Types of hackers include those that snoop around networks, vandalize websites or even steal proprietary information by the use of well-known schemes, such as viruses, worms, Trojan horses, denial-of-service attacks and buffer overflows.

CS 564. NETWORK DEFENSE AND COUNTERMEASURES  3 HRS.
Network Defense and Countermeasures focuses on students’ understanding of the architecture for network defense. Students will work with layered network defense structures and implement firewalls on various platforms. Students will also gain a working knowledge of Virtual Private Networks and Intrusion Detection Systems, perform packet and signature analysis, identify different methods of risk analysis, and create a security policy.

CS 565. COMPUTER FORENSICS  3 HRS.
This course examines procedures and tools for identifications, preservation, and extraction of electronic evidence, auditing and investigation of network and host system intrusions, analysis and documentation of information gathered, and preparation of expert testimonial evidence.

CS 569. DATA SECURITY PRACTICUM  3 HRS.
This course takes a practical look at using good security practices in software. We take a broad look at the issues of correctly implementing security strategies, including why some strategies fail. Students will apply concepts from software engineering, cryptography, and security theory. Students will study state-of-the-art implementation techniques and learn appropriate conditions under which these techniques apply (or not). Students will implement a non-trivial project that will stress correct secure programming techniques.

CS 570. THEORY OF COMPUTATION  3 HRS.
(Prerequisite, CS 542.) This course covers the basic theoretical principles of computer science embodied in finite automata context free grammars, computability, and computational complexity.

CS 580. INTRODUCTION TO COMPUTER NETWORKS  3 HRS.
(Prerequisite, CS 345, MA 161.) An introductory examination of the Open System Interconnection Reference Model (OSI). Special emphasis will be given to real world implementations of the various sub-levels of the OSI model.

CS 584. RAPID APPLICATION DEVELOPMENT  3 HRS.
This course introduces the student to Rapid Application Development Languages as well as the theory and practice of using these programs to access the internet.

CS 620. COMPUTER NETWORKS AND INTERNETS  3 HRS.
(Prerequisite, MA 110.) This course answers the basic question “How do computer networks and internets operate?” in the broadest sense. The course provides a comprehensive, self-contained tour through all of networking from the lowest levels of data transmission and wiring to the highest levels of application software.

CS 625. HTML PROGRAMMING  3 HRS.
This course provides the student with the information necessary to create HTML documents for the World Wide Web. The course will cover syntax and design issues as well as techniques and technologies which promote information transmission across the Internet.

CS 760. NUMERICAL ANALYSIS  3 HRS.
(Prerequisites, CS 262.) Most real world applications of mathematics involve the implementation of numerical algorithms to approximate the solutions to well known types of mathematical problems. Therefore this course includes the study of types of numerical errors, precision versus efficiency considerations, and methods of detecting when a numerical solution is unacceptably inaccurate. Mathematical areas for numerical algorithms include solving nonlinear equations, interpolation, polynomial approximation and differentiation and integration.

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.

CS 763. SIMULATION TECHNIQUES  3 HRS.
(Prerequisites, MA 262 and MA 332, and CS 260.) Computer oriented course, simulation of complex problems, queuing, models, Monte-Carlo techniques.

CS 765. NUMERICAL LINEAR ALGEBRA  3 HRS.
(Prerequisite or co-requisite: MA322.) The solution of systems of
linear equations is an important component of solving many applications in a wide variety of fields. A central part of the course features how this is done efficiently and accurately when using a calculator or computer to solve the system. Topics include LU factorization and iterative methods, along with modern techniques for approximating eigenvalues and eigenvectors.

**CS 775. COMPILER DESIGN** 3 HRS.
(Prerequisites, CS 350, CS 345, and CS 561.) The course is designed to study various theoretical aspects involved in construction of a compiler. Compiler organization--overview, lexical analysis, symbol tables, representation of data types in a compiler, syntactic analysis, attribute grammars, semantic analysis, address assignment, code generation, error handling, storage management; large programming project/case study or a language used on a personal computer.

**CS 780. FILE STRUCTURES** 3 HRS.
(Prerequisites, CS 345.) Basic physical characteristics of peripheral storage devices. File organization and processing methods for sequential, direct, indexed, B-trees and other tree structured file organizations. Application of data structure concepts to logical and physical file organization. Performance analysis. Elements of advanced database systems.

**CS 810. SEMINAR IN COMPUTER SCIENCE** 0-3 HRS.
Directed reading and research in Computer Science.

**ECONOMICS**

**EC 101. BASIC ECONOMICS** 3 HRS.
This course is for non-business majors and provides a basic understanding of the economic ideas and institutions. Introductory topics from micro, macro, and international economics are covered in the course.

**EC 102. HONORS ECONOMICS** 1 HR.
(Prerequisite, concurrent enrollment in EC 101 is expected unless the student is repeating this class.) This course complements a regular section of EC 101 Basic Economics. It goes into additional depth on selected topics and covers topics which are not covered in the EC 101. Its coverage extends microeconomics, macroeconomics, and international economics.

**EC 300. TOPICS IN ECONOMICS** 1-4 HRS.
(Prerequisites, EC 101 or BC 104.) This course focuses on economic topics not covered in existing economics classes. The seminars may also involve field experience or civic engagement associated with the American Democracy Project at ESU.

**EC 305. INTERMEDIATE MICROECONOMICS** 3 HRS.
(Prerequisites, EC 101 or BC 104.) This course is an intermediate level course in microeconomic theory. Particular emphasis is placed upon the theory of the consumer and firm. Market equilibrium conditions under perfect and imperfect competition are discussed.

**EC 306. INTERMEDIATE MACROECONOMICS** 3 HRS.
(Prerequisites, EC 101 or BC 104.) This course is a study of aggregate economic analysis from the perspective of different schools of thought. Consideration is also given to the effects of monetary and fiscal policy on such aggregate economic variables as income, prices, and economic growth.

**EC 313. MATHEMATICAL APPLICATIONS FOR ECONOMICS** 3 HRS.
(Prerequisites, EC 101 or BC 104 and MA 110.) An introduction to the applications of mathematical techniques to economic analysis. The mathematical tools used will be selected from the areas of matrix algebra, linear programming, game theory and calculus. Specific computational procedures will be introduced and used to analyze economic relationships.

**EC 351. LABOR PROBLEMS** 3 HRS.
(Prerequisites, EC 101 or BC 104.) The attitudes and problems of the worker in economic society as they find expression in such forms of behavior as strikes, boycotts, and lockouts; various remedies; benevolent employers, collective bargaining, government ownership of industry, political organization, and direct action.

**EC 375. COMPARATIVE ECONOMIC SYSTEMS** 2-3 HRS.
(Prerequisites, EC 101 or BC 104.) A comparative study of capitalism, socialism, and communism. Theoretical differences among these economic systems, together with their strengths and weaknesses, are examined.

**EC 410. INTERNSHIP IN ECONOMICS** 1-6 HRS.
(Prerequisite, EC 101 or BC 104.) An academic offering that provides special employment for students who wish to gain career-related experience before graduation. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects.

**EC 471. INDEPENDENT STUDY** 1-3 HRS.
(Prerequisites, EC 101 or BC 104.) Special project or readings on a topic initiated by the student and approved by the instructor.

**EC 499. ECONOMICS CAPSTONE** 1-4 HRS.
(Prerequisites, EC 305, EC 306, and statistics.) This course is intended to present students with the opportunity to work as a team on a real world project in economics and expose them to some areas of economics not covered with a complete course in their program of study. Beyond the exposure to different areas of economics, it is intended to expose the student to model building and economic analysis using quantitative techniques.

**EC 501. HISTORY OF ECONOMIC THOUGHT** 2-3 HRS.
(Prerequisites, EC 101 or BC 104.) A survey of the growth and development of economics from ancient times to the present.

**EC 554. PUBLIC FINANCE** 3 HRS.
(Prerequisites, EC 101 or BC 104.) This course extends economic theory to the public sector of the economy. In particular, it develops an economic theory of public expenditures and taxation at the federal, state, and local levels.

**EC 560. ECONOMIC DEVELOPMENT** 3 HRS.
(Prerequisites, EC 101 or BC 104 or equivalent.) An introductory course concerning the characteristics, obstacles, and problems of economic development facing the less-developed or less-industrialized countries of the world. Certain problems involved in the relation of the less-industrialized countries to the more-industrialized countries are examined. Designed to acquaint the student with the theory, history and policy of economic development.

**EC 701. SEMINAR IN ECONOMICS** 3 HRS.
(Prerequisites, EC 101 or BC 104.) Selected main events, trends and interpretations in economics will be examined through readings, reports and discussions. Designed to introduce the important literature on significant economic topics.

**EC 705. ECONOMIC EDUCATION** 1-6 HRS.
You must be a certified Kansas teacher who has a contract (or will have
a contract) to teach in a K-12 classroom in the next academic year to be eligible for a Kansas Council on Economic Education scholarship for this course. This class is a series of seminars that focus on economic topics. The seminars also involve field experience in gathering useful examples for classroom teachers.

EC 740. BUSINESS CYCLES AND FORECASTING 3 HRS. (Prerequisites, EC 101 or BC 104 or equivalent.) An analysis is made of the nature and causes of business fluctuations. Methods are developed to measure and predict changes in business activity.

MATHEMATICS

MA 049. ARITHMETIC SKILLS IMPROVEMENT 2 HRS. This course is for students whose Gateway, a required departmental examination for MA307, scores indicate a need for improving arithmetic skills prior to reenrolling in MA307 or enrolling in MA308. Course content includes arithmetic skills, including addition, subtraction, multiplication, and division of fractions and decimals; percentages and their applications; and geometric concepts such as area and perimeter.

MA 095. BEGINNING ALGEBRA 3 HRS. (Prerequisite, for students whose ACT scores and/or departmental screening examination indicate basic need for computational and algebraic skills prior to enrollment in the proper general education course.) Review of computational skills in the arithmetic of whole numbers, fractions, and decimals. Review of proportion and percent concepts. Review of basic algebra skills including signed numbers, algebraic expressions and simplification, laws of algebra, factoring, equation solving, graphing, and formula usage. Computer aided instruction will enhance skills development.

MA 096. GEOMETRY CONCEPTS AND SKILLS DEVELOPMENT 2 HRS. (Successful completion of the course MA 095 or successful completion of a departmental screening exam designed to exempt a student from the necessity of taking MA 095.) (Prerequisite for students whose results in the departmental screening exam indicate a need for basic geometric skills and knowledge.) Basic concepts in geometry including names and properties of geometric figures, concepts of parallelism and perpendicularity, congruence and similarity. Measurements associated with geometric figures. Use of basic geometry concepts as they relate to applications of a geometric nature. Coordinate Geometry. Computer aided instruction used to enhance concepts.

MA 098. INTERMEDIATE ALGEBRA 3 HRS. (Prerequisite, MA 095 or appropriate ACT score on the math placement exam.) A thorough review of the fundamentals of elementary algebra, linear and quadratic equations, exponents and radicals.

MA 103. ALGEBRA ENHANCEMENT 3 HRS. (Corequisite, concurrent enrollment in MA 098 and consent of instructor.) This course is designed to enrich the mathematical experiences of students who are enrolled in MA 098, Intermediate Algebra. Students work in collaborative groups to solve open-ended and non-routine problems. The use of current technology, which includes computers and graphing calculators, is used in solving application problems involving linear and quadratic models.

MA 107. TECHNICAL MATHEMATICS 3 HRS. (For Flint Hills Technical College students only.) Technical Mathematics is designed to provide many of the math skills needed in the general and technical courses that follow as students progress through the Power Plant Technology Program.

MA 110. COLLEGE ALGEBRA 3 HRS. (Prerequisite, MA 095 and MA 098, or appropriate ACT score or appropriate score on the math placement exam.) Basic operations, products and factoring, linear and quadratic equations, graphs, ratio and proportion, inequalities, logarithms, mathematical induction, permutations, combinations, determinants.

MA 112. TRIGONOMETRY 2 HRS. (Prerequisite, MA 110 or equivalent.) Trigonometric functions, identities, graphs, trigonometric equations, radian measure, complex numbers, polar coordinates, solving triangles, applications.

MA 120. ELEMENTARY STATISTICS 3 HRS. (Prerequisite, High school Algebra or MA 095 is highly recommended.) This course is designed to introduce students to basic statistics, summarizing univariate data, correlation and regression for bivariate data, concepts of probability, probability distributions, simulation, sampling distributions, estimation, and hypothesis testing. Some uses of statistical software will be incorporated into this course.

MA 125. INTRODUCTION TO MATHEMATICS 1 HR. (Prerequisite, course will be required for all students with Math or Math Ed. Majors, who are new to the program, whether freshman or transfer students.) This course introduces incoming majors to the math department, the world of mathematics and the college environment. It addresses goals, expectations, responsibilities, math classes, decision making, study skills, problem solving and the joy of doing mathematics, as well as career choices in mathematics.

MA 156. PRINCIPLES OF MATHEMATICS 3 HRS. (Prerequisite, MA 098 or appropriate ACT score or appropriate score on the Mathematics Placement examination.) A course in mathematics for the nontechnically oriented student. Problem solving skills and critical thinking skills are developed through a selection of interesting and unique mathematical content and topics. Previously learned skills in algebra and geometry are enhanced and improved as students develop a greater awareness of and appreciation for mathematics.

MA 160. PRECALCULUS 3 HRS. (Prerequisites, MA098 or ACT math score of 22 or higher.) This course provides the background in algebra and trigonometry that is necessary for calculus. It focuses on functions as mappings, associations, and ordered pairs; graphs of algebraic, absolute value, greatest integer, logarithmic, trigonometric, and exponential functions; and operations on and inverses of functions.

MA 161. CALCULUS I 5 HRS. (Prerequisite, MA 110 and MA 112 or equivalent, or appropriate ACT score.) Calculus is the mathematics of change. This course focuses on the differential calculus of one variable. It includes the study of limits, differentiation, implicit differentiation, the Mean Value Theorem, optimization, related rates; it illustrates applications from other fields.

MA 165. BASIC CALCULUS 5 HRS. (Prerequisite, MA 110 or equivalent.) A course designed for non-math majors which emphasizes the application of calculus procedures to Economics, Business, Social Sciences, Life Sciences, and other areas. Topics include limits, derivatives, and integrals.
MA 180. PROBABILITY  2 HRS.  (Prerequisite, two years of high school algebra or equivalent.) An introduction to the theory of probability, probability models, random sampling, frequency distributions, binomial, normal and uniform distributions.

MA 210. HONORS SEMINAR  1 HR.  (Prerequisite, Honors Program.) An in-depth study of problem solving techniques dealing with material from the student’s previous and/or current mathematics courses.

MA 225. MATHEMATICS AS A DECISION MAKING TOOL  3 HRS.  (Prerequisite, MA 110.) This course is designed for non-mathematics majors. The focus of this course is to develop quantitative skills, and reasoning ability necessary to help students read critically and make decisions in our technical information society. A project tying this course to the student's own interests is a course requirement. Major topics include: collecting and describing data, inferential statistics and probability; geometric similarity, geometric growth, symmetry and patterns.

MA 240. DISCRETE MATHEMATICS  3 HRS.  (Prerequisites, MA 161, MA 165, or permission of the instructor.) Includes sets, logic, proof, Boolean Algebra, functions and relations, mathematical induction, recursion, graphs.

MA 262. CALCULUS II  5 HRS.  (Prerequisite, MA 161 or equivalent.) As a continuation of Calculus I, this course emphasizes integration. Topics include techniques of integration, improper integrals, numerical integration, basic differential equations, sequences, infinite series; applications to other fields are illustrated throughout the course.

MA 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.

MA 291. MATHEMATICAL MODELING  3 HRS.  (Prerequisite, MA 161 or MA 165.) Mathematical modeling is the "art" of using math to help understand, describe, and forecast real-world phenomena. Topics include the modeling process, model fitting, optimization, experimental modeling, simulation, and modeling using the derivative.

MA 301. 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 pass a skills-based arithmetic gateway exam with 80% to receive a course grade of C or higher. For further details, contact the Department of Mathematics, Computer Science and Economics.

MA 302. MATHEMATICS FOR ELEMENTARY/ MIDDLE SCHOOL TEACHERS II  3 HRS.  (Prerequisite, must have a "C" or higher in MA 301.) This course will prepare prospective elementary and middle school teachers to know, understand, and use the basic principles and concepts of mathematics involving probability, statistics, measurement, and geometric concepts, such as properties of two and three-dimensional shapes, congruency, similarity, and transformations.

MA 312. ALGEBRA FOR THE ELEMENTARY/ MIDDLE SCHOOL TEACHER  3 HRS.  (Prerequisite, MA 225 or equivalent.) Algebraic concepts needed for today’s elementary/middle schools including properties of the field of real numbers, algebraic and graphic solutions of equations and of inequalities. Concrete models, such as algebra tiles, will be examined in the teaching and learning of algebra.

MA 313. GEOMETRY FOR THE ELEMENTARY/ MIDDLE SCHOOL TEACHER  3 HRS.  (Prerequisite, MA 308.) Geometric concepts needed for today’s elementary/middle schools including geometric constructions, experimental geometry, and a study of congruences, similarity, and measurement.

MA 315. TECHNICAL CALCULUS I  3 HRS.  (Prerequisite, K.G.E. employees only.) A new course in differential calculus designed solely for the Kansas Gas & Electric (KGE) education program at the Wolf Creek Nuclear Power Plant offered by the continuing education program at ESU.

MA 316. TECHNICAL CALCULUS II  3 HRS.  (Prerequisite, 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.

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.

MA 322. INTRODUCTION TO LINEAR ALGEBRA  3 HRS.  (Prerequisites, MA 240 or permission of instructor.) This course provides additional experience with proof while introducing the methods and applications of solving systems of linear equations. Topics include: elementary vector arithmetic and matrix arithmetic, Gaussian Elimination and the Reduced Echelon Form, linear transformations, linear independence, basis, dimension, range, null space, rank, and determinants.

MA 331. THE MATHEMATICS OF FINANCE  3 HRS.  (Prerequisite, two years high school algebra or equivalent.) Simple and compound interest and discount, present value and accumulated value of annuities, bonds, amortizations, sinking funds, depreciation, life annuities and life insurance. Introduction to linear programming for solution of problems of business and industry.

MA 335. DIFFERENTIAL EQUATIONS  3 HRS.  (Prerequisite, MA 262.) Differential equations are essential in modeling various phenomena in the world since the rates at which quantities change are of great interest when trying to understand or forecast future results. The course involves the basic qualitative and quantitative analysis of the solutions of ordinary differential equations. Topics covered include: direction fields, first order differential equations, higher order linear differential equations, basic numerical approximation techniques, and series solutions. Several applications are demonstrated throughout the course.

MA 341. INTRODUCTION TO PROBABILITY AND STATISTICS  3 HRS.  (Prerequisites, MA 110 or equivalent.) An introductory study of
probability and statistics for students who wish to apply statistics to their field of study. The course includes methods of presenting and interpreting data. Topics include frequency distributions, measures of central tendency, measures of dispersion, probability, probability distributions, normal distributions, sampling distributions, confidence intervals for large and small samples, and hypothesis testing of means for large and small samples.

MA 380. PROBABILITY AND STATISTICS 3 HRS. (Prerequisite, MA 262 or consent of instructor.) The study of probability and statistics provides methods to analyze data. This course is an introduction to basic probability and counting techniques as well as statistical methods using distribution theory, confidence intervals, significance tests, and sampling.

MA 386. INTERNSHIP: MATHEMATICS 1-3 HRS. (Prerequisite, 20 hours in mathematics courses.) An academic course to provide students with an opportunity to gain field experience in mathematics through professional experience. The academic experience is developed jointly by the student and the faculty advisor. No more than 3 hours in MA 386 may be counted toward the mathematics major.

MA 410. SEMINAR IN MATHEMATICS 0-4 HRS. (Prerequisite, permission of mathematics department.) A seminar involving various topics in mathematics.

MA 421. COLLEGE GEOMETRY 5 HRS. (Prerequisites, MA 240.) This course is designed to help students learn the axiomatic development of Euclidean Geometry using conjectures, models, constructions and proofs. Transformations, coordinate geometry, and technology (dynamic geometric systems) are explored. Included is an introduction to Non-Euclidean geometries such as: Finite, Hyperbolic, Elliptical and Projective.

MA 425. ABSTRACT ALGEBRA 3 HRS. (Prerequisite, MA 322 or permission of instructor.) Foundations of deductive mathematical reasoning and proof. Basic concepts of abstract algebra including symbolic logic, proof strategies, sets, relations mapping and binary operations. A study of some algebraic structures including groups, rings, integral domains and fields.

MA 450. INTERDISCIPLINARY SCIENCES: MATHEMATICS 3 HRS. (Prerequisite, permission of instructor.) In this interdisciplinary course students and faculty will collaborate to conduct quantitative research on biological systems. Weekly meetings will entail group discussions in which we will identify potential questions, design experiments to investigate those questions, and interpret the results of the experiments. With the use of sophisticated computer technologies we will analyze phenomena that were previously too fast, slow, small or large to be investigated with quantitative precision. Digital video and image processing techniques will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to analyze and model the observation. Students will develop written reports of their investigations; students will make public presentations of their findings at university seminars and possibly at professional meetings.

MA 460. HISTORY OF MATHEMATICS 1 HR. (Prerequisites, MA 161 or MA 165 or permission of instructor.) This course explores the historical development of mathematics from Ancient times through Calculus. Contributions of different cultures and individuals as well as problems of historical significance are investigated.

MA 470. TEACHING MATHEMATICS IN THE MIDDLE/HIGH SCHOOL 2-3 HRS. (Prerequisite, at least junior standing or permission of instructor.) Students enrolled in this course examine multiple approaches to helping middle and high school students learn mathematics. Attention is given to current research, state and national standards, ELL and IEP'ed students, assessment, and technology. Experiences are provided in a mathematics classroom.

MA 480. INDEPENDENT STUDY (MATHEMATICS) 1-4 HRS. (Open only to qualified juniors and seniors.) Topics of special interest in some area of mathematical study not included in regularly listed courses.

MA 532. MATHEMATICAL STATISTICS I 3 HRS. (Prerequisite, MA 262 and MA 380.) Fundamental principles of a random variable and its distribution; the binomial, normal, the F, the Student-t, and Chi-Square; testing hypotheses, estimation, and applications.

MA 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.

MA 592. TOPICS IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS 1-3 HRS. (Prerequisites will vary with topic, possibly including but not limited to MA 312 or MA 313.) A course designed to enrich and supplement the teaching of elementary/middle school mathematics. May be repeated with different topics for credit. See Schedule of Classes for specific topic (and prerequisites) when offered.

MA 715. TOPOLOGY 3 HRS. (Prerequisite, consent of mathematics department.) Theory of point sets with applications to analysis. Topological, metric, and function spaces, sequences, continuity, connectedness, compactness, separation, completions.

MA 721. PROJECTIVE GEOMETRY 3 HRS. (Prerequisite, MA 421 or consent of department.) Projective geometry of one and two dimensions, its axiomatic foundation, and the fundamental ideas of the projective plane. Duality, harmonic forms, coordinates, conics, polarities, and a brief introduction to geometry of higher dimensions.

MA 722. NON-EUCLIDEAN GEOMETRY 3 HRS. (Prerequisite, MA 421 or consent of department.) A comparison of non-Euclidean geometries with Euclidean geometry. Hilbert's axioms, history of the parallel postulate, elementary theorems of hyperbolic plane geometry and a brief introduction to elliptic geometry.

MA 727. GROUPS, RINGS, AND FIELDS 3 HRS. (Prerequisites, MA 322 and MA 425 or consent of the mathematics department.) The properties of groups, rings and fields with emphasis on the algebraic structure and morphisms. Algebraic and transcendental field extensions.
MA 728. VECTOR SPACES 3 HRS.
(Prerequisite, MA 322 and MA 425 or consent of department.) The structure of vector spaces, algebras and fields. Transformations, linear independence, bases and other topics are studied.

MA 733. MATHEMATICAL STATISTICS II 3 HRS.
(Prerequisite, MA 532.) Probability, distributions, expected values, moments, sampling distribution and point estimation. Multivariate normal distribution, maximum likelihood estimation, interval estimation, test of hypotheses, linear regression, experimental design and analysis of variance.

MA 734. COMPLEX VARIABLES 3 HRS.
(Prerequisite, MA 263.) A study of the complex plane, holomorphic functions, the elementary functions, complex integration. Taylor’s series and the Laurent expansion, the calculus of residues and conformal mapping.

MA 735. ADVANCED CALCULUS I 3 HRS.
(Prerequisite, MA 262 and MA 425 or permission of instructor.) This course rigorously proves the results of Calculus I and II. Topics include an axiomatic characterization of the real numbers, sequences, functions, limits, continuity, differentiation, Riemann integration, and infinite series.

MA 736. ADVANCED CALCULUS II 3 HRS.
(Prerequisite, MA 735.) As a continuation of Advanced Calculus I, this course provides a rigorous treatment of multi-variable calculus. Topics include topology, convergence, differentiability, and integration on $\mathbb{R}^n$.

MA 740. NUMBER THEORY 3 HRS.
(Prerequisite, MA 425 or consent of department.) Properties of numbers, prime and composite, Euclid’s algorithm, indeterminate problems. Diophantine problems, congruences and residues, Buler’s Theorem, Fermat’s Theorem, classical problems.

MA 744. INTRODUCTION TO MATHEMATICAL LOGIC 3 HRS.
(Prerequisites, MA 240, MA 161.) Deductive logic as applied in secondary school mathematics. Symbolic Aristotelian logic, truth tables, rules of inference, methods of deductive proof, and the restricted predicate calculus.

MA 745. VECTOR ANALYSIS 3 HRS.
(Prerequisite, MA 263.) Fundamental principles of vector analysis, algebra and calculus of vectors, applications of vectors to geometry and physics.

MA 764. REGRESSION ANALYSIS 3 HRS.
(Prerequisite, MA 380 or equivalent.) Computer oriented statistics methods course. Topics include estimating parameters, testing hypotheses, analysis of variance, and multiple linear and nonlinear regression methods.

MA 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.

MA 792. TOPICS IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS 1-3 HRS.
(Prerequisite, in-service teacher or consent of department.) A course designed to enrich and supplement the teaching of elementary/middle school mathematics. May be repeated with different topics for credit. See Schedule of Classes for specific topic (and prerequisites) when offered.

MA 793. TOPICS IN SECONDARY SCHOOL MATHEMATICS 1-3 HRS.
(Prerequisite, in-service teacher or consent of department.) A course designed to enrich and supplement the teaching of secondary school mathematics. May be repeated with different topics for credit. See Schedule of Classes for specific topic (and prerequisites) when offered.

MA 810. SEMINAR IN MATHEMATICS 0-4 HRS.
Directed reading and research in a selected field.

MA 820. DIFFERENTIAL GEOMETRY 3 HRS.
(Prerequisite, MA 263.) A study of curves and surfaces in Euclidean space. Frenet formulas, curvature, geodesics, and fundamental forms.

MA 825. GROUP THEORY 3 HRS.
(Prerequisite, MA 727.) An introduction to the theory of groups. Topics included are classifications of groups, such as cyclic, Abelian, solvable, nilpotent, etc., homomorphisms and isomorphisms, types of subgroups and factor groups, and the Sylow theorems.

MA 832. DIFFERENTIAL EQUATIONS II 3 HRS.
(Prerequisite, MA 335.) Extension of MA 335 and an introduction to systems of differential equations and partial differential equations; applications.

MA 835. FUNCTIONS OF A REAL VARIABLE 3 HRS.
(Prerequisite, MA 736.) The study of linear sets of points, sequences of functions, upper and lower semi-continuity, equi-continuity, Lebesgue measure, Lebesgue integration, Borel sets, Baire functions and measurable functions.

MA 847. RESEARCH PROJECTS IN MATHEMATICS 1-5 HRS.
Independent study and research in mathematics. Allowed on master's degree program with consent of mathematics department.

MA 850. THESIS, MA, or MS 1-6 HRS.
Required for the Master of Arts degree with a major in Mathematics. Independent study and research in an approved field. Frequent conferences with the instructor.

MA 955. CURRENT LITERATURE IN MATHEMATICS 0-3 HRS.
(Prerequisite, Master’s degree.) Directed reading of current literature and research in mathematics with individual reports and group discussions.

MA 957. THESIS, ED.S. 1-5 HRS.
Required for the Specialist in Education with a major in mathematics. Independent study and research in mathematics.
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Associate Professor: Elizabeth Locey, Chair (French)

Professor: William Clamurro, (Spanish). Associate Professor: Luisa Pérez (Spanish), Abdelilah Salim Sehlouai (TESOL).
Assistant Professor: Giancarla Di Laura (Spanish), Roxane Riegler (German/French), Manjula Shinge (TESOL), Instructors: Roy Briggeman (IEP), Matt Lang (Spanish), Yuhua Tsui (Chinese), Doris Van Pelt (Spanish). Lecturers: Renate Kerwick (German).

http://www.emporia.edu/modlan/modlan.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)
(Elements 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, Spanish, and East Asian Studies for students completing a minor or needing a second program of study for the degree Bachelor of Arts consist of 13 hours of credit in one language (beyond the first-year courses).

BACHELOR OF ARTS MODERN LANGUAGE MAJOR

FRENCH CONCENTRATION

Prerequisites:

FR 110 French Language & Culture I (or equiv.) 5 hours
FR 111 French Language & Culture II (or equiv.) 5 hours

Required courses:

FR 213 French Language & Culture III 4 hours
FR 214 French Language & Culture IV 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

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 French Language & Culture I (or equiv.) 5 hours
FR 111 French Language & Culture II (or equiv.) 5 hours

Required courses:

FR 213 French Language & Culture III 4 hours
FR 214 French Language & Culture IV 3 hours
FR 339 Reading and Conversation 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 495 Special Topics in French 3 hours

BACHELOR OF ARTS
MODERN LANGUAGE MAJOR

GERMAN CONCENTRATION

Prerequisites:
GR 110 German Language & Culture I (or equiv.) 5 hours
GR 111 German Language & Culture II (or equiv.) 5 hours

Required courses:
GR 213 German Language & Culture III 4 hours
GR 214 German Language & Culture IV 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 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 Language and Literature 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 German Language & Culture I (or equiv.) 5 hours
GR 111 German Language & Culture II (or equiv.) 5 hours

Required courses:
GR 213 German Language & Culture III 4 hours
GR 214 German Language & Culture IV 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 Language and Literature 2-3 hours

BACHELOR OF ARTS
MODERN LANGUAGE MAJOR

SPANISH CONCENTRATION

LITERATURE TRACK - Spanish

Prerequisites:
SA 110 Spanish Language & Culture I (or equiv.) 5 hours
SA 111 Spanish Language & Culture II (or equiv.) 5 hours

Required courses:
SA 213 Spanish Language & Culture III 4 hours
SA 214 Spanish Language & Culture IV 3 hours
SA 339 Reading and Conversation 3 hours
SA 359 Advanced Grammar & Composition 3 hours
SA 365 Introduction to Literature 3 hours
SA 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 America 3 hours
SA 410 Phonetics and Conversation 2 hours
SA 446 Readings in Latin American Lit. 3 hours
SA 475 Independent Study 1-4 hours
SA 495 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 Spanish Language & Culture I (or equiv.) 5 hours
SA 111 Spanish Language & Culture II (or equiv.) 5 hours

Required courses:
SA 213 Spanish Language & Culture III 4 hours
SA 214 Spanish Language & Culture IV 3 hours
SA 339 Reading and Conversation 3 hours
SA 359 Advanced Grammar & Composition 3 hours
SA 379 Civilization of Spanish-Speaking Countries 3 hours
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  Spanish Language & Culture I (or equiv.) 5 hours
SA 111  Spanish Language & Culture II (or equiv.) 5 hours

Required courses:
SA 213  Spanish Language & Culture III  4 hours
SA 214  Spanish Language & Culture IV  3 hours
SA 339  Reading and Conversation  3 hours
SA 359  Advanced Grammar & Composition

Electives:
Select as needed to fulfill 13 hour requirement:
SA 339  Reading & Conversation  3 hours
SA 359  Advanced Grammar & Composition  3 hours
SA 365  Introduction to Literature  3 hours
SA 379  Civilization of Spanish-Speaking Countries  3 hours
SA 389  Studies in the Culture of Spain  3 hours
SA 399  Studies in Culture of Latin America  3 hours
SA 365  Introduction to Literature  3 hours
SA 410  Phonetics and Conversation  2 hours
SA 446  Readings in Peninsular Literature  3 hours
SA 466  Readings in Latin American Lit.  3 hours
SA 475  Independent Study  1-4 hours
SA 495  Special Topics in Spanish  3 hours

BACHELOR OF SCIENCE IN EDUCATION --SECONDARY
MODERN LANGUAGE TEACHING FIELD
The 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:
FR 110  French Language & Culture I (or equiv.) 5 hours
FR 111  French Language & Culture II (or equiv.) 5 hours

Required courses:
FR 213  French Language & Culture III  4 hours
FR 214  French Language & Culture IV  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 479  Foreign Language Acquisition  3 hours
FL 540  Language Teaching Methodology  3 hours

Electives:
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

OPTION B - One Teaching Field
Prerequisites:
FR 110  French Language & Culture I (or equiv.) 5 hours
FR 111  French Language & Culture II (or equiv.) 5 hours

Required courses:
FR 213  French Language & Culture III  4 hours
FR 214  French Language & Culture IV  3 hours
FR 339  Reading and Conversation  3 hours
FR 359  Advanced Grammar & Composition  3 hours
SPANISH EMPHASIS

OPTION A - Two Teaching Fields

Prerequisites:
SA 110 Spanish Language & Culture I (or equiv.) 5 hours
SA 111 Spanish Language & Culture II (or equiv.) 5 hours

Required courses:
SA 213 Spanish Language & Culture III 4 hours
SA 214 Spanish Language & Culture IV 3 hours
SA 339 Reading and Conversation 3 hours
SA 359 Advanced Grammar & Composition 3 hours
SA 379 Civilization of Spanish-Speaking Countries 3 hours
FL 479 Foreign Language Acquisition 3 hours
FL 540 Language Teaching Methodology 3 hours

Electives:
SA 365 Introduction to Literature 3 hours
SA 389 Studies in the Culture of Spain 3 hours
SA 399 Studies in Culture of Latin America 3 hours
SA 410 Phonetics and Conversation 2 hours
SA 435 Survey of Peninsular Literature 3 hours
SA 446 Readings in Peninsular Literature 3 hours
SA 455 Survey of Latin American Literature 3 hours
SA 466 Readings in Latin American Lit. 3 hours
SA 475 Independent Study 1-4 hours
SA 495 Special Topics in Spanish 3 hours
SA 635 Directed Studies in Spanish 1-3 hours
SA 695 Special Topics in Spanish Language and Literature 3 hours

OPTION B - One Teaching Field

Prerequisites:
SA 110 Spanish Language & Culture I (or equiv.) 5 hours
SA 111 Spanish Language & Culture II (or equiv.) 5 hours

Required courses:
SA 213 Spanish Language & Culture III 4 hours
SA 214 Spanish Language & Culture IV 3 hours
SA 339 Reading and Conversation 3 hours
SA 359 Advanced Grammar & Composition 3 hours
SA 379 Civilization of Spanish-Speaking Countries 3 hours
FL 479 Foreign Language Acquisition 3 hours
FL 540 Language Teaching Methodology 3 hours

Electives:
SA 365 Introduction to Literature 3 hours
SA 389 Studies in the Culture of Spain 3 hours
SA 399 Studies in Culture of Latin America 3 hours
SA 410 Phonetics and Conversation 2 hours
SA 435 Survey of Peninsular Literature 3 hours
SA 446 Readings in Peninsular Literature 3 hours
SA 455 Survey of Latin American Literature 3 hours
SA 466 Readings in Latin American Lit. 3 hours
SA 475 Independent Study 1-4 hours
SA 495 Special Topics in Spanish 3 hours
SA 635 Directed Studies in Spanish 1-3 hours
SA 695 Special Topics in Spanish Language and Literature 3 hours

BACHELOR OF SCIENCE IN EDUCATION

--ELEMENTARY TEACHING

FOREIGN LANGUAGE FOR ELEMENTARY SCHOOL TEACHERS (FLES)

Students may choose FLES as an area of concentration (13 hours beyond the first year courses, minimum).

DUPLICATION OF HIGH SCHOOL CREDIT

Ordinarily, one year of high school language is evaluated as being the equivalent of one semester of college language. However, students who have had one year of high school credit in French, German, or Spanish may enroll in a Language & Culture I course in that language; persons with two years of high school credit in one language may enroll in a Language & Culture II language course in the language. 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 academically eligible for admission to study at Emporia State University, but have not met the required minimum English proficiency test scores. Intensive English provides non-credit courses in basic English language skills to students whose proficiency in English is determined to be too low to commence a full program of academic study. Descriptions of Intensive English courses designed for international students are located in this section.

ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT

The ESL program is designed to provide a means whereby in-service or pre-service teachers may obtain Kansas State endorsement in this area. The courses making up the endorsement curricula provide skills needed to assure effective special English language and content instruction to students identified as limited English proficient under U.S. Department of Education criteria. The curricula reflect inter-departmental cooperation and incorporate courses from the Department of Modern Languages and Literatures and the Teachers College. The ESL program is 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.

- 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

NOTE: If taken as graduate level credit, these 15 credit hours will apply toward the Master of Arts in TESOL (see Graduate Catalog)

MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American Studies is a multidisciplinary program that provides students with a chance to explore the people, culture, and geography of Latin America as well as the Latino Culture in the United States. The program combines courses from disciplines, such as art, history, geography, biology, sociology, literature, music, and Spanish in order to provide an intensive exploration of Latin America. A minor in Latin American Studies would be beneficial to students interested in many types of careers including teaching, public service, health care, law, the sciences, the arts, the media, and other fields. The minor in Latin American Studies provides a wonderful complement to a student's participation in the International Student Exchange Program, such that courses taken in the Latin American Studies Program would add to the international experience of the student.

Website: http://academic.emporia.edu/mooredwi/latinamer

Requirements:

To complete the minor a student must complete at least 15 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

(Changes effective Fall 2007)

The minor in East Asian Studies provides students with detailed information about the peoples, cultures, history, philosophies, religions, art and literatures of East Asia. This minor introduces students to the rich cultural heritage of East Asia, especially important in this era of international, political, and business relations. Courses taken for this minor will be beneficial to students interested in many types of careers including public service, international relations, business, and teaching. This minor will also complement the International Student Exchange Program (ISEP) of which ESU is a partner since many of the countries included are in Asia. Courses taken for this minor will add to the international experience of the students.

Requirements:

To complete the minor a student must complete at least 15 hours of the courses listed below:

Prerequisites:
- AS 110 Chinese Language & Culture I 3 hours
- AS 111 Chinese Language & Culture II 3 hours

Required (12 hours):
- AS 120 Introduction to East Asian Cultures 3 hours
- AS 213 Chinese Language & Culture III 3 hours
- AS 214 Chinese Language & Culture IV 3 hours
- AS 320 Introduction to Modern Asia 3 hours

Electives (3 hours):
(Choose one course to fulfill the 15 hour requirement)
- FL 475 Independent Study in Foreign Lang. 1-4 hours
- HI 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.

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.

FL 003. INTERMEDIATE WRITING 0 HRS.
A non-credit intensive English course designed to improve English writing skills of non-English-speaking students.

FL 004. INTERMEDIATE READING 0 HRS.
A non-credit intensive English course designed to improve reading skills of non-English-speaking students.

FL 005. ADVANCED STRUCTURE 0 HRS.
A non-credit intensive English course for advanced level non-English speaking students to help them improve their command of English grammatical structure.

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.

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.

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.

FL 010. BEGINNING ENGLISH SKILLS 0 HRS.
(Placement determined by institutional tests.) A non-credit intensive English course designed to help limited English speakers improve their abilities in listening, speaking, grammar and reading.

FL 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.

ARABIC

AB 110. ARABIC LANGUAGE & CULTURE I 5 HRS.
Emphasis will be placed on the basics of Arabic language communication and its culture. The four skills of the language both spoken and written, handwriting, spelling and vocabulary will be presented. Offered every fall.

AB 111. ARABIC LANGUAGE & CULTURE II 5 HRS.
This course will be a continuation of AB 110 Arabic Language & Culture I with emphasis placed on the basics of the Arabic language communication and its culture. The four skills of the language both spoken and written, handwriting, spelling, and vocabulary will be presented sufficiently. Offered every spring.

AB 300. INTRODUCTION TO THE ARAB WORLD 3 HRS.
This class will introduce students of Arabic language and other Humanities disciplines (history, sociology, English, etc.) to the society, politics and culture in the Arab World. The major patterns of social change, modernization of states and political revolutions in the 20th Century will be studied. The course includes an examination of the historical process that the Arab World has gone through in relation to its different societies, cultures, religions, etc.

EAST ASIAN STUDIES

AS 110. CHINESE LANGUAGE & CULTURE I 5 HRS.
This course has a two-fold purpose: to enable students to speak and understand Mandarin Chinese at the beginning level, and to help students recognize and write the often-used 200 Chinese characters. It is designed to prepare students for real-world language experiences. Offered every fall.

AS 111. CHINESE LANGUAGE & CULTURE II 5 HRS.
This course is a continuation of AS 110 Chinese Language & Culture I and is designed to prepare students for real-world language experiences. The two-fold purpose of enabling students to speak and understand Mandarin Chinese at the beginning level will be continued. Students will learn to recognize and write the often-used 200 Chinese characters. Offered every spring.

AS 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.

AS 213. CHINESE LANGUAGE & CULTURE III 4 HRS.
This course will enable students to speak and understand Mandarin Chinese at the intermediate level, help them recognize and write 200 new Chinese characters, and read simple Chinese text. Offered every fall.

AS 214. CHINESE LANGUAGE & CULTURE IV 3 HRS.
This is a course in spoken Chinese. Its purpose is to enable the student to speak and understand Mandarin Chinese. Students will acquire the ability to orally express thoughts, and react appropriately to others' oral behavior. Students will learn to do this both automatically and with authenticity. Offered every spring.

AS 320. INTRODUCTION TO MODERN ASIA 3 HRS.
This course will be an introduction to the modern cultures of China, Japan, and Korea. Topics will include government and politics, social structures, business and economics, and art and culture. Offered every spring.

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.

FL 100. SPECIAL PROJECTS IN FOREIGN LANGUAGES 1-5 HRS.
The course is designed to provide flexibility in scheduling introductory foreign language courses on a trial basis without their being identified
with specific catalogue titles and course descriptions, which might possibly establish them as permanent course offerings.

**FL 300. PROFESSIONAL TEACHER PORTFOLIO 1 HR.**
(Prerequisite, permission of instructor; Modern Language majors only; Must be admitted to Phase 2 (student teaching).) This one hour course will give student teachers credit for the work that they are doing in developing, analyzing and evaluating their own portfolios. The portfolios are used in showcasing their achievements as student teachers and for career placement in teaching.

**FL 475. INDEPENDENT STUDY IN FOREIGN LANGUAGES 1-4 HRS.**
(Prerequisite, permission of instructor/Chair of Modern Languages.) Independent study for language study other than French, German or Spanish.

**FL 479. FOREIGN LANGUAGE ACQUISITION 3 HRS.**
(Requirement for BSE students with single or double teaching fields.) Students will acquire the ability to demonstrate the knowledge, skills, and dispositions to give evidence of acceptable classroom performance in Spanish or French. This is a practical methods course where students will learn more about the target language content (oral and written skills) and its respective culture as well as how to teach it in PK-12. Language Acquisition Methods will include the Teacher Work Sample, oral presentations, story-telling, music, films, hands-on audio-visual teaching materials construction, and the use of smart classrooms. This course is required for BSE students. Offered every spring.

**FL 495. SPECIAL TOPICS IN FOREIGN LANGUAGES 2-3 HRS.**
Special topics such as Spanish or French art, bilingualism or foreign language curriculum.

**FL 499. FOREIGN LANGUAGE CAPSTONE SEMINAR 1 HR.**
Required for all graduating seniors pursuing the B.A. in French, German, and Spanish. Students will compile a portfolio with examples of graded work and a reflective essay as well as a project to be presented orally in the target language to the department faculty. This course is intended to mark the completion of their undergraduate degree. Offered every semester.

**FL 513. HISPANIC CULTURE AND ITS EDUCATIONAL IMPLICATIONS 3 HRS.**
(Primarily for education majors and educators seeking bilingual-multicultural endorsement, but may be taken by others with instructor's permission.) This course is designed to help educators understand and appreciate Latin American/Hispanic culture and value systems and how these compare with those common in Anglo-American society. Primary focus is upon how various culture-based traditions, values and customs affect Latin American/Hispanic pupils' perception, behavior and learning capabilities in their native society and in their adaptation to classrooms in the United States. This course is part of the bilingual-multicultural education endorsement, and elementary education bilingual/bicultural specialization curricula.

**FL 519. LANGUAGE ASSESSMENT AND EVALUATION 3 HRS.**
(This course is 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.

**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.

**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.

**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.

**FL 710. SOCIOGLOSSICS 3 HRS.**
(Prerequisite, completion of core courses required for MA TESOL candidates.) This course is an introduction to the study of language in its social context. The class will examine how social class, ethnic background, gender, and other social variables influence language behavior. The course will also focus on past and present research surrounding such issues as language attitudes, standard and nonstandard usage, Black English, bilingualism, rules of social interaction and language planning.

**FL 720. SECOND LANGUAGE ACQUISITION 3 HRS.**
(Prerequisite, FL600.) The purpose of this course is to introduce
students to theories and research in Second Language Acquisition (SLA). Students will be introduced to the history of SLA and Research Methodologies. Students should also become familiar with various theoretical approaches to language learning including Universal Grammar, Cognitive, Functional/pragmatic, Interactionist, and Sociocultural, Sociolinguistic. Students will also be introduced to and should become familiar with at least one research methodology depending on the questions they prefer to ask. SLA is a theoretical and experimental field of study that examines language development, in this case the acquisition of second languages. The term second includes "foreign" and "third", "fourth", etc.

FL 730. CROSS-CULTURAL COMMUNICATION IN TESOL 3 HRS.
(Prerequisite, completion of core courses required for MA TESOL.) This course investigates cultural behaviors, assumptions, values, and conflicts surrounding communication across cultures in the context of teaching English as a second or foreign language at all levels. This course explores issues related to the intercultural communication processes. It will consider the important role of context (social, cultural, and historical) in intercultural interactions. Based on insights from critical theory, this course examines the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective.

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.

FL 735. PRACTICUM IN TEACHING ENGLISH AS A SECOND OR 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.

FL 800. TESOL RESEARCH METHODS 3-6 HRS.
(Prerequisites, completion of all core courses. All MA TESOL candidates must take FL800 as a 6-credit requirement for their thesis. Other students can take it as a regular 3-credit course section.) This course has two primary objectives. The first is to enable students to critically evaluate empirical research in all areas of applied linguistics with specific emphasis on those studies which examine hypotheses concerning the acquisition of second/foreign language learning and teaching. The second is to provide students with the tools necessary to plan, execute and interpret the results of a study within the broad domain of applied linguistics on a topic of specific interest to students. Both quantitative and qualitative methodologies of research are introduced and studied.

FRENCH

FR 100. SPECIAL PROJECTS IN FRENCH 1 HR.
Topics of general interest to non-French majors will be studied and some basic pronunciation characteristics of French will be introduced. Topics may be fashion, cuisine, tourism, medical terms, etc.

FR 110. FRENCH LANGUAGE & CULTURE I 5 HRS.

FR 111. FRENCH LANGUAGE & CULTURE II 5 HRS.
Continuation and expansion of French Language & Culture I with further emphasis on understanding, speaking, reading, and writing. Study of the culture of Francophone countries continued. Offered every spring.

FR 120. INTRODUCTION TO THE FRANCOPHONE WORLD 1 HR.
Cultural similarities and differences between French-speaking peoples and Americans. Taught in English. Lecture and discussion.

FR 213. FRENCH LANGUAGE & CULTURE III 4 HRS.
Continuation of Beginning French II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of French-speaking countries continued. Offered every fall.

FR 214. FRENCH LANGUAGE & CULTURE IV 3 HRS.
Continuation of Intermediate French III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of Francophone countries continued. Offered every spring.

FR 339. READING AND CONVERSATION 3 HRS.
(Prerequisite, FR 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.

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.

FR 379. CIVILIZATION OF FRANCOPHONE COUNTRIES 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Culture, history, geography and economy of Francophone countries. Offered in the spring of odd numbered years.

FR 419. INTRODUCTION TO FICTION 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Study of selected novels or short stories in French.

FR 429. INTRODUCTION TO DRAMA 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Reading and discussion of representative plays in French.
FR 435. SURVEY OF FRENCH LITERATURE I 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Survey of French literature from the eleventh century through the eighteenth.

FR 445. SURVEY OF FRENCH LITERATURE II 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Survey of French literature from the nineteenth century to the present.

FR 475. INDEPENDENT STUDY 1-4 HRS.

FR 495. SPECIAL TOPICS IN FRENCH 2-3 HRS.
Topics selected from French literature, language, or culture.

FR 604. MODERN FRENCH FICTION 3 HRS.
(Prerequisite, 17 hours college French or equivalent.) Nineteenth and twentieth-century prose writers. Collateral reading and reports.

FR 635. DIRECTED STUDIES IN FRENCH 1-3 HRS.
(Prerequisite, upper-division undergraduate or graduate.) Topics selected from French literature, language, or culture.

FR 835. RESEARCH PROBLEMS IN FRENCH 1-4 HRS.
(Prerequisite, 24 hours college French or equivalent.) Studies by graduate students of problems of special interest in the field of French language or literature. Course planned to meet individual needs.

FR 855. SEMINAR IN FRENCH 1-4 HRS.
(Prerequisite, 24 hours college French or equivalent.) Projects at the graduate level based on individual need.

GERMAN

GR 100. SPECIAL PROJECTS IN GERMAN 1 HR.
Topics of general interest to non-German majors will be studied and some basic pronunciation characteristics of German will be introduced. Topics may be business, technical fields, music, tourism, etc.

GR 110. GERMAN LANGUAGE & CULTURE I 5 HRS.
Fundamental principles of pronunciation and grammar. Dictation, reading, simple speaking, and writing. Offered every fall.

GR 111. GERMAN LANGUAGE & CULTURE II 5 HRS.
Conversation, reading for comprehension, German life and culture. Offered every spring.

GR 213. GERMAN LANGUAGE & CULTURE III 4 HRS.
Continuation of German Language & Culture II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of German-speaking countries continued. Offered every fall.

GR 214. GERMAN LANGUAGE & CULTURE IV 3 HRS.
Continuation of German Language & Culture III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of German-speaking countries continued. Offered every fall.

GR 305. SUMMER STUDY ABROAD IN GERMANY 4 HRS.
(Prerequisite, GR 213 or permission of instructor.) Four-week course in Würzburg, Germany offered in July. Combines daily intensive classroom instruction with organized cultural activities and excursions. Emphasis on strengthening conversational and compositional skills, expanding vocabulary, and deepening cultural awareness.

GR 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.

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.

GR 365. INTRODUCTION TO LITERATURE 3 HRS.
(Prerequisite, GR 339 or GR 359 or permission of instructor.) General introduction to the principles and vocabulary of literary study in German. Works of German, Austrian, and Swiss German literature will be read to illustrate these principles.

GR 379. CIVILIZATION OF GERMAN-SPEAKING COUNTRIES 3 HRS.
(Prerequisite, GR 339 or GR 359 or permission of instructor.) Culture, history, geography, and economy of German-speaking countries.

GR 389. STUDIES IN THE CULTURE OF GERMAN-SPEAKING COUNTRIES 3 HRS.
(Prerequisite, GR 379.) An in-depth study of issues in Central European cultures. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

GR 435. SURVEY IN GERMAN LITERATURE 3 HRS.
(Prerequisite, GR 365.) An introduction to prominent issues, themes, and writers in German literature from the medieval period through the 20th century.

GR 445. READINGS IN GERMAN LITERATURE 3 HRS.
(Prerequisite, GR 365.) In-depth study of issues, writers, and genres in German literature.

GR 475. INDEPENDENT STUDY 1-4 HRS.
(Prerequisite, permission of instructor.)

GR 495. SPECIAL TOPICS IN GERMAN 2-3 HRS.
(Prerequisite, GR 214 or equivalent.) Topics selected from German literature, language, or culture.

SPANISH

SA 100. SPECIAL PROJECTS IN SPANISH 1-3 HRS.
Topics of general interest to non-Spanish majors will be studied and some basic pronunciation characteristics of Spanish will be introduced. Topics may be Spanish for the policeman, fireman, medical personnel, urban worker, tourist, etc.

SA 110. SPANISH LANGUAGE & CULTURE I 5 HRS.
SA 111. SPANISH LANGUAGE & CULTURE II  5 HRS.
Continuation and expansion of Spanish Language & Culture I with further emphasis on understanding, speaking, reading and writing. Study of the culture of Spanish-speaking countries continued. Offered every semester.

SA 130. INTENSIVE SPANISH  2 HRS.
An intensive introduction to the sounds and structures of Spanish. The course will be devoted to conversation and to providing as much input as possible.

SA 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.

SA 213. SPANISH LANGUAGE & CULTURE III  4 HRS.
Continuation of Spanish Language & Culture II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of the Spanish-speaking countries continued. Offered every semester.

SA 214. SPANISH LANGUAGE & CULTURE IV  3 HRS.
Continuation of Spanish Language & Culture III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of Spanish-speaking countries continued. Offered every semester.

SA 301. SPANISH IMMERSION WORKSHOP  1 HR.
This course is designed to provide a Spanish-speaking setting for Spanish teachers needing practice in conversational skills. The course will also allow teachers to immerse themselves in culture through music, video, Internet resources, and literary readings.

SA 305. SUMMER STUDY IN LATIN AMERICA  1-4 HRS.
Two to four-week course offered in Costa Rica, Mexico, or other Latin American countries. Combines daily intensive classroom instruction with organized cultural activities and excursions. Emphasis on strengthening conversational and compositional skills, expanding vocabulary, and deepening cultural awareness.

SA 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.

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.

SA 365. INTRODUCTION TO LITERATURE  3 HRS.
(Prerequisite, SA 339 or SA 359.) General introduction to the principles and vocabulary of literary study in Spanish. Works of Peninsular and Latin American literature will be read to illustrate these principles. Offered every fall.

SA 379. CIVILIZATION OF SPANISH-SPEAKING COUNTRIES  3 HRS.
(Prerequisite, SA 339 or SA 359 or permission of instructor.) Culture, history, geography and economy of Spanish-speaking countries. Offered every spring.

SA 389. STUDIES IN THE CULTURE OF SPAIN  3 HRS.
(Prerequisite, SA 379.) An in-depth study of issues in Spanish culture. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

SA 399. STUDIES IN THE CULTURE OF LATIN AMERICA  3 HRS.
(Prerequisite, SA 379.) An in-depth study of issues in Latin American culture. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

SA 410. PHONETICS AND CONVERSATION  2 HRS.
(Prerequisite, SA 339.) Introduces students to problems and issues in Spanish phonetics and provides intensive practice in the pronunciation and conversational use of Spanish. Especially recommended for BSE students and, when possible, students preparing for study abroad programs in Spanish-speaking countries.

SA 435. SURVEY OF PENINSULAR LITERATURE  3 HRS.
(Prerequisite, SA 365.) An introduction to prominent issues, themes, and writers in Peninsular literature from the medieval period through the 20th century.

SA 446. READINGS IN PENINSULAR LITERATURE  3 HRS.
(Prerequisite, SA 365.) In-depth study of issues, writers, and genres in Peninsular literature.

SA 455. SURVEY OF LATIN AMERICAN LITERATURE  3 HRS.
(Prerequisite, SA 365.) Introduction to prominent issues, writers, and themes in Latin American literature from the Conquest through the 20th century.

SA 466. READINGS IN LATIN AMERICAN LITERATURE  3 HRS.
(Prerequisite, SA 365.) In-depth study of issues, writers, and genres in Latin American literature.

SA 475. INDEPENDENT STUDY  1-4 HRS.

SA 495. SPECIAL TOPICS IN SPANISH  2-3 HRS.
Topics selected from Spanish literature (Peninsular or Latin-American), language or culture.

SA 635. DIRECTED STUDIES IN SPANISH  1-3 HRS.
(Prerequisite, upper-division, undergraduate or graduate.) Topics selected from Spanish literature, language, or culture (Peninsular or Latin-American).

SA 695. SPECIAL TOPICS IN SPANISH LANGUAGE AND LITERATURE  3 HRS.
(Prerequisite, 17 hours of college Spanish.) In-depth study of the Spanish language or issues, writers, and genres in Peninsular and/or Latin American literature.
SA 774. PRACTICUM IN SPANISH 1-3 HRS.  
(Prerequisite, 17 hours college Spanish or equivalent.) Intensive practice in the oral language.

SA 835. RESEARCH PROBLEMS IN SPANISH 1-4 HRS.  
(Prerequisite, 24 hours college Spanish or equivalent.) Studies by graduate students of problems of special interest in Spanish teaching or in Spanish language and literature. Course planned to meet individual needs. Practical help for Spanish teachers.

SA 855. SEMINAR IN SPANISH 1-4 HRS.  
(Prerequisite, 24 hours college Spanish or equivalent.) Projects at the graduate level based on individual needs.

DEPARTMENT OF MUSIC

Professor Marie C. Miller, Chair  
(Music Education, Piano)

Professor Terry Barham, Associate Chair  
(Choral, Music Education)

Professor: Terry J. Barham (Choral Director, Music Education), Marie C. Miller (Music Education, Piano), Gary Ziek (Bands, Brass). Associate Professors: Allan D. Comstock (Double Reeds, Music History), Dawn Courtney (Single Reeds, Music Education), Martín Cuéllar (Piano), Jeffrey Hodapp (Low Brass), Andrew Houchins (Theory), Penelope A. Speedie (Voice, Opera, World Music), James A. Starr (Violin, Viola, Music Education). Assistant Professors: Tracey Freeze (Percussion, Marching Band). Instructors: Kate Bergman (Flute, Sight Singing/Ear Training), Tiffany Budke (Piano), Diane McCarty (Music Education), Robert McCurdy (Jazz), Anna Ryan (Voice), Terrisa Ziek (Horn, Music Education).

http://www.emporia.edu/music/

The Department of Music (NASM accredited since 1947) offers a comprehensive inventory of courses for those who wish to major or minor in music and for those who seek musical knowledge and experiences. Students may acquaint themselves with music as appreciative listeners, inquisitive scholars, or active performers. Music faculty are active in performance, composition and arrangement, and publication efforts.

A state-approved degree program is offered to prepare teachers of music for the elementary and secondary schools of Kansas. Other degree programs are designed to enable students to pursue advanced studies in music and/or to find employment within the field of music.

The department provides a yearly schedule of concerts, recitals, master classes, and lectures which feature ESU music faculty and students as well as invited artist performers.

The undergraduate degree programs are as follows:

- Bachelor of Arts - Major in Music
- Bachelor of Music - Performance
- Bachelor of Music Education

A concentration in Digital Audio Recording is available as part of the Bachelor of Arts – Music Major degree program.

Certificates are offered in the following areas:

- Digital Audio Recording
- Music Technology
- Music Performance
- Piano Pedagogy

Two options for a Music Minor are available.

The department also offers a master’s degree. For more information see the Graduate Office website, http://emporia.edu/grad/.
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 42 hours of core and applied music study with an additional 12 Second Field hours. Second Field options may be in music, in digital audio recording, in music technology, or in another academic field. See individual course descriptions for prerequisites and concurrent enrollment requirements.

A concentration in Digital Audio Recording is available as part of the BA in Music degree. Requirements include MU 270/470/570 – 8 hours as the applied study and a specific recording project as the MU 580 Senior Capstone Research Project.

Students must also complete general education requirements as stated in this catalog.

Music Theory (12 hours):
- MU 108 Ear Training/Sight Singing 1 1 hour
- MU 118 Music Theory 1 3 hours
- MU 109 Ear Training/Sight Singing 2 1 hour
- MU 119 Music Theory 2 3 hours
- MU 208 Ear Training/Sight Singing 3 1 hour
- MU 218 Music Theory 3 3 hours

Music History & Literature (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) 2 hours
- MU 477 Basic Conducting 2 hours
- MU 585 Professional Portfolio 1 hour
- MU 595 Computer Literacy Portfolio 1 hour

Music Performance (17 hours):
- Applied Digital Audio Recording 8 hours
- MU 131 Group Piano I 1 hour
- MU 132 Group Piano II 1 hour
- Music Ensembles 6 hours
- MU 580 Senior Capstone Research Project 1 hour

Music Electives:
- MU 199 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) 2 hours
- MU 477 Basic Conducting 2 hours
- MU 585 Professional Portfolio 1 hour
- MU 595 Computer Literacy Portfolio 1 hour

Music Performance (16 hours):
- Applied Digital Audio Recording 8 hours
- MU 575 Senior Recital or 2 hours
- Music Ensembles 6 hours
- MU 580 Senior Capstone Research Project

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 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, composition, and digital audio.

This major includes a minimum of 74 hours. See individual course descriptions for prerequisites and concurrent enrollment requirements. Students must also complete general education requirements as stated in this catalog.

Music Theory (18-19 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

Music Electives: music theory, history, conducting, or methods 2 hours

Second Field or Internship Requirements 12 hours

BACHELOR OF ARTS
MUSIC MAJOR

DIGITAL AUDIO RECORDING CONCENTRATION

Music Theory (12 hours):
- MU 108 Ear Training/Sight Singing 1 1 hour
- MU 118 Music Theory 1 3 hours
- MU 109 Ear Training/Sight Singing 2 1 hour
MU 119 Music Theory 2 3 hours
MU 208 Ear Training/Sight Singing 3 1 hour
MU 218 Music Theory 3 3 hours
MU 209 Ear Training/Sight Singing 4 1 hour
MU 219 Music Theory 4 3 hours
MU 488 Orchestration 2 hours

or
MU 678 Counterpoint 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) 2 hours
MU 477 Basic Conducting 2 hours
MU 585 Professional Portfolio 1 hour
MU 595 Computer Literacy Portfolio 1 hour

Music Performance – Piano, Strings, Winds, or Percussion (44 hours):
Applied Concentration 24 hours
Music Ensembles 8 hours
MU 131 Group Piano 1 1 hour
MU 132 Group Piano 2 1 hour
MU 133 Group Piano 3 1 hour
MU 134 Group Piano 4 1 hour
Pedagogy Course 2 hours
Chamber Music Electives 2 hours
Music Electives 4 hours
MU 375 Junior Recital
MU 575 Senior Recital

Music Performance – Voice (44 hours):
Applied Concentration 22 hours
Music Ensembles 8 hours
MU 131 Group Piano 1 1 hour
MU 132 Group Piano 2 1 hour
MU 133 Group Piano 3 1 hour
MU 134 Group Piano 4 1 hour
Applied Piano 2 hours
MU 524 Voice Pedagogy 2 hours
MU 520 Vocal Diction 1 1 hour
MU 522 Vocal Diction 2 1 hour
MU 741 The Art Song 2 hours
Music Electives 2 hours
MU 375 Junior Recital
MU 575 Senior Recital

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) 2 hours
MU 477 Basic Conducting 2 hours
MU 585 Professional Portfolio 1 hour
MU 595 Computer Literacy Portfolio 1 hour

Music Performance (19 hours):
Applied Music-Primary Instrument 8 hours
Group/Applied Piano 4 hours
Music Ensembles (MU245/318/319) 7 hours
MU 575 Senior Recital

Music Education Methods (19 hours):
MU 210 Intro. to Music Education 2 hours
MU 350 Voice Methods 1 hour
MU 352 String Methods 2 hours
MU 354 Woodwind Methods 2 hours
MU 356 Brass Methods 2 hours
MU 358 Percussion Methods 1 hour
MU 372 Marching Band 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) 2 hours
- 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 Piano 4 hours
  - MU 237 Applied Piano for Vocal Students 1 1 hour
  - MU 238 Applied Piano for Vocal Students 2 1 hour
- Music Ensembles (MU220/310) 7 hours
- MU 575 Senior Recital

Music Education Methods (17-18 hours):
- MU 210 Intro. to Music Education 2 hours
- MU Methods 3-4 hours
  - Selected from:
    - MU 352 String Methods 2 hours
    - MU 358 Percussion Method 1 hour
    - MU 354 Woodwind Methods 2 hours
    - MU 356 Brass Methods 2 hours
    - MU 474 Elementary Music Methods 2 hours
    - MU 480 Choral Methods 2 hours
    - MU 482 Choral Conducting 2 hours
    - MU 496 Philosophy and Research In Music Education 2 hours
    - MU 520 Vocal Diction 1 1 hour
    - MU 522 Vocal Diction 2 1 hour
    - MU 524 Vocal Pedagogy 2 hours
    - MU Music Electives 1-2 hours

CERTIFICATES IN MUSIC
The certificates in music provide additional specialized study within specific music application areas. Study in certificate areas is limited to upper division students. Admission is with permission of the applied instructor for each specialized area.

Certificate – Digital Audio Recording (12 hours)
- MU 412 Digital Audio 2 hours
- MU 270/470 Applied Digital Audio 4 hours
- MU 271/471 Applied MIDI 2 hours
- MU 418 Projects in Recording 1 2 hours
- MU 419 Projects in Recording 2 2 hours

Certificate – Music Technology (12 hours)
- MU 412 Digital Audio 2 hours
- MU 270/470 Applied Digital Audio 4 hours
- MU 271/471 Applied MIDI 2 hours
- MU 414 Technology for the Classroom 2 hours
- MU 415 Projects in Technology 2 hours

Certificate – Piano Pedagogy (12 hours)
- MU 728 Piano Pedagogy 12 hours
- MU 729 Piano Pedagogy 2 2 hours
- MU 442 Performance Practices in Music 2 hours
- MU 740 Piano Literature 2 hours
- MU 451/551 Applied Piano 4 hours

Certificate, Graduate – Music Performance (12 hours)
- MU 800 Applied Music 4 hours
- MU 700/800 Performance Area Literature 3 hours
- MU 600/800 Music Electives 5 hours

MUSIC MINOR
The undergraduate with an interest in music can select one of two music minors: Plan I-Applied Music and Performance; Plan II-Music Theory and History. This program, designed for the student who wants thorough preparation in some field other than music, provides the opportunity to pursue a minor concentration in music.

At the beginning of the freshman year, but not later than the start of the junior year, the degree candidate may select the music minor. Before this choice can be official, the chair of music must meet with the candidate to approve the scheme of courses. Following this conference, the schedule of required courses for the music minor is entered on a “minor contract” that is filed with the registrar. The music minor does not lead to certification in music instruction. See individual course descriptions for prerequisites and concurrent enrollment requirements.

PLAN I - Applied Music and Performance
- MU 108 Ear Training/Sight Singing 1 1 hour
- MU 118 Music Theory I 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
- Or 3 hours
- MU 329 Music History II 4 hours
- MU Applied Music 4 hours
- MU Music Ensembles 2 hours
- MU Music Electives 3 hours

PLAN II - Music Theory & History
- MU 108 Ear Training/Sight Singing 1 1 hour
- MU 118 Music Theory I 3 hours
- MU 109 Ear Training/Sight Singing 2 1 hour
- MU 119 Music Theory 2 3 hours
- MU 324 World Music 2 hours
- MU 328 Music History I 3 hours
- MU 329 Music History II 3 hours
- MU Music Electives 6 hours

MUSIC ENSEMBLES
The Department of Music offers a wide variety of performance ensembles available to all university students. Ensembles rehearse several hours weekly and give 1-2 public performances each semester. The following performance ensembles are available:

Bands --
- MU 244 Hornet Revue (Pep Band)
- MU 245 Marching Hornets (Marching Band)
- MU 316 Wind Ensemble

Choirs --
- MU 220 Community Chorus
- MU 310 A Cappella Choir
- MU 312 Opera Theatre
- MU 391 Musical Theatre
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, composition, and digital audio. Students must successfully complete a performance audition for admission to study applied piano or applied voice. Enrollment within all areas of applied study is limited with preference given to music major students.


course has further studies in dictation and solfege based on materials presented in the Music Theory courses with MIDI based drill software and sight singing software available.

MU 118. MUSIC THEORY 1 3 HRS.
(Prerequisites, pass of 80% or higher of the Music Theory Entrance Examination. Students not meeting this requirement must enroll in MU 101. Concurrent enrollment in MU 108 and MU 131.) A study of the written elements of music, including clefs and basic pitch notation, major and minor scales, key signatures, scale degrees, intervals, triads, notation of rhythm, four-part vocal writing, primary triads in all inversions, and secondary triads. Some exercises will be completed using notation software.

MU 119. MUSIC THEORY 2 3 HRS.
(Prerequisites, MU 118 with minimum grade of C, concurrent enrollment in MU 132 and MU 109.) A continuation of MU 118, further studies of harmony will include harmonization of melodies, diatonic seventh chords, non-harmonic tones, secondary dominant seventh and secondary diminished seventh chords, analysis, and composition exercises using notation software.

MU 121. VOICE CLASS 1 HR.
To introduce students to use of the functional as well as a professional manner; designed for the student who has had no previous training in singing. Emphasis is placed upon performance.

MU 122. COMPOSITION I 3 HRS.
Introduction to formal principles of composition, contemporary techniques, and the range and characteristics of instruments and voices.

MU 123. COMPOSITION I 3 HRS.
(Prerequisite, MU 122.) An extension of MU 122, this course continues to acquaint students with the formal principles of composition and the ranges and characteristics of instruments and voices. It attempts to develop the creative ability of the individual student and increases his facility in writing for various combinations of instruments or voices.

MU 124. BASIC MUSIC 2 HRS.
A beginning course designed for the preparation of the classroom teacher: music fundamentals and the development of eye and ear correlation through the study of vocal music reading on the elementary level, knowledge and use of the piano keyboard, playing of the autoharp, song flutes and resonator bells. Analysis, singing, and conducting of songs.

MU 126. PIANO FOR FUN--NEW BEGINNERS 1 HR.
A course for beginners in piano, expressly those non-music majors whose goal is to learn to read music and to apply that skill at the piano.

MU 127. PIANO FOR FUN--ADVANCED BEGINNERS 1 HR.
For non-music majors who wish to improve their skills in scale playing, harmonization of melodies, sight reading, and the preparation of piano literature.

MU 131. GROUP PIANO 1 1 HR.
(Prerequisite, concurrent enrollment in MU 118.) A course of study for those students who have had no previous training or study of piano. Students will learn to play major and minor scales, major and minor arpeggios as well as alternating hands, chord progression, playing of simple tunes by ear, and the transposition of simple melodies.
MU 132. GROUP PIANO 2 1 HR.
(Prerequisite, concurrent enrollment in MU 119.) A continuation of the skills learned during MU 131. Students who have had brief periods of study as children are advised to enroll in this course. Course includes scales played hands separately for more than one octave, chord progression I, IV, V, I in inversions, a continuation of transposition skills, and an introduction to accompaniment patterns. Advanced solo literature included.

MU 133. GROUP PIANO 3 1 HR.
(Prerequisite, concurrent enrollment in MU 218.) A continuation of skills learned during MU 132. Scales are played hands together, chord progression I, VI, IV, II, V, I with chord roots in the left hand. Beginning work on harmonization, arrangement, and transposition of melodies, continuation of sight reading techniques, and preparation of America in F and G. More advanced literature to include some work with four-part music.

MU 134. GROUP PIANO 4 1 HR.
(Prerequisite, concurrent enrollment in MU 219.) Piano Proficiency Requirement Sheets, provided by the Department of Music, outline the content of MU 134. These requirements are the culmination of four semesters of study for those who began their piano study with MU 131. Note: The requirements for vocalists include more areas than for instrumentalists. These adjustments are made during the course of study for the vocal and instrumental students.

MU 135. GUITAR FOR FUN--NEW BEGINNERS 1 HR.
A beginning course in guitar, of special interest and value to non-music majors and music specialists with no background in this area. For non music readers and those who have no knowledge of guitar. Includes correct position of hands, selecting the proper guitar, maintaining the instrument, tuning, movements of the right hand, rest strokes, free strokes, chords, arpeggios, coordination of both hands, left and right hand fingering. Emphasis on classical guitar; supplementary materials in folk and rock idioms will be made available.

MU 136. GUITAR FOR FUN--ADVANCED BEGINNERS 1 HR.
(Prerequisite, MU 135.) Designed for students who read music but have little or no knowledge of the guitar. Continuation and review of elementary technical aspects of guitar performance that were introduced in MU 135. Includes hand position, diverse movements of right hand, rest strokes, free strokes, chords, arpeggios, coordination of both hands, left hand fingering, right hand fingering, and special effects (e.g., tremolo, harmonics, vibrato, staccato, and dynamics.) Emphasis placed on playing the guitar through suggested songs for practicing chords. Primary chords, strum symbols, right hand strums and picks, strum variations, and playing guitar by ear will be introduced.

MU 208. EAR TRAINING/SIGHT SINGING 3 1 HR.
(Prerequisites, Grade of “C” or higher in MU 109 and concurrent enrollment in MU 218.) A continuation of MU 109, this course has further studies in dictation and solfege based on materials presented in the Music Theory courses with MIDI based drill software and sight singing software available.

MU 209. EAR TRAINING/SIGHT SINGING 4 1 HR.
(Prerequisites, Grade of “C” or higher in MU 208 and concurrent enrollment in MU 219.) A continuation of MU 208, this course has further studies in dictation and solfege based on materials presented in the Music Theory courses with MIDI based drill software and sight singing software available.

MU 210. INTRODUCTION TO MUSIC EDUCATION 2 HRS.
Introduction to Music Education is designed as an introduction to the field of music education. The course will provide students with a broad overview and a clear representation of music education and instruction at all levels. Students will become acquainted with the philosophical rationale for music instruction and current trends in Music Education. The course will provide students with concrete applications of these concepts through observations and micro-teaching presentations.

MU 218. MUSIC THEORY 3 3 HRS.
(Prerequisites, grade of C or higher in MU 119 and concurrent enrollment in MU 133 and MU 208.) A continuation of Music Theory, further studies of harmony will include augmented sixth chords, the neapolitan sixth, modulation, post-common practice harmony, analysis, and composition exercises using notation software.

MU 219. 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.

MU 220. ESU COMMUNITY CHORUS 1 HR.
The ESU Community Chorus is open to all students as well as residents of the community without audition and performs major choral works each semester in a variety of settings.

MU 222. COMPOSITION II 3 HRS.
Continuation of MU 122 and MU 123 with special emphasis on polyphonic writing.

MU 223. COMPOSITION II 3 HRS.
A continuation of the techniques introduced in MU 222. Expansion of creativity to vocal and instrumental ensembles of varying sizes and mixtures.

MU 226. MUSIC APPRECIATION 2 HRS.
A general education course in music appreciation designed to arouse musical interest, enhance aesthetic enjoyment on the part of the listener, and show the relevance music plays in our everyday lives. Course will include a basic vocabulary of musical elements and a summary of the historical periods of music. Course includes sections which emphasize specialized musical topics. Students with both musical and non-musical backgrounds are invited to enroll. Required attendance at live musical events is a course component.

MU 236. GUITAR FOR FUN - INTERMEDIATES 1 HR.
(Prerequisite, consent of instructor.) Designed for the guitarist who has prior training in the skill of playing the guitar. The instructor will screen students, allowing only readers of music and those with a good grasp of basic guitar techniques to participate.

MU 237. APPLIED PIANO FOR VOCAL STUDENTS I 1 HR.
(Prerequisite, completion of MU 134 with a grade of “C” or better.) This is a course designed to meet the specific requirements of the vocal music education student. It will include accompaniment, sight-reading, score and part reading, and increased piano performance skills.

MU 238. APPLIED PIANO FOR VOCAL STUDENTS II 1 HR.
(Prerequisite, completion of MU 237 with a grade of “C” or better.) This is a course designed to meet the specific requirements of the vocal
MU 244. HORNET REVUE  
1 HR.  
An ensemble which performs at a variety of events. The group is most active during basketball season; however, there are other occasions throughout the year when the ensemble is called upon to perform. A wide array of past and current popular styles make up the fare for this group of entertainers.

MU 245. MARCHING BAND  
1 HR.

MU 247. CONCERT BAND  
1 HR.

MU 250-271. APPLIED MUSIC  
1-4 HRS.  
Private lessons. Voice, piano, organ, orchestral instruments, composition, or digital audio. No fee for music majors.

MU 275. SIGHT-SINGING PROFICIENCY  
0 HRS.  
(Prerequisite, MU 119.) This course is required of all music majors to test sight-singing skills. The student must accurately sing three short exercises. No accompaniment is allowed other than to established the key prior to singing.

MU 276. PIANO PROFICIENCY  
0 HRS.  
This course is required of all music education majors to test piano skills and is the culmination of a student’s study in piano, taken in conjunction with MU 134. The student must prepare two pieces and/or accompaniments, harmonize a single line with a creative left-hand accompaniment and prepare transposition, sight-read a four-part composition, play music of four lines in open score, and play six major and 5 minor scales three octaves hands alone. The examination is given several times during the year.

MU 301. BEGINNING IMPROVISATION: COMMON PRACTICE HARMONY AND THEORY APPLIED TO IMPROVISATION ON ALL INSTRUMENTS  
1 HR.  
The art of extemporizing music upon a harmonic framework; an initial exposure to spontaneous composition in the American jazz idiom. Major, minor, modal, whole-tone, synthetic, and blues scales as applied to jazz improvising are introduced; an overview of the use of three and four part chords (i.e., triads and seventh chords) in the jazz idiom and the mechanics of jazz notation are covered.

MU 302. INTERMEDIATE IMPROVISATION: COMMON PRACTICE HARMONY AND THEORY APPLIED TO IMPROVISATION ON ALL INSTRUMENTS  
1 HR.  
The art of extemporizing music upon a harmonic framework comprising altered chords, ninth chords, eleventh chords, thirteenth chords. Chord sequences, cadences, and scales are related to their appropriate musical style (e.g., Jazz, Dixie, Country and Western, Rhythm and Blues, and the like).

MU 310. A CAPPELLA CHOIR  
1 HR.  
Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English.

MU 312. OPERA THEATRE  
1 HR.  
The course covers the entire gamut of opera from musical preparation to final stage production. Each student is required to learn a role from an opera and to perform it in public; further he/she participates in the technical development of the production in the ESU Opera Theatre. All students participate in the musical preparation and staging of an operatic work.

MU 314. SHOWSTOPPERS  
1 HR.  
A jazz choir whose members are chosen from versatile singers around campus. Entrance into the ensemble is by audition. Members must enroll for both Fall and Spring Semesters. Attendance is required at all rehearsals, concerts, and the annual tour.

MU 316. SYMPHONIC WIND ENSEMBLE  
1 HR.

MU 318. JAZZ ENSEMBLE  
1 HR.  
The course promotes the understanding and appreciation of jazz and popular music by rehearsing and performing in big band format and in a variety of ensembles; it fosters the application of jazz principles to music through its artistic execution.

MU 319. ORCHESTRA  
1 HR.  
Performance of the standard orchestral literature from Baroque through 20th century. Activities include two oratorios, concerto program, two symphonic concerts, an opera, and a Broadway show.

MU 322. COMPOSITION III  
4-5 HRS.  
A study of more complex principles of composition and contemporary techniques. Original writing including larger forms and large ensembles.

MU 323. COMPOSITION III  
4-5 HRS.  
(Prerequisites, MU 322.) A furthering of creativity in larger, complex forms using mixed instrumental and vocal ensembles of varied sizes.

MU 324. WORLD MUSIC  
2 HRS.  
(Prerequisite, MU 119 with minimum grade of C.) An introductory course that will help students understand music as a cultural phenomenon by viewing music as a reflection of the culture and tradition of people in other parts of the world. Studying the diverse world of music will lead the student to an understanding of music as an aspect of culture and to recognize that each culture creates the kind of music necessary to reflect values and traditions. In addition to the music sounds of the various cultures, the study will consider society’s ideas about music and the events in which music plays a part.

MU 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.

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.

MU 334. MUSIC FOR ELEMENTARY TEACHERS  
2 HRS.  
(Prerequisite, MU 124.) Materials and procedures for teaching music in
the elementary school through the following activities: singing, instrumental activity, listening, rhythmic creativity and music reading. Developmental Characteristics and the Planning of Sequential Music Experiences for Early Childhood, Middle Childhood and for Later Childhood. Continued emphasis on the use of the soprano recorder, and the use of rhythmic, melodic and harmonic instruments in the classroom.

MU 350. VOICE METHODS 1 HR.
Designed for music majors who have had limited experience with singing in ensembles or singing solo vocal literature, this course will introduce the student to the basics of healthy singing, how to practice for maximum benefit, how to gain self-confidence as a singer, how to help others sing in a healthy manner, and how to identify and solve basic vocal problems common to secondary school singers.

MU 352. STRING METHODS 2 HRS.
This course will prepare the music education major to work with and teach string players in the public schools. In a general way the course introduces the students to stringed instruments and string players - a specific way the students are taught basic beginning techniques of string playing and teaching to enable the prospective teacher to instruct beginning string classes.

MU 354. WOODWIND METHODS 2 HRS.
Students are expected to learn and be able to demonstrate, to a reasonable degree, the principles of tone production and basic performance techniques of the flute, oboe, bassoon and clarinet, and to acquire the ability to sight read and perform easy music for each of the instruments. This is achieved through three class sessions per week and individual practice time outside class.

MU 356. BRASS METHODS 2 HRS.
This course is designed to give the student a practical working knowledge of the cornet/trumpet, horn, and trombone. The emphasis in this class is on learning how to effectively teach and critically evaluate the brass student as well as developing, as much as possible within the given time frame, the proper playing techniques on each instrument. Each instrument will be studied with the objective of learning the fundamentals of embouchure, tone production, and body position, breathing, articulation, intonation, and care and maintenance.

MU 358. PERCUSSION METHODS 1 HR.
This course is a practical study of and the development of performing proficiency on percussion instruments and a study based upon the use of these instruments in the bands and orchestras of the public schools, with special emphasis upon teaching techniques and procedures. Micro-teaching experience and the use of multi-media technology in these areas is also included.

MU 360. BEGINNING COMPOSITION 1 HR.
(Prerequisite, MU 218.) Class format: listen and analyze techniques of early twentieth composers including Debussy, Holst, Vaughan Williams, Copland, Stravinsky, Bartok, Hindemith. Information gleaned will be used in student’s compositional process.

MU 362. INTERMEDIATE COMPOSITION 1 HR.
(Prerequisite, MU 360.) Class format: listen and analyze techniques of middle to late twentieth composers including Schoenberg, Webern, Reich, Cage, Cowell, Gorecki, Part, Riley, Crumb, Penderecki, Stockhausen, and Brian Eno. Information gleaned will be used in student’s compositional process. Course will explore use of computer with K-11 synthesizer for composition.

MU 371. INDIVIDUAL PROJECTS 1, 2, or 3 HRS.
Designed to allow independent study in areas which arouse a special curiosity for the student or in which the student exhibits a need for intense research. Student will work with a selected faculty expert in the identified field. The student must complete a departmental Independent Study Form during the first week of class.

MU 372. MARCHING BAND METHODS 1 HR.
The course is designed to give the future music educator knowledge and skills needed to teach marching band in the middle and secondary schools. The student will learn through lectures, evaluations, and field experience how to plan, organize, and implement the total marching band program.

MU 373. JAZZ METHODS 1 HR.
The course is designed to give the future music educator the knowledge and skills needed to teach jazz ensemble in the middle and secondary schools. The student will learn through lectures, evaluations, and direct experiences how to plan, organize, and implement the total jazz program.

MU 375. JUNIOR RECITAL 0 HRS.
This course is required of all music performance majors. Music performed should be representative of various style periods appropriate to the student’s medium of performance. It must be a full recital and is subject to preview by the Audition Committee.

MU 391. CHAMBER MUSIC 1 or 2 HRS.
The course will give the student opportunity to experience independent part-playing in a small ensemble. The student will analyze, rehearse, and perform the music appropriate to the instrumentation available. Many ensembles will be traditional in make-up, that is string quartets, brass quintets, woodwind quintets, and the like.

MU 410. NAVIGATING COMPUTERS IN MUSIC 2 HRS.
This course will provide an overview of basic computer and electronic resources available to musicians.

MU 412. DIGITAL AUDIO 2 HRS.
This course explores the fundamental concepts of digital audio recording and provides opportunities for practical application.

MU 414. TECHNOLOGY FOR THE CLASSROOM 2 HRS.
This course will discuss possibilities and methods of integrating technology into a curriculum. The following subjects will be discussed within the context of their use in the classroom: use of electronic and web resources in research; developing a basic web page to disseminate information to students; computer assisted instruction; MIDI; music notation; audio; word processing and presentation programs.

MU 415. PROJECTS IN TECHNOLOGY 2 HRS.
This course is a laboratory class in which students will develop specific projects designed to create a music technology curriculum or to integrate various aspects of technology into a music curriculum.

MU 418. PROJECTS IN RECORDING I 2 HRS.
The first of two laboratory courses in which students will develop and begin recording audio projects.

MU 419. PROJECTS IN RECORDING II 2 HRS.
(Prerequisite, MU418 with a minimum grade of "C".) This course is the second of two laboratory classes in which students will develop and begin recording audio projects.
MU 422. COMPOSITION IV 4-5 HRS.
(Prerequisite, MU 323.) To develop the knowledge and skills necessary for music composition, and to help develop the student's own musical imagination in preparation for independent work. Emphasis placed on preparation of student recital of original work.

MU 423. COMPOSITION IV 4-5 HRS.
(Prerequisite, MU 422.) An extension of MU 422, the composer will prepare, organize, and conduct a recital encompassing works representative of the best of his creative skills.

MU 442. PERFORMANCE PRACTICE IN PIANO MUSIC 2 HRS.
A course designed to expose piano students to the body of knowledge and stylistic conventions known as “performance practices” in piano music of all periods.

MU 450-461. APPLIED MUSIC 1-5 HRS.
Private lessons. Voice, piano, orchestral instruments, composition and digital audio. Student must be approved by music faculty for enrollment in this level.

MU 462-470. APPLIED MUSIC 1-5 HRS.
Private lessons. Instruments, composition, or digital audio. Student must be approved by music faculty for enrollment in this level.

MU 474. ELEMENTARY SCHOOL MUSIC METHODS 2 HRS.
(Prerequisites, MU 210.) An elementary music education methods course designed to stimulate critical thinking concerning the teaching profession, and the role of the elementary music instructor as an integral component in the musical, aesthetic, and social development of the elementary child. The course will prepare students with competencies necessary to creatively formulate and plan a thorough elementary music program, and effectively teach and evaluate the elementary music program. The course will include observation, development and refinement of teaching techniques applicable to elementary music instruction, and micro-teaching experiences.

MU 477. BASIC CONDUCTING 2 HRS.
(Prerequisites, completion of MU218 and MU208 with a grade of "C" or better.) An introduction to the skill of conducting and rehearsing. The course stresses score analysis, singing and playing parts, stylistic consideration and interpretation. Skills are developed in a laboratory setting and evaluated through the use of video and audio tapes.

MU 480. CHORAL METHODS 2 HRS.
(Prerequisites, MU 210.) A teaching methods course for secondary vocal music instruction. Choral course work will include demonstration of choral rehearsal techniques and singing skills; teaching strategies; and study and selection of choral literature.

MU 482. CHORAL CONDUCTING 2 HRS.
(Prerequisite, MU 477.) This course prepares students for advanced conducting techniques necessary for directing choral ensembles. Course work will include rehearsal experiences in lab settings, score analysis and principles of performance practice.

MU 484. INSTRUMENTAL CONDUCTING 2 HRS.
(Prerequisite, MU 477.) This course is designed to give the student an advanced practical knowledge of the conducting art. The emphasis in this class is on learning how to critically study a score, rehearse an ensemble effectively, as well as developing, as much as possible within the given time frame, excellent baton technique. Score study and rehearsal technique will be studied with the objective of practical application in a public school setting. Videotape analysis will aid in the development of baton technique.

MU 486. MUSIC EDUCATION WORKSHOP 1-2 HRS.
Music Education Workshop addresses aspects of teaching and conducting music at all levels of music education from elementary through college. Workshop sessions typically include topics such as literature, teaching techniques, technology application, working with singers/choirs, pianists, etc. for all education levels. Sessions are led by recognized authorities/teachers/conductors.

MU 488. ORCHESTRATION 2 HRS.
(Prerequisite, grade of "C" or above in MU 219.) An introduction to the techniques of arranging and composing for orchestra. Writing for the orchestral instruments and basic scoring procedures are covered. Studies of orchestral scores from Haydn to the present with emphasis on Classical and early Romantic practice.

MU 489. ORCHESTRATION II 2 HRS.
(Prerequisite, MU 488.) To introduce the student to contemporary orchestration techniques and to equip the student with the knowledge and skills necessary for scoring original works for orchestra, and for reading and interpreting orchestral scores from all periods. Emphasis on 20th century techniques and scoring of original works.

MU 494. INSTRUMENTAL METHODS 2 HRS.
(Prerequisites, MU 210.) This course is designed to introduce the student to various philosophies and pragmatic approaches to managing and teaching music in a secondary instrumental program. The course will also enable the student to develop a working philosophy based upon theoretical research, field based knowledge, and personal experience in secondary instrumental music education.

MU 496. PHILOSOPHY & RESEARCH IN MUSIC EDUCATION 2 HRS.
(Prerequisites, MU 474 and MU 480 or MU 494.) This course is designed to acquaint the upper level music education undergraduate student with aspects of research and philosophy in music education. The primary focus of the course is to provide insight and develop skills which will enhance the knowledge base of the prospective music educator and serve as a good theoretical and practical foundation for meeting the multiple challenges in public school teaching.

MU 501. PIANO MAINTENANCE 2 HRS.
A study of the piano, its construction, and guidelines to its superficial maintenance. Students will become familiar with both upright and grand pianos in order that they can recognize malfunctions in piano action and recommend intelligent maintenance procedures.

MU 502. DOUBLE REED MAKING 1 HR.
The technique of making double reeds (i.e., selecting, gouging, shaping, binding, and adjusting cane) is taught through practical application.

MU 520. VOICE DICTION I 1 HR.
This course is an introduction to the International Phonetic Alphabet (IPA) designed to acquaint students with the symbols and sounds necessary for standard singing pronunciation of English and Italian. Not for graduate credit.

MU 522. VOICE DICTION 2 1 HR.
(Prerequisite, MU 520.) This course will provide knowledge and skill development for French and German music vocal texts. Not for graduate credit.
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.

MU 550 to 568. APPLIED MUSIC 1, 2, or 5 HRS.
Private lessons. Voice, piano, organ, orchestral instruments, or classical guitar. No fee for music majors. Not for graduate credit.

MU 569. APPLIED COMPOSITION 1-2 HRS.
Applied composition explores the formal principles of composition, contemporary techniques, and the range and characteristics of instruments and voices. Students will become familiar with notation, MIDI, and other appropriate compositional techniques.

MU 570. APPLIED DIGITAL AUDIO 1-2 HRS.
Applied digital audio lessons. Student must be approved by music faculty for enrollment in this level.

MU 575. SENIOR RECITAL 0 HRS.
This course is required of all music majors. Music performance majors are required to present a full recital; all other degree candidates have the option of sharing their recital with another student. Music performed should be appropriate to the student's performance medium. Not for graduate credit.

MU 580. SENIOR CAPSTONE RESEARCH PROJECT 1 HR.
A research-based independent project course that will focus on an identified music concept related to the student’s primary applied focus and will serve as a capstone or final degree requirement for the Bachelor of Arts in Music degree. The student will explore through guided research the concept’s knowledge base as well as the recent research in the field.

MU 585. PROFESSIONAL PORTFOLIO 1 HR.
Development and organization of a professional portfolio which will serve as a reflection of the abilities and skills of the professional musician attained during the years of the baccalaureate degree. The collection of materials will occur during the entire degree program. Enrollment is open for senior-level students (students having completed 90 hours). Music Education majors must enroll at least a semester prior to student teaching.

MU 595. COMPUTER LITERACY PORTFOLIO 1 HR.
This course requires the preparation and submission of an electronic portfolio that demonstrates the students’ ability to use technology appropriate to the music field and selected music program. Assignments, research, and other creative products, from other classes that involve the use of, or are the result of the use of technology, may be included as part of the portfolio.

MU 610. A CAPPENDA CHOIR 1 HR.
Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English.

MU 618. MUSIC THEORY 3 3 HRS.
This course will begin with diatonic and dominant seventh chords, higher numbered chords, the binary and ternary song forms, borrowed chords, secondary dominants, augmented sixth chords, chromatic and enharmonic modulations and secondary sub-dominants.

MU 619. MUSIC THEORY 4 3 HRS.
Course will be a study through composition and analysis of styles from the early twentieth century. Styles that will be studied include Impressionism, Modalism, Pan-triadic techniques, Quartal Harmony, Mixed Meters, Pandiatonicism and Polychords.

MU 620. ESU COMMUNITY CHORUS 1 HR.
The ESU Community Chorus is open to all students as well as residents of the community without audition and performs major choral works each semester in a variety of settings.

MU 628. MUSIC HISTORY I 3 HRS.
A survey of Western music from Ancient Greece through the end of the Baroque Period. The course is designed as a review for graduate students deemed to have deficiencies in their general knowledge of pre-eighteenth century music history.

MU 629. MUSIC HISTORY II 3 HRS.
A survey of Western music from the Classical Period to the present day. The course is designed as a review for graduate students deemed to have deficiencies in their general knowledge of music history from the eighteenth century to the present.

MU 630. ORCHESTRA 1 HR.
Performance of the standard orchestral literature from Baroque through 20th Century. Activities include two oratorios, concerto program, two symphonic concerts, an opera, and a broadway show.

MU 635. OPERA WORKSHOP 1 HR.
The course covers the entire gamut of opera, from musical preparation to final stage production. Each student is required to learn a role from an opera and to perform it in public; further, the student participates in the technical development of the production in the E.S.U. Opera Theatre. All students participate in the musical preparation and staging of an operatic work.

MU 645. MARCHING BAND 1 HR.

MU 646. SYMPHONIC BAND 1 HR.

MU 647. CONCERT BAND 1 HR.

MU 648. JAZZ ENSEMBLE 1 HR.
The course promotes the understanding and appreciation of jazz and popular music by rehearsing and performing in stage band format and in a variety of ensembles; it fosters the application of jazz principles to music through its artistic execution.

MU 675. ACCOMPANYING 1 HR.
An intense experience in the art of keyboard accompanying; the course must include a public performance.

MU 678. COUNTERPOINT 3 HRS.
Through a practical approach, students will explore the sacred polyphonic idioms of the sixteenth-century and the contrapuntal techniques of the eighteenth-century.

MU 691. CHAMBER MUSIC ENSEMBLE 1 HR.
The course will give the student opportunity to experience independent part-playing in a small ensemble. He will analyze, rehearse, and perform the music appropriate to the instrumentation available.
MU 723. STRING PEDAGOGY  2 HRS.
A survey of teaching materials appropriate to all levels of advancement of the private and class string student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material to meet this need.

MU 724. WOODWIND PEDAGOGY  2 HRS.
A survey of teaching materials and teaching methodology of the major and/or related instruments appropriate to all levels of advancement of the private and class woodwind student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material and/or method to meet this need.

MU 725. BRASS PEDAGOGY  2 HRS.
A survey of teaching materials and teaching methodology of the major and/or related instruments appropriate to all levels of advancement of the private and class brass student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material and/or method to meet this need.

MU 726. PERCUSSIN PEDAGOGY  2 HRS.
A course designed for the percussionist performer and/or music educator in which basic and advanced methods of teaching percussion instruments are explored. Solo and ensemble literature and the philosophy behind percussion ensembles are examined and discussed. The focus is on the teaching methods, materials, and literature, with particular attention to meeting the need of the individual student. Special interest topics will be included based on the needs and personnel in the class.

MU 728. PIANO PEDAGOGY I  2 HRS.
This course is a survey of the exciting, dynamic field of piano pedagogy, with a concentration on teaching beginning and elementary children (group, individual), teaching techniques, and reviewing selected piano methods and materials. It will also include peer teaching, investigating information sources, and the creation of tools to enhance the student’s teaching career.

MU 729. PIANO PEDAGOGY II PRACTICUM  2 HRS.  
(Prerequisite: MU 728 Piano Pedagogy I) A continuation of Piano Pedagogy I (MU 728). MU 729 is designed to provide the pedagogy student with an opportunity to engage in supervised one on one and group teaching of beginning piano students.

MU 730. WORKSHOP IN BAND TECHNIQUES  1-2 HRS.
A workshop for in-service and pre-service band directors. Includes marching band techniques, rehearsal procedures, and literature. Discussion using charts, films, and recordings of outstanding bands.

MU 732. SEMINAR IN MUSIC TEACHING PROBLEMS  1-2 HRS.
Discussions and laboratory experiences using audio-visual aids and laboratory performance groups. Includes analysis of scores and contemporary materials.

MU 733. MUSIC IN THE MEDIEVAL PERIOD  3 HRS.
A comprehensive study of the development of musical styles during the 10th through 14th centuries. Compositions, treatises, notation, instruments, and methods of performance will be covered.

MU 734. MUSIC IN THE RENAISSANCE  3 HRS.
A comprehensive study of the development of musical styles during the Renaissance through an investigation of the forms of the age and a survey of technical and aesthetic reasons for the shape in which they exist.

MU 735. MUSIC IN THE BAROQUE PERIOD  3 HRS.
A study of the trends and characteristics that mark the forms and musical styles of the seventeenth and early eighteenth centuries. The course deals with the disintegration of the Renaissance and the advent of the Baroque spirit through an investigation of the rise of practices and forms that have their roots in the sixteenth century as well as those novel to the Baroque: the monodic style, recitative, thorough-bass, opera, oratorio, ballet, cantata, concerto, suite, and the smaller sacred and secular vocal and instrumental forms.

MU 736. MUSIC IN THE CLASSICAL PERIOD  3 HRS.
This course is designed to give the student a comprehensive overview of music in the Classic Era (c.1750-c.1830). In-depth knowledge of the period will be gained by focusing on the major musical developments, studying the major composers, and analyzing representative works in order to recognize stylistic trends in the context of various geographic regions.

MU 737. MUSIC IN THE ROMANTIC PERIOD  3 HRS.
This course is designed to give the student a comprehensive overview of music in the nineteenth century. The period will be examined in terms of major musical movements, geographic locations, major composers, significant works, and stylistic trends.

MU 738. THE SYMPHONIC ORCHESTRA AND ITS LITERATURE  2 HRS.
The evolution of the symphony orchestra from the Baroque Period to the Modern Era is studied along with an investigation of landmark works for this ensemble. The development of the Symphony as an orchestral form is emphasized.

MU 739. A STUDY OF CHAMBER MUSIC  2 HRS.
A historical study of chamber music literature from 1600 to the present with reference to significant works in the repertoire: string quartet, woodwind quintet, piano trio, and the like; it includes a study of important works of unusual combinations of instruments.

MU 740. PIANO LITERATURE  2 HRS.
A scrutiny of the significant music written for the piano is investigated from three aspects: how the instrument was exploited and the performance techniques expected; how these works related to a composer’s entire legacy of creations; and how the works were a statement of the aesthetic ideal of their time.

MU 741. THE ART SONG: IT’S HISTORY & LITERATURE  2 HRS.
A course outlining the history and development of art song in the western world. Standard repertoire of Germany, France, and England, as well as the lesser known contributions of Eastern Europe, Spain, and America will be discussed.

MU 744. MUSIC OF THE 20TH CENTURY  3 HRS.
A technical survey of the music of the major composers and important schools of twentieth-century composition through the critical analyses of representative works. The principal trends in Europe and America are covered: post-romanticism, neo-classicism, twentieth-century nationalism, the twelve-tone school, and electronic music.
MU 746. CANON AND FUGUE 3 HRS.
Through a practical approach, students will explore the techniques of the eighteenth-century canon and fugue.

MU 760. APPLIED COMPOSITION 1 HR.
(Prerequisite, MU 362.) Private Lesson format: study of compositional styles used by composers of the last four centuries. Student will use information gained in composing a major work of three to five minutes in length. A minimum of one composition will be performed during the semester.

MU 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.

MU 775. THEORY PEDAGOGY 3 HRS.
A study of the principles of and the problems in teaching theory at the secondary school and at the lower college levels. Materials for sight-singing, ear-training, keyboard, figured bass, and creative composition are examined.

MU 776. TECHNIQUES OF 20TH CENTURY COMPOSITION 3 HRS.
A study of specific harmonic materials commonly used by 20th-century composers. Emphasis centers upon stimulating class members to create and perform original works that illustrate the styles and techniques studied.

MU 779. CHURCH SERVICE PLAYING 2 HRS.
The playing of liturgical and non-liturgical services and their music.

MU 800. GRADUATE RECITAL 2 HRS.
A full length public recital is required of all candidates for the degree Master of Music in Performance. The course includes selection of appropriate repertoire under the direction of the major professor; Graduate Committee approval of the recital content; preparation, coaching and practice; performance of the entire recital for approval by the Recital Preview Committee; and successful completion of the actual recital in a public performance shortly following the recital preview.

MU 802. GRADUATE CHAMBER RECITAL 1 HR.
An elective course that provides additional coached performance opportunities for Master of Music students. Student must successfully pass the recital preview prior to scheduling this recital performance.

MU 804. GRADUATE PERFORMANCE RESEARCH PROJECT 2 HRS.
This course is designed as the capstone project for the Master of Music - Performance Emphasis degree student. It is intended to guide the student through the process of producing a graduate project that demonstrates the student's scholarly understanding of the repertoire intended for performance for the Graduate Recital. This course work will be completed the semester prior to Graduate Recital.

MU 810. NAVIGATING COMPUTERS IN MUSIC 2 HRS.
This course will provide an overview of basic computer and electronic resources available to musicians.

MU 812. DIGITAL AUDIO 2 HRS.
This course explores the fundamental concepts of digital audio recording and provides opportunities for practical application.

MU 814. TECHNOLOGY FOR THE CLASSROOM 2 HRS.
This course will discuss possibilities and methods of integrating technology into a curriculum. The following subjects will be discussed within the context of their use in the classroom: use of electronic and web resources in research; developing a basic web page to disseminate information to students; computer assisted instruction; MIDI; music notation; audio; word processing and presentation programs.

MU 815. PROJECTS IN TECHNOLOGY 2 HRS.
This course is a laboratory class in which students will develop specific projects designed to create a music technology curriculum or to integrate various aspects of technology into a music curriculum.

MU 816. ADVANCED CONDUCTING 2 HRS.
For the graduate student who has experienced training in conducting, the course emphasizes advanced baton techniques, the elements of score reading, interpretation of scores, and form and analysis. The course includes the study of standard nineteenth- and twenty-century choral and instrumental works with special stress placed upon the communicative procedures necessary for the advanced conductor whether the idiom be vocal or instrumental. Students without conducting experience will be expected to audit MU 477—Basic Conducting (2 hrs.).

MU 818. PROJECTS IN RECORDING I 2 HRS.
The first of two laboratory courses in which students will develop and begin recording audio projects.

MU 819. PROJECTS IN RECORDING II 2 HRS.
(Prerequisite, completion of MU818 with a minimum grade of “C”.) This course is the second of two laboratory classes in which students will develop and begin recording audio projects.

MU 820. MUSIC EDUCATION WORKSHOP 1-2 HRS.
Music Education Workshop addresses aspects of teaching and conducting music at all levels of music education from elementary through college. Workshop sessions typically include topics such as literature, teaching techniques, technology application, working with singers/choirs, pianists, etc. for all education levels. Sessions are led by recognized authorities/teachers/conductors.

MU 827. INSTRUMENTAL PEDAGOGY 2 HRS.
Survey of band and orchestra literature appropriate for elementary, middle, and high school instrumental groups. Rehearsal procedures, performance problems (e.g., intonation, balance, instrumentation), program building, administration, and public relations are topics for research and discussion.

MU 830. PERFORMANCE PRACTICE IN PIANO MUSIC 2 HRS.
A course designed to expose piano students to the body of knowledge and stylistic conventions known as “performance practices” in piano music of all periods.

MU 838. INTRODUCTION TO RESEARCH IN MUSIC 2 HRS.
An introduction to current methods of research in music. The course will include standard music resources, accepted writing styles, area of research relevant to music performance and music education, basic statistical methods employed in research, and the organization, development, and completion of a formal research project.
MU 839. RESEARCH IN MUSIC EDUCATION 2 HRS.
(Prerequisite, MU 838.) An advanced research course that will focus on traditional and contemporary research methodology as applied to music education. Students will explore the basic concepts, principles, and techniques of qualitative and quantitative music education research. An overview of philosophical and aesthetic inquiry, and historical research will be included. Descriptive and experimental research methods will be explored. The course will also include work with basic statistics as a means to better understand the research.

MU 841. OPERA: HISTORY AND LITERATURE 2 HRS.
An overview of opera from its birth in the Baroque period to present day. The standard works will be studied. Music dramas of historical significance, though not common to the repertoire most performed, will be included. Prominent composers, contributors to the development of music drama, will be covered.

MU 842. HISTORY OF CHORAL MUSIC 2 HRS.
Vocal ensemble and choral literature from 1400 to the present is studied in an historical context. Attention is given to stylistic traits, types of compositions, sources, performance practices and aesthetic considerations.

MU 843. ANALYTIC TECHNIQUES I--CHANT THROUGH PALESTRINA 2 HRS.
The history of music approached through analysis of representative compositions. An understanding of musical style will be developed through historic-analytic examination of musical structures, from Gregorian Chant through the late Renaissance Era (Palestrina).

MU 844. ANALYTIC TECHNIQUES II--PALESTRINA THROUGH WAGNER 2 HRS.
The history of music approached through analysis of representative compositions. An understanding of musical style will be developed through historic-analytical examination of musical structures, from the Baroque era (1600) through the late 19th Century (Wagner).

MU 845. SCORE ANALYSIS, PERFORMANCE & PERFORMANCE PRACTICE 2 HRS.
A course in music history providing a laboratory experience for graduate music students to become familiar with an important segment of literature from various periods through research/analysis and performance (where feasible) of the actual scores of musical works from any but not necessarily all of the major periods (Renaissance through 20th Century); to read and become familiar with important source readings in the area of performance practice; and to investigate special advanced topics in 20th Century music through an assigned project that will consist of an in depth analysis of the score of a particular work. This research assignment will culminate with an in-class presentation that will involve a performance of the work and a discussion of the student’s findings.

MU 846. 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.

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.

MU 848. LEARNING THEORIES IN MUSIC 3 HRS.
(Prerequisite, bachelor’s degree in music and permission of instructor. A student whose bachelor’s degree in music was not in music education and who intends to teach in public school following completion of a masters degree in music education must also complete certification requirements as required by the State of Kansas for the teaching area he/she has chosen.) This course is designed to examine the psychology of historically significant learning theories and their relationship and applicability to music education in the 20th Century. It will provide the student with the necessary knowledge to better evaluate established theories of learning, as well as “current trends” in the field, and to determine their usefulness in various settings within the music education curriculum. An examination of significant talent and achievement tests will also be addressed.

MU 849. 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.

MU 850-869. APPLIED MUSIC 1-2 HRS.
Private lessons. Voice, Piano, Organ, Orchestral Instruments, or Classical Guitar. No fee for music majors.

MU 871. APPLIED DIGITAL AUDIO 1-2 HRS.
Applied digital audio lessons.

MU 872. APPLIED MIDI 1-2 HRS.
This is a practical approach to learning MIDI. Throughout the course, students will be assigned projects to demonstrate their knowledge of specific topics. Topics will include types of MIDI data, assigning and modifying data, software synthesizers, samples, and the basics of MIDI orchestration.

MU 873. SPECIAL PROJECTS 1, 2, or 3 HRS.
Designed to allow independent study in areas which arouse a special curiosity for the student who exhibits a need for intense research. Student will work with a selected faculty expert in the identified field. The student must complete a departmental Independent Study Form during the first week of class.

MU 878. ORATORIO 2 HRS.
Analysis with studio performances of recitatives, arias, and ensembles from standard choral works.
MU 880. CAPSTONE RESEARCH 2 HRS.  
(Prerequisites, this course is a prerequisite for MU 882.) An advanced research independent projects course that will focus on an identified music teaching-learning concept. The student will explore through guided research the concept’s knowledge base as well as the recent research in the related field. This research will serve as the foundation for the development of the Master of Music – Music Education capstone requirements – instructional practicum (MU 882), graduate project (MU 870), or thesis (MU 879).

MU 882. GRADUATE INSTRUCTIONAL PRACTICUM 2 HRS.  
(Prerequisite, MU 880.) This course provides directed experiences of working with students in music classes in the instruction of a semester topic-specific course module. Module curriculum and instructional procedures as developed in the prerequisite course MU 880 will be taught and assessed in one or more grade levels of the Pre K-12 music.

MU 883. GRADUATE PROJECT 1-2 HRS.  
(Prerequisite, MU 880.)

MU 884. GRADUATE THESIS 1-5 HRS.  
(Prerequisite, MU 880.) Independent investigation into a significant musical topic or subject. The results of this investigation must be presented in a formal paper. Topic must be approved by the Music Graduate Committee.

MU 888. ADVANCED ORCHESTRATION I 2 HRS.  
Advanced scoring for full orchestra and other ensembles. Study of orchestral techniques of Classic, Romantic, and Modern periods.

MU 889. ADVANCED ORCHESTRATION II 2 HRS.  
Continuation of Advanced Orchestration I, with emphasis on modern orchestral practice and original composition for full orchestra.

MU 891. ADVANCED COMPOSITION 2 HRS.  
Selected exercises in different historical styles and forms of composition, including advanced principles of orchestration. Also a survey of 20th Century compositional styles and media -- early, middle, and late 20th Century.

MU 892. ADVANCED COMPOSITION II 2 HRS.  
(Prerequisite, MU 891.) Continuation of Advanced Composition I. Selected composition projects in different styles and forms; continued, emphasizing individual student preferences in selecting particular areas of stylistic concentration.

MU 893. ADVANCED COMPOSITION III 2 HRS.  
(Prerequisite, MU 892.) Specialization in writing in preferred media, styles, and forms examined in Advanced Composition I and II, culminating in selection of materials, compositions to be written, or a thesis topic for MU 894 (Graduate Composition Project and Recital) or MU 879 (Thesis).

MU 894. GRADUATE COMPOSITION PROJECT AND RECITAL 1-4 HRS.  
(Prerequisite, MU 893.) Creation and completion of original compositions for a final composition project of majors in music composition, followed by a public recital of these works in actual performance. The project must be approved by the major professor and the Graduate Music Committee. The final recital of works should be at least 30-35 minutes in length (a half recital). (Note: The project and recital requirement is 4 hours. However, the credit may be divided among two or more semesters, if necessary. By the time the project and recital are complete, the enrollment in MU 894 must total at least 4 hours.)
DEPARTMENT OF NURSING

Associate Professor Judith E. Calhoun, Chair

Associate Professors: Jean DeDonder, Linda Adams-Wendling.

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 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, SO101, MA110 and SP100 or SP101.

Applicants should have completed the above 30 credit hours by the end of the spring semester of the application year. Applicants who need to complete no more than 6 nursing prerequisite hours in summer school should submit with the application a written request for special consideration. The 30 credit hours must be completed by the end of the summer semester of the application year.

Grades earned in the admission prerequisite courses will be used to calculate the NDN admission GPA. A minimum NDN admission GPA of 2.5, with at least a C in the admission prerequisite courses, is required.

The required standardized pre-admission test as designated by the NDN must be completed. Test information, including testing dates, is available from the NDN office. Students are responsible for reserving a testing date and time and for paying the costs associated with the pre-admission test.

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.

Learning in clinical settings is an important aspect of the nursing program at Emporia State University. Many health care facilities require information about students engaged in clinical learning opportunities, including, but not limited to: verification of name; address and social security number; personal health information; drug and alcohol testing; criminal background checks, including fingerprint background checking; verification of education; listing on any registered sex offender lists; listing on the U.S. Office of Inspector General’s Excluded Individual’s list; and listing on the U.S. General Services Administration’s Excluded Parties List.

While the Newman Division of Nursing may assist students in obtaining and gathering information required by a health care facility, the student is responsible for the cost of obtaining such information. The information required to permit a student to participate in a clinical setting is determined by the respective health care facility. Any student who does not consent to required disclosure or background checks, or does not meet the clinical settings’ eligibility requirements, may not be allowed to enter clinical settings. If a student is unable to fulfill the clinical experiences required by his/her program of study, the student may be unable to graduate.

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 misdemeanors and felonies. For more information, contact the state board of nursing in the state where you intend to practice. The NDN reserves the right to refuse admission or progression to an applicant or student who has been convicted as a felon or has otherwise committed offenses inappropriate for a nurse.

For additional information or to arrange an advising appointment, please contact:

Newman Division of Nursing
Cora Miller Hall
1127 Chestnut Street
Emporia, KS 66801
Phone: 620-343-6800, ext. 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:

#### FIRST YEAR

**Fall -- 17 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 101</td>
<td>Composition I+</td>
<td>3</td>
</tr>
<tr>
<td>MA 110</td>
<td>College Algebra+*</td>
<td>3</td>
</tr>
<tr>
<td>GB 140-141</td>
<td>Principles of Biology/Lab+</td>
<td>4</td>
</tr>
<tr>
<td>SP 101</td>
<td>Public Speaking+*</td>
<td>3</td>
</tr>
<tr>
<td>PY 100</td>
<td>Introductory Psychology+</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>Activity Course*</td>
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**Spring -- 18 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CH 120-121</td>
<td>General Chemistry/Lab+</td>
<td>5</td>
</tr>
<tr>
<td>EG 102</td>
<td>Composition II+</td>
<td>3</td>
</tr>
<tr>
<td>PY 211</td>
<td>Developmental Psychology+</td>
<td>3</td>
</tr>
<tr>
<td>SO 101</td>
<td>Introduction to Sociology+</td>
<td>3</td>
</tr>
<tr>
<td>HL 150</td>
<td>Health for Human Wholeness+</td>
<td>3</td>
</tr>
<tr>
<td>PE 100</td>
<td>Lifetime Fitness+</td>
<td>1</td>
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#### SECOND YEAR

**Fall -- 16 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NU 200</td>
<td>Introduction to Nursing</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Role Transition (articulating students only)</td>
<td>3</td>
</tr>
<tr>
<td>NU 220</td>
<td>Basic Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NU 302</td>
<td>Nursing History and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ZO 362-363</td>
<td>Anatomy and Physiology/Lab+</td>
<td>5</td>
</tr>
<tr>
<td>GB 385</td>
<td>Nutrition+</td>
<td>3</td>
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**Spring -- 17 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 303</td>
<td>Therapeutic Nursing Interventions Lab</td>
<td>2</td>
</tr>
<tr>
<td>NU 304</td>
<td>Nursing Concepts and Process</td>
<td>2</td>
</tr>
<tr>
<td>NU 305</td>
<td>Practicum: Concepts and Process</td>
<td>1</td>
</tr>
<tr>
<td>ZO 365</td>
<td>Pathophysiology +</td>
<td>3</td>
</tr>
<tr>
<td>MC 316-317</td>
<td>Microbiology/Lab +</td>
<td>4</td>
</tr>
<tr>
<td>MU 226</td>
<td>Music Exploration*</td>
<td>2</td>
</tr>
<tr>
<td>AN 110</td>
<td>Introduction to Cultural Anthropology*</td>
<td>3</td>
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#### THIRD YEAR

**Fall -- 18 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NU 320</td>
<td>Applied Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>NU 363</td>
<td>Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NU 372</td>
<td>Care of Individual Adults</td>
<td>2-6</td>
</tr>
<tr>
<td>NU 373</td>
<td>Practicum: Individual Adults</td>
<td>1-3</td>
</tr>
<tr>
<td>HI 112</td>
<td>U.S. History since 1877+</td>
<td>3</td>
</tr>
<tr>
<td>PI 225</td>
<td>Introduction to Philosophy ++</td>
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**Spring -- 17 hours**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NU 410</td>
<td>Care of Families</td>
<td>1</td>
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<tr>
<td>NU 412</td>
<td>Care of Young Families</td>
<td>5</td>
</tr>
<tr>
<td>NU 413</td>
<td>Practicum: Young Families</td>
<td>3</td>
</tr>
<tr>
<td>PY 520</td>
<td>Statistics I + OR</td>
<td>3</td>
</tr>
<tr>
<td>MA 341</td>
<td>Introduction to Probability and Statistics +</td>
<td>3</td>
</tr>
<tr>
<td>TH 105</td>
<td>Theatre Appreciation*</td>
<td>2</td>
</tr>
<tr>
<td>EC 101</td>
<td>Basic Economics</td>
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#### FOURTH YEAR

**Fall -- 13 hours**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NU 404</td>
<td>Care at the End of Life</td>
<td>1</td>
</tr>
<tr>
<td>NU 414</td>
<td>Mental Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 415</td>
<td>Practicum: Complex and Mental Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 416</td>
<td>Complex Care of Individuals</td>
<td>3</td>
</tr>
<tr>
<td>NU 430</td>
<td>Nursing Research</td>
<td>3</td>
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</table>

**Spring -- 12 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>NU 488</td>
<td>Care of the Community</td>
<td>3</td>
</tr>
<tr>
<td>NU 490</td>
<td>Nursing Leadership and Management</td>
<td>2</td>
</tr>
<tr>
<td>NU 491</td>
<td>Practicum: Leadership and Management</td>
<td>5</td>
</tr>
<tr>
<td>NU</td>
<td>Nursing Elective(s)</td>
<td>2</td>
</tr>
</tbody>
</table>

+ Indicates a grade of C or better is required in the course.
* Student may choose any course that meets general education requirements.

**NOTE:** A grade of C or better must be achieved in each required nursing theory/laboratory course. All practicum courses must be passed. Failure in a practicum course will result in termination from the nursing major with no option to reapply to the NDN. A grade of C or better must be achieved in each elective nursing course to count toward the required number of elective nursing course hours (2 credit hours). A grade of less than a C in an elective nursing course will not directly affect a student’s retention or progression in the nursing major unless the student’s GPA or the CGPA does not meet department or university requirements.

**NOTE:** From the initial date of admission the student must complete the program in a maximum of five years.

## 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, Kansas Wesleyan University, and University of Saint Mary.

The following guidelines generally apply to institutions...
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.

NU 204. STRATEGIES FOR SUCCESS 1 HR.  (Prerequisite, admission to the nursing program or consent of instructor.) Content of this elective course focuses on strategies beginning students can learn and implement that will guide the students toward success in the nursing program. The strategies include methods that are applicable not only to nursing but to other events in the lives of the students. Available resources and the use of coping skills will be introduced.

NU 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 administration will be discussed. Content will provide the framework for understanding the actions, uses, side effects and implications of drugs categorized by drug classification.

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.

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.

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.

NU 305. PRACTICUM: CONCEPTS & PROCESS 1 HR.  (Prerequisites, NU 220, 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.

NU 312. COMPLEMENTARY CARE 1 HR.  (Prerequisite, admission to nursing major or consent of instructor.) This course provides a theory base for understanding the use of complementary therapies. The content builds on theories and research related to complementary therapies. The mind-body-spirit connection will be explored. The nurse’s role in educating patients about complementary therapies will be explored.

NU 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.

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.

NU 361. MASSAGE AS A THERAPEUTIC NURSING INTERVENTION 1 HR.  (Prerequisite, NU 363 or concurrent enrollment.) This laboratory class includes current information regarding the use of massage as a therapeutic nursing intervention. Content includes practice of the various techniques appropriate for client situations. The benefits provided by the use of massage are explored.
NU 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.

NU 366. CURRENT TOPICS IN NURSING 1 HR.
(Prerequisites, NU 303, NU 304, and NU 305, or consent of instructor.) Content of this elective course will address a specific topic that is currently relevant to the nursing profession. Course content will be additional to what has been presented in required nursing courses. The topic, including associated issues, will be reviewed for its impact on the nursing profession and the roles of the nurse.

NU 372. CARE OF INDIVIDUAL ADULTS 2-6 HRS.
(Prerequisites, MC 316, MC 317, NU 303, NU 304, NU 305, ZO 365, concurrent enrollment in NU 373, or consent of instructor.) Content for this course is based on principles, theories, and research specific to caring for adults. Changes associated with the aging process are addressed. The material delineates the nurse's role in caring for individuals across the lifespan and includes the therapeutic nursing interventions that restore, maintain, and promote an individual's adaptive capabilities. Special needs associated with aging, chronicity, rehabilitation, loss, grief, and dying are introduced.

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.

NU 380. EXPLORING THE SCOPE OF THE NURSE'S ROLE IN ORGAN TISSUE DONATION AND RETRIEVAL 1 HR.
(Prerequisites, NU 372, NU 373, or consent of instructor.) This theory course is designed to explore the nurse's role in organ and tissue donation and retrieval. The legal and ethical requirements established by Kansas and the Federal Required Request Law are explained. The psychosocial and spiritual aspects are explored. Opportunities for role play are provided.

NU 390. SPIRITUAL CARE: THE NURSE'S ROLE 2 HRS.
(Prerequisites, NU 372 or concurrent enrollment, NU 373 or concurrent enrollment, or consent of instructor.) This course provides a theory base which enables nurses to meet the spiritual needs of children and adults. Spiritual development throughout the lifespan is included. Emphasis is placed on exploration of various ways of spiritual expression. The nursing process, as it relates to spirituality, is the main method of inquiry.

NU 404. CARE AT THE END OF LIFE 1 HR.
(Prerequisites, NU 372, NU 373, or consent of instructor.) This course presents the principles of palliative care at the end of life. The course examines the biological, psychosocial, and spiritual needs of individuals/families at the end of life.

NU 405. PRACTICUM: CARE AT THE END OF LIFE 1 HR.
(Prerequisite, NU 404 or concurrent enrollment, or consent of instructor.) This practicum course provides opportunities for the application of concepts presented in NU 404. Students will observe and implement nursing care for individuals/families at the end of life.

NU 406. CAMP NURSING 1 HR.
(Prerequisites, NU 363, NU 372, or consent of instructor.) This course provides nursing theory specific to the physical and psychosocial needs of children in a camp setting. The content builds on principles, theories and research related to childrearing families. Topics presented in the course include health promotion, health maintenance and safety measures which can be initiated within a leisure setting. Also addressed are special needs of the family when a family member is a camper.

NU 407. PRACTICUM: CAMP NURSING 1 HR.
(Prerequisites, NU 406 or concurrent enrollment in NU 406, or consent of instructor.) This practicum course in a camp setting provides opportunities for the application of concepts presented in NU 406 Camp Nursing.

NU 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.

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.

NU 413. PRACTICUM: YOUNG FAMILIES 3 HRS.
(Prerequisites, 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.

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.

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.

NU 416. COMPLEX CARE OF INDIVIDUALS 3 HRS.
(Prerequisites, NU 404 or concurrent enrollment, concurrent enrollment in NU 415, or consent of instructor.) This theory 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.
NU 422. INTERPRETATION OF COMMON DYSRHYTHMIAS 2 HRS.  
(Prerequisite, NU 416 or concurrently enrolled in NU 416 or consent of instructor.) This is an elective course that will expand the student’s knowledge of basic dysrhythmias recognition and treatment. Students will learn: the criteria for determining atrial, junctional, and ventricular dysrhythmias and the AV blocks; nursing actions; and the common treatments.

NU 424. ADVANCED DYSRHYTHMIAS 1 HR.  
(Prerequisites, NU416 or concurrent enrollment or consent of instructor.) This is an elective course that will expand the student’s knowledge of dysrhythmia recognition and treatment. Students will learn the criteria for determining atrial, junctional, and ventricular dysrhythmias and the AV blocks. The nurses’ role in the treatment of specific dysrhythmias will be explored. This course is recommended for students who are seriously exploring employment in the emergency or critical care arenas.

NU 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.

NU 450. PHARMACOTHERAPEUTIC ADVANCES IN NURSING 2 HRS.  
(Prerequisites, NU 410 or concurrent enrollment in NU 410, or consent of the instructor.) This nursing elective course explores the nurse’s role in administering recently approved medications in the major drug classifications. Issues will be discussed regarding the use of the pharmacotherapeutic advances in promoting adaptive potential. Considerations unique to individuals across the lifespan will be reviewed.

NU 452. INDEPENDENT STUDY 1 HR.  
(Prerequisite, consent of instructor.) This elective course is designed to allow independent study in an area of nursing that is of special interest to the student or to allow the student to participate in a faculty-guided research study. The student will be under the instruction or guidance of a faculty member with experience in the nursing area or research study.

NU 454. FACING THE CHALLENGE OF NCLEX 2 HRS.  
(Prerequisites, concurrent enrollment in NU488, NU490, and NU491 or consent of instructor.) Content of this elective course will focus on preparation strategies specific to the national licensure examination for registered nurses (NCLEX-RN). Students will learn strategies to further develop test taking skills and gain additional experience with computer adapted testing. Students will be instructed in methods to assess and analyze individual strengths and limitations regarding overall nursing knowledge and to develop a study plan based on the outcomes of the assessment and analysis.

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.
DEPARTMENTS OF PHYSICAL SCIENCES

Professor DeWayne A. Backhus, Chair
(Earth/Space Science)

Professors: James S. Aber (Geology), Jorge Ballester (Physics), Robert Jones (Physics), Kenneth W. Thompson (Earth Sciences, Science Education).

Associate Professors: Michael V. Keck (Inorganic Biochemistry), Ronald L. Keith (Physics, Science Education), Arthur M. Landis (Inorganic Chemistry), Michael Morales (Geology), James D. Roach (Physical Chemistry), Richard O. Sleezer (Earth Sciences), Eric L. Trump (Organic Chemistry).

Assistant Professors: Malomone I. Davies (Bioanalytical Chemistry, Science Education), Wade C. McGregor (Biochemistry), Jeremy Mitchell-Koch (Analytical/Environmental Chemistry), Christopher Pettit (Physics), Marcia K. Schulmeister (Environmental Geology).

http://www.emporia.edu/physci/

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 biochemistry and molecular biology (joint with biological sciences), 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/middle-school science. 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. GeoSpatial Analysis certificate programs also exist at the undergraduate and graduate levels. The specific requirements for each of these majors and programs are given on the following pages. While certain basic background courses in the discipline are required, the student is permitted flexibility in selecting course work, independent study, and field experiences to meet his or her specific career goals.

Majors and other programs in the physical sciences may prepare one for a variety of career possibilities: research in government and industrial laboratories; sales or technical positions in scientific companies; product development responsibilities in industry; additional 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, or how they can conquer physical ailments and afflictions associated with our technical age.

The Bachelor of Arts (BA) degree programs are designed to provide a more general type of educational background through broad exposure to various disciplines. Students seeking this degree are normally preparing for an interdisciplinary professional career which requires training in the sciences as well as in other fields, such as scientific sales, scientific writing, or social or environmental programs. The Bachelor of Science degree with majors in biochemistry and molecular biology (BMB) or chemistry are designed to provide science-focused majors. The BMB is used by many students in pre-professional programs, such as pre-medicine, pre-pharmacy, pre-optometry, and in some cases pre-law. The BS in chemistry provides more depth than either of the above degree programs. A Bachelor of Science in Education (BSE), secondary, is designed to provide background for licensure for teaching chemistry in Kansas.

Emporia State chemistry students have the opportunity 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):

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 730 Seminar in Chemistry 1 hour
CH 370-371 General Organic Chemistry & Lab 5 hours

OR
CH 572-575 Organic Chemistry I & II (lecture and lab) 10 hours
SECOND FIELD OF STUDY (either option may be selected):

**Biology Option**
- GB 140-141 Principles of Biology & Lab 4 hours
- BO 212-213 Biology of Plants & Lab 4 hours
- ZO 214-215 Biology of Animals & Lab 4 hours
- MC 316-317 Microbiology & Lab 4 hours
- EB 480 Principles of Ecology 2 hours
- EB 481 Field Ecology 2 hours

**Earth Science Option**
- ES 110-111 Intro to Earth Science & Lab 5 hours
- ES 333 Environmental Geology 3 hours
- ES 351 Intro to Geospatial Analysis 3 hours
- GO 240 Hand Specimen Petrology 2 hours
- ES 545 Geomorphology 3 hours
- GO 571 Geohydrology 3 hours
- Earth Science/Geology elective(s) 3 hours

**BACHELOR OF SCIENCE CHEMISTRY MAJOR**

This program is designed to provide the necessary background for employment in the chemical industry, for pre-professional education requiring chemistry (e.g., pharmacy, medicine, or law), for continued study at the graduate level, or for a combined career in chemistry and engineering, information science, or patent law. A minimum of 49 hours is required for a BS 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 +3 hours elective):**
- 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 Fundamentals of Biochemistry 3 hours
- CH 572-573 Organic Chemistry I & Lab 5 hours
- CH 574-575 Organic Chemistry II & Lab 5 hours
- CH 720 Physical Chemistry I 3 hours
- CH 721 Physical Chemistry Lab 2 hours
- CH 722 Physical Chemistry II 3 hours
- CH 730 Seminar in Chemistry 1 hour
- CH 777 Instrumental Analysis 5 hours

For a non-certified degree, one advanced elective must be chosen from the following:
- CH 724 Topics in Physical Chemistry 3 hours
- CH 725 Advanced Inorganic Chemistry 3 hours
- CH 760 Nucleic Acids Biochemistry 3 hours
- CH 772 Topics in Organic Chemistry 3 hours

In order to earn an ACS-certified BS degree, three advanced electives must be chosen as follows:
BACHELOR OF SCIENCE

BIOCHEMISTRY and MOLECULAR BIOLOGY MAJOR

Although chemistry and biology traditionally have been considered as separate disciplines, in recent years the boundary between these disciplines has become less distinct. The questions and problems being addressed, and the methodologies used to answer these questions, often require expertise in both fields. Indeed, the interface between chemistry and biology is now a very dynamic field in the sciences. This interdisciplinary BMB major represents an attractive and exciting opportunity for graduates, whether for employment or additional graduate study in fields such as biotechnology, bioengineering, or biomedical research. It also represents an excellent choice of major for preparation for a health-related professional program such as medical school.

In addition to the requirements shown below, students must complete the University-wide general education and graduation requirements, as well as 45 hours of courses with 300+ course numbers.

Major Area Required Courses (53 hours)

Chemistry Core (31 hours)
- CH 123-124 Chemistry I & Lab 5 hours
- CH 126-127 Chemistry II & Lab 5 hours
- CH 572-573 Organic Chemistry I & Lab 5 hours
- CH 574-575 Organic Chemistry II & Lab 5 hours
- CH 620 Elements of Physical Chemistry 3 hours
- CH 660-661 Biochemistry I & Lab 5 hours
- CH 662 Biochemistry II 3 hours

Biology Core (22 hours)
- GB 140-141 Principles of Biology & Lab 4 hours
- GB 425 General Genetics 3 hours
- MC 350-351 Molecular & Cellular Biology & Lab 4 hours
- MC 520 Molecular Genetics 3 hours
- MC 540 Cell Biology 3 hours
- MC 549-550 Immunology & Lab 5 hours

Other Chemistry/Biology Courses (13 hours)
- CH (MC) 765 Advanced Biotechnology Laboratory 4 hours
- MC 409 or CH 479 “Undergraduate Research” 2 hours
- GB 470 or CH 730 Seminar 1 hour
- BMB Electives 6 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

MEDICAL TECHNOLOGY

Students interested in medical technology may elect a dual-degree program. After four years at ESU, a Bachelor of Science with a major in chemistry can be awarded. Students selecting this plan must complete the above BS degree, chemistry major, with the following changes:

Major Area Required Courses (49 hours):
Same as BS, chemistry major.

Associated Courses for Medical Technology:
- GB 140-141 Principles of Biology & Lab 4 hours
- MC 350-351 Molecular & Cellular Biology & Lab 4 hours
- MC 362-363 Human Anatomy & Physiology & Lab 5 hours
- MC 316-317 Microbiology & Lab 4 hours
- GB 425-426 General Genetics & Lab 4 hours
- MC 549-550 Immunology & Lab 4 hours
- MC 562-563 Pathogenic Microbiology & Lab 5 hours

PRE-MEDICAL PROGRAM

General Information:
1. The programs presented here—one major with a Bachelor of Arts degree and two others with a Bachelor of Science degree and majors in either chemistry or biochemistry and molecular biology—can be used to meet the expected entrance requirements of the University of Kansas School of Medicine (KUMC) because most ESU students apply to that institution. Students applying to other institutions may find that the school of their choice requires a slightly different mix of courses. Although pre-medical students can successfully meet the entrance requirements for medical school with any major, the chemistry programs presented here provide additional useful background and expanded medical career options such as the PhD-MD.
2. The programs presented here also meet the entrance requirements for the Kansas City University of Medicine and Biosciences College of Osteopathic Medicine (KCUMB-COM) to which most ESU osteopathy program students apply, with the exception that KCUMB requires a total of 15 hours of biological sciences, 3 of which must be genetics.
3. Pre-medical students are advised by faculty from 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. BMB majors may be advised by either.
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 all three 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).
8. 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 Fundamentals of Biochemistry 3 hours
- CH 572-573 Organic Chemistry I & Lab 5 hours
- CH 574-575 Organic Chemistry II & Lab 5 hours
- CH 720 Physical Chemistry I 3 hours
- CH 721 Physical Chemistry Lab 2 hours
- CH 722 Physical Chemistry II 3 hours
- CH 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 Nucleic Acids Biochemistry 3 hours
- CH 772 Topics in Organic Chemistry 3 hours

Required Biology Courses:

- GB 140-141 Principles of Biology 4 hours
- ZO 362-363 Anatomy and Physiology & Lab 5 hours

In addition, the following courses are strongly recommended:

- CH 561 Fundamentals of Biochemistry Lab 2 hours
- MC 316-317 Microbiology & Lab 4 hours
- ZO 515-516 Vertebrate Structure & Development & Lab 5 hours

Required Associated Courses (20 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

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 & Lab 5 hours
- CH 376-377 Quantitative Analysis & Lab 5 hours
- CH 479 Undergraduate Research 1 hour
- CH 560 Fundamentals of Biochemistry 3 hours
- CH 561 Fundamentals of Biochemistry Lab 2 hours
- CH 572-573 Organic Chemistry I & Lab 5 hours
- CH 574-575 Organic Chemistry II & Lab 5 hours

*CH 720-722 may substitute for CH 620

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 Fundamentals of Biochemistry 3 hours
- CH 561 Fundamentals of Biochemistry Lab 2 hours
- CH 572-573 Organic Chemistry I & Lab 5 hours
- CH 574-575 Organic Chemistry II & Lab 5 hours
- CH 620 Elements of Physical Chemistry* 3 hours
- CH 730 Seminar in Chemistry 1 hour
- CH 760 Nucleic Acids Biochemistry 3 hours

Required Biology Courses (19 hours)

- GB 140-141 Principles of Biology & Lab 4 hours
- MC 316-317 Microbiology & Lab 4 hours
- ZO 362-363 Anatomy and Physiology & Lab 5 hours
- MB 365-366 Anatomy and Physiology & Lab 5 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
- PH 140-141 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 ARTS
EARTH SCIENCE MAJOR

The earth science BA major 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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO 240</td>
<td>Hand Specimen Petrology</td>
<td>2</td>
</tr>
<tr>
<td>GO 325</td>
<td>Earth History</td>
<td>3</td>
</tr>
<tr>
<td>(The prerequisite for GO 325 is ES 110/111 or consent of the instructor. ES 110/111 counts for General Education credit.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 326</td>
<td>Plate Tectonics</td>
<td>3</td>
</tr>
<tr>
<td>GO 336</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>GO 547</td>
<td>Field Geology</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Associated Courses (12 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>CS 130</td>
<td>Microcomputer Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td>PH 140-141</td>
<td>College Physics I &amp; Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

**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 BS major emphasizes geology, but may also include course work in atmospheric sciences, pedology (soils), physical geography, environmental studies, hydrology, and space science. 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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO 240</td>
<td>Hand Specimen Petrology</td>
<td>2</td>
</tr>
<tr>
<td>GO 325</td>
<td>Earth History</td>
<td>3</td>
</tr>
<tr>
<td>ES 319</td>
<td>Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>World Regional Climatology</td>
<td>3</td>
</tr>
<tr>
<td>GO 326</td>
<td>Plate Tectonics</td>
<td>3</td>
</tr>
<tr>
<td>GO 336</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>ES 351</td>
<td>Introduction to Geospatial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GO 547</td>
<td>Field Geology</td>
<td>5</td>
</tr>
<tr>
<td>CH 123-124</td>
<td>Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CH 126-127</td>
<td>Chemistry II and Lab</td>
<td>5</td>
</tr>
</tbody>
</table>

**Elective Courses (20 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 254</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>ES 319</td>
<td>Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>ES 331</td>
<td>Ice Age Environments</td>
<td>3</td>
</tr>
<tr>
<td>ES 333</td>
<td>Environmental Geology</td>
<td>3-5</td>
</tr>
<tr>
<td>GO 340</td>
<td>Gemstones and Geology</td>
<td>2-3</td>
</tr>
<tr>
<td>ES 341</td>
<td>Wetland Environments</td>
<td>3</td>
</tr>
<tr>
<td>ES 365</td>
<td>World Regional Climatology</td>
<td>3</td>
</tr>
<tr>
<td>ES 439</td>
<td>Independent Study in Earth Science</td>
<td>1-4</td>
</tr>
<tr>
<td>ES 470</td>
<td>Internship in Geospatial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ES 475</td>
<td>Senior Thesis</td>
<td>1-5</td>
</tr>
<tr>
<td>ES 518</td>
<td>Space Science</td>
<td>3</td>
</tr>
<tr>
<td>GO 536</td>
<td>Optical Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>ES 545</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>ES 546</td>
<td>Field Geomorphology</td>
<td>2</td>
</tr>
<tr>
<td>GO 548</td>
<td>Field Stratigraphy</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 551</td>
<td>Computer Mapping Systems</td>
<td>3</td>
</tr>
<tr>
<td>ES 555</td>
<td>Small-Format Aerial Photography</td>
<td>3</td>
</tr>
<tr>
<td>ES 567</td>
<td>Topics in Earth Science</td>
<td>1-4</td>
</tr>
<tr>
<td>GO 568</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>GO 569</td>
<td>Invertebrate Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>GO 570</td>
<td>Sedimentation &amp; Stratigraphy</td>
<td>3</td>
</tr>
<tr>
<td>GO 571</td>
<td>Geohydrology</td>
<td>3</td>
</tr>
<tr>
<td>ES 703</td>
<td>Seminar in Physical Geograhapy</td>
<td>1-3</td>
</tr>
<tr>
<td>ES 766</td>
<td>Petrology &amp; Petrography</td>
<td>4</td>
</tr>
<tr>
<td>ES 767</td>
<td>Topics in Earth Science</td>
<td>1-4</td>
</tr>
<tr>
<td>GO 769</td>
<td>Vertebrate Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>ES 771</td>
<td>Remote Sensing</td>
<td>4</td>
</tr>
<tr>
<td>ES 775</td>
<td>Advanced Image Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Associated Courses (10 hours):**

Elective courses in allied sciences of biology, chemistry, computer science, geography, mathematics, physics, or physical sciences (10 hours). Specific courses must be approved upon consultation with a student's advisor. This requirement may be satisfied by completing either a minor approved by a student's advisor or a second major in any other field. For employment by the Kansas Department of Health and Environment as an Environmental Geologist I, 10 hours of physics are required.

**BACHELOR OF SCIENCE IN EDUCATION SECONDARY**

**EARTH-SPACE SCIENCE TEACHING FIELD (Licensure)**

See Physical Science section.

**DUAL-DEGREE IN ENGINEERING**

**EARTH SCIENCE MAJOR**

See Engineering section.

**EARTH SCIENCE MINOR**

The minor in earth science consists of 20 hours of required or approved elective courses in earth science. The minor is a useful way for students majoring in other fields to expand their understanding of science and planet Earth. The minor in earth science consists of a minimum of 20 hours of credit.

**Required Courses (11 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 110</td>
<td>Intro to Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>ES 111</td>
<td>Intro to Earth Science Lab</td>
<td>1</td>
</tr>
<tr>
<td>GO 325</td>
<td>Earth History</td>
<td>3</td>
</tr>
<tr>
<td>GO 326</td>
<td>Plate Tectonics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective ES, GO, or PS Courses numbered 200 or above (9 hours):**

Electives should be selected in consultation with an earth science advisor (official or unofficial).

**GEOSPATIAL ANALYSIS MINOR**

Geospatial analysis refers to geographic information systems (GIS) and remote sensing applied to documenting, mapping, interpreting, and managing natural and cultural resources. GIS techniques have become the preferred method for documenting and monitoring a range of environmental conditions. An interdisciplinary minor in geospatial analysis could be used in combination with any undergraduate Bachelor of Arts or Bachelor of Science 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):
- EB/ES351 Introduction to Geospatial Analysis 3 hours
- GE 371 Cartography 3 hours
- ES 551 Computer Mapping Systems 3 hours

Elective Courses (9 hours):
- Electives 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):
- GE 371 Cartography 3 hours
- EB/ES351 Introduction to Geospatial Analysis 3 hours
- ES 551 Computer Mapping Systems 3 hours
- ES 439/475, GE 471, or EB 459 “Research Project” 3 hours

Elective courses (6 hours):
- Elective courses must be 200-level or higher and should be chosen in conjunction with the student’s advisor. Electives may be chosen from a list of recommended courses. Other appropriate courses, including topics, seminars, internships and independent studies may also be used for electives if approved by the student's advisor. Refer to the list available from the Departments of Physical Sciences for recommended elective courses for geospatial analysis, some of which require prerequisites.

PALEONTOLOGY MINOR

This program is designed to provide some specialization and experience in paleontology to complement a major in another field of study (especially biology) for either a BS or BA degree.

The basic requirements are listed below. The total credit hours necessary are 19. The courses ES 110/111 (Introduction to Earth Science and Lab) are a prerequisite for the GO courses listed.

Required Courses (19 hours):
- GO 325 Earth History 3 hours
- GO 326 Plate Tectonics 3 hours
- GO 569 Invertebrate Paleontology 3 hours
- GO 570 Sedimentation & Stratigraphy 3 hours
- GO 769 Vertebrate Paleontology 3 hours
- GB 325 Bioscientific Terminology 1 hour
- GB 725 Evolution 3 hours

Engineering

Two 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 a Bachelor of Science with a major in either chemistry, earth science, physics, or mathematics as well as a second BS 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 are courses in basic skills and general education. The programs have been designed in consultation with, and parallel 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 a bachelor’s degree from Emporia State if all requirements have been met. After the second year of engineering school, students will normally be eligible for a 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 to complete 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 a program 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

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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Spring -- 17-18 hours

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<td>PS 200</td>
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</table>
**Spring -- 18 hours**

MA 262 Calculus II 5 hours  
PH 190 Physics I 3 hours  
PH 191 Physics I Lab 1 hour  
PH 192 Physics I Recitation 1 hour  
CH 126 Chemistry II 3 hours  
CH 127 Chemistry II Lab 2 hours  
EG 102 English Composition II 3 hours

**SECOND YEAR (All but Chemical, see below)**

**Fall -- 17 hours**

PH 193 Physics II 3 hours  
PH 194 Physics II Lab 1 hour  
PH 195 Physics II Recitation 1 hour  
PH 315 Statics 3 hours  
MA 263 Calculus III 3 hours  
CS 260 Programming & Problem Solving (C++) 3 hours  
Technical Elective(s) 3 hours

**Spring -- 17 hours**

PH 316 Dynamics 3 hours  
MA 335 Differential Equations I 3 hours  
BC 103 Principles of Economics I 3 hours  
SP 101 Public Speaking 3 hours  
PH 315 Statics 3 hours  
Technical Elective(s) 5 hours

**SECOND YEAR (Chemical Engineering)**

**Fall -- 16 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  
CH 572 Organic Chemistry I 3 hours  
CH 573 Organic Chemistry I Lab 2 hours  
PH 315 Statics 3 hours

**Spring -- 16 hours**

BC 103 Principles of Economics I 3 hours  
MA 335 Differential Equations I 3 hours  
CH 574 Organic Chemistry II 3 hours  
CH 575 Organic Chemistry II Lab 2 hours  
CH 376 Quantitative Analysis 3 hours  
CH 377 Quantitative Analysis Lab 2 hours

**Technical Elective Courses:**

PS 100 Introduction to Engineering* 2 hours  
PS 200 Introduction to EngineeringGraphics 1-2 hours  
PH 315 Statics 3 hours  
PH 316 Dynamics 3 hours  
PH 410-411 Electrical Circuit Analysis & Lab 4 hours  
PH 540 Modern Physics 3 hours  
MA 322 Introduction to Linear Algebra 3 hours  
MA 380 Probability & Statistics 3 hours  
GO 231 Physical Geology 3 hours  
GB 140-141 Principles of Biology & Lab 4 hours  
CS 315 JAVA Programming 3 hours  
CH 310 Engineering Materials 2 hours  
CH 370-371 General Organic Chemistry & Lab 5 hours  
CH 560 Fundamentals of Biochemistry 5 hours  
CH 720 Physical Chemistry I 3 hours  
CH 721 Physical Chemistry Lab 2 hours  
CH 722 Physical Chemistry II 3 hours

**Key to courses as electives (Elec) or required (Req):**

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</table>
| MA 335  | Differential Equations I 3 hours  
| BC 103  | Principles of Economics I 3 hours  
| SP 101  | Public Speaking 3 hours  
| PH 316  | Dynamics 3 hours  
| Technical Elective(s) 3 hours  
| MA 263  | Calculus III 3 hours  
| CS 260  | Programming & Problem Solving (C++) 3 hours  
| Technical Elective(s) 3 hours  
| BC 103  | Principles of Economics I 3 hours  
| MA 335  | Differential Equations I 3 hours  
| CH 572  | Organic Chemistry I 3 hours  
| CH 573  | Organic Chemistry I Lab 2 hours  
| PH 315  | Statics 3 hours  
| MA 335  | Differential Equations I 3 hours  
| BC 103  | Principles of Economics I 3 hours  
| SP 101  | Public Speaking 3 hours  
| PH 316  | Dynamics 3 hours  
| Technical Elective(s) 3 hours  
| BC 103  | Principles of Economics I 3 hours  
| MA 335  | Differential Equations I 3 hours  
| CH 572  | Organic Chemistry I 3 hours  
| CH 573  | Organic Chemistry I Lab 2 hours  
| CH 376  | Quantitative Analysis 3 hours  
| CH 377  | Quantitative Analysis Lab 2 hours  

The total number of elective course transfer credits is limited in some engineering fields.

*PS 100 is recommended for all first-year pre-engineering students.

**Humanities and Social Sciences:**

Each engineering student at Kansas State University is required to complete 13-15 hours of course work in the areas of the humanities and social sciences, excluding the required economics course. The following list indicates which courses may be taken at Emporia State University to satisfy this requirement. At least 2 courses must be taken at the 300-level or above. Not more than 3 credit hours may be taken in applied music and/or applied arts.

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<td>English</td>
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<tr>
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<td>History</td>
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<td>Modern Languages</td>
<td>At least 8 hours to receive any credit</td>
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<td>Philosophy</td>
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<td>Political Science</td>
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<td>Psychology</td>
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<td>Sociology and Anthropology</td>
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<tr>
<td>Theater Arts</td>
<td>Only TA 125 accepted</td>
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</table>

**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(s) 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
PH 195 Physics II Recitation 1 hour
CH 572 Organic Chemistry I 3 hours
CH 573 Organic Chemistry I Lab 2 hours
PH 315 Statics 3 hours

**Spring -- 16 hours**

BC 103 Principles of Economics I 3 hours
MA 335 Differential Equations I 3 hours
CH 574 Organic Chemistry II 3 hours
CH 575 Organic Chemistry II Lab 2 hours
CH 376 Quantitative Analysis* 3 hours
CH 377 Quantitative Analysis Lab* 2 hours

**Technical Elective Courses:**

SP 101 Public Speaking 3 hours
PS 100 Introduction to Engineering** 2 hours
PS 200 Intro to Engineering Graphics 1-2 hours
PH 315 Statics 3 hours
PH 316 Dynamics 3 hours
PH 410-411 Electrical Circuit Analysis & Lab 4 hours
PH 540 Modern Physics 3 hours
MA 322 Intro to Linear Algebra 3 hours
MA 380 Probability & Statistics 3 hours
GO 231 Physical Geology 3 hours
GB 140-141 Principles of Biology & Lab 4 hours
CS 260 Programming & Problem Solving (C++) 3 hours
CS 315 JAVA Programming 3 hours
CH 126-127 Chemistry II & Lab 5 hours
CH 310 Engineering Materials 2 hours
CH 560 Fundamentals of Biochemistry 3 hours
CH 574-575 Organic Chemistry I & Lab 5 hours
CH 720 Physical Chemistry I 3 hours
CH 721 Physical Chemistry Lab 2 hours
CH 722 Physical Chemistry II 3 hours

**Key to courses as electives (Elec) or required (Req):**

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The total number of elective course transfer credits is limited in some engineering fields.

*These courses should be taken before transferring to KU.

**PS 100 is recommended for all first-year pre-engineering students.

**Humanities and Social Sciences:**

Students will be required to complete 15-18 semester hours in the humanities and social sciences, depending upon the field of engineering.

In selecting courses students should follow these guidelines:

a. At least one course designated as a humanities course, and
b. At least two courses offered by one department.

a. A maximum of four credits from such areas as band, chorus, orchestra, drawing, painting, and sculpture may be acceptable at the discretion of the respective departments.
Courses that may be taken at Emporia State University to fulfill these requirements include:

- **Anthropology**: Any course except AN 100, 355, 356 (SS)
- **Art**: Only AR 225, AR 235 accepted (HU)
- **Economics**: Any course above BC 103 (SS)
- **English**: Any course except EG 301 (HU)
- **Modern Language**: Only credits earned in second-year courses may apply (HU)
- **Geography**: Any course except GE 371 (SS)
- **History**: Any course (HU)
- **Philosophy**: Any course (HU)
- **Political Science**: Any course (SS)
- **Psychology**: Any course (SS)
- **Sociology**: Any course except SO 500 (SS)

**Recommended program for those planning to transfer to Wichita State University:**

This program has been designed for students planning to attend 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 3 hours
- MA 161 Calculus I 5 hours
- CH 123 Chemistry I 3 hours
- CH 124 Chemistry I Lab 2 hours
- Humanities or Social Science Elective 3 hours
- PS 200 Intro to Engineering Graphics 1-2 hours

**Spring -- 16-17 hours**
- MA 262 Calculus II 5 hours
- PH 190 Physics I 3 hours
- PH 191 Physics I Lab 1 hour
- PH 192 Physics I Recitation 1 hour
- EG 102 English Composition II 3 hours
- Science Elective(s) 3-4 hours

### SECOND YEAR

**Fall -- 17 hours**
- PH 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
- Humanities or Social Science Elective(s) 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 and Social Sciences Electives* 5-6 hours

**Technical and Natural Science Electives:**
- PS 100 Introduction to Engineering* 2 hours
- PS 200 Intro to Engineering Graphics 1-2 hours
- PH 315 Statics 3 hours
- PH 316 Dynamics 3 hours
- PH 410-411 Electrical Circuit Analysis & Lab** 4 hours
- PH 540 Modern Physics 3 hours
- MA 322 Linear Algebra 3 hours
- MA 380 Probability & Statistics 3 hours
- GO 231 Physical Geology 3 hours
- EG 305 Technical Writing 3 hours
- BC 103 Principles of Economics I 3 hours
- CS 260 Programming & Problem Solving (C++) 3 hours
- CH 370-371 General Organic Chemistry & Lab 5 hours

*PS 100 is recommended for all pre-engineering students.

**Key to the above technical courses (electives or required):**

<table>
<thead>
<tr>
<th>AE</th>
<th>EE</th>
<th>IE</th>
<th>ME</th>
<th>MF</th>
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<tbody>
<tr>
<td>PS 100</td>
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**Humanities 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 in a. and b. (except philosophy).

*Note: Skills courses such as band, chorus, orchestra, drawing, painting, and sculpture are not acceptable.*

Courses that may be taken at Emporia State to fulfill these requirements include:

- **Anthropology**: Any course except AN 200, 355, 356 (SS)
- **Art**: Only AR 225, 235 accepted (HU)
- **Economics**: Any course (SS)
- **English**: Any course except EG 100, 101, 102, 103, 104, 301, 305 (HU)
- **Modern Language**: Only credits earned in second-year courses may apply (HU)
- **History**: Any course (HU)
- **Music**: Only MU 226, 228 accepted (HU)
- **Philosophy**: Any course (HU)
- **Political Science**: Any course (SS)
- **Psychology**: Only PY 100, 230, 231, 333, 401, 432 (SS)
Sociology Any course except SO 125, 350, 351, 352, 353, 403, 418, 480 (SS)

Theatre Arts Only TA 125 (HU)

*Industrial Engineering majors should complete Economics I and II (which also satisfies the requirement of a second higher-level humanities or social sciences course).

Dual-Degree Engineering

The dual-degree allows the student in three years and a summer to complete the basic pre-engineering program, complete the departmental requirements for a major in chemistry, earth science, physics, or mathematics, and complete all of the general education requirements for a bachelor's degree from Emporia State. Students normally earn the remaining credit hours required for graduation during the first year at an engineering school, and transfer them back and apply for the ESU degree at the end of the year. A fifth year is then necessary to complete the engineering requirements and obtain the BS in engineering. The dual-degree is only available 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 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EG 101</td>
<td>English Composition I</td>
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<tr>
<td>MA 161</td>
<td>Calculus I</td>
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<tr>
<td>CH 123</td>
<td>Chemistry I</td>
<td>3</td>
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<tr>
<td>CH 124</td>
<td>Chemistry I Lab</td>
<td>2</td>
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<tr>
<td>PE 100</td>
<td>Lifetime Fitness</td>
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<tr>
<td>PS 100</td>
<td>Intro to Engineering</td>
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<tr>
<td>PS 200</td>
<td>Intro to Engineering Graphics</td>
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**Spring -- 18 hours**

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<tr>
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<tr>
<td>PH 190</td>
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<td>PH 192</td>
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<tr>
<td>EG 102</td>
<td>English Composition II</td>
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**Fall -- 18 hours**

<table>
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<tr>
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<tbody>
<tr>
<td>Fine Arts Elective</td>
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<tr>
<td>PH 315</td>
<td>Statics</td>
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<td>PH 193</td>
<td>Physics II</td>
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<td>Physics II Lab</td>
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<td>PH 195</td>
<td>Physics II Recitation</td>
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<td>CH 572</td>
<td>Organic Chemistry I</td>
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<td>CH 573</td>
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**Spring -- 17 hours**

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<tr>
<td>CH 376</td>
<td>Quantitative Analysis</td>
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<tr>
<td>CH 377</td>
<td>Quantitative Analysis Lab</td>
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<tr>
<td>CH 574</td>
<td>Organic Chemistry II</td>
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<tr>
<td>CH 575</td>
<td>Organic Chemistry II Lab</td>
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<tr>
<td>Technical Elective</td>
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<tr>
<td>PE</td>
<td>Activity Course</td>
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**Summer -- 9 hours**

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<tr>
<td>SP 101</td>
<td>Public Speaking</td>
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</tr>
<tr>
<td>Social/Behavioral Science Elective</td>
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**Fall -- 17 hours**

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<tr>
<td>CH 720</td>
<td>Physical Chemistry I</td>
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<tr>
<td>Chemistry Elective</td>
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<tr>
<td>Fine Arts Elective</td>
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<tr>
<td>CH 730</td>
<td>Seminar in Chemistry</td>
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<tr>
<td>CS 260</td>
<td>Programming &amp; Problem Solving (C++)</td>
<td>3</td>
</tr>
<tr>
<td>Social/Behavioral Science Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Literature/Ideas Elective</td>
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**Spring -- 19 hours**

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<tr>
<td>CH 722</td>
<td>Physical Chemistry II</td>
<td>3</td>
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<tr>
<td>CH 721</td>
<td>Physical Chemistry Lab</td>
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<tr>
<td>CH 777</td>
<td>Instrumental Methods of Analysis</td>
<td>5</td>
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<tr>
<td>CH 730</td>
<td>Seminar in Chemistry</td>
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<td>History (Multicult Intensive) Elective</td>
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<tr>
<td>Technical Elective</td>
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<tr>
<td>Cultural Diversity Elective</td>
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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**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MA 161</td>
<td>Calculus I</td>
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<tr>
<td>ES 110</td>
<td>Introduction to Earth Science*</td>
<td>4</td>
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<tr>
<td>ES 111</td>
<td>Introduction to Earth Science Lab*</td>
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</tr>
<tr>
<td>Fine Arts Elective</td>
<td></td>
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</tr>
<tr>
<td>EG 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PS 100</td>
<td>Intro to Engineering</td>
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<tr>
<td>PS 200</td>
<td>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
MA 262 Calculus II 5 hours
PE 100 Lifetime Fitness 1 hour
GO 240 Hand Specimen Petrology 2 hours
PH 190 Physics I 3 hours
PH 191 Physics I Lab 1 hour
PH 192 Physics I Recitation 1 hour
EG 102 English Composition II 3 hours
PE Activity Course 1 hour

Summer -- 10 hours
CH 123 Chemistry I 3 hours
CH 124 Chemistry I Lab 2 hours
CH 126 Chemistry II 3 hours
CH 127 Chemistry II Lab 2 hours

Fall -- 18 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
GO 325 Earth History 3 hours
GO 336 Mineralogy 4 hours
PH 315 Statics 3 hours

Spring -- 17 hours
MA 335 Differential Equations I 3 hours
GO 326 Plate Tectonics 3 hours
BC 103 Principles of Economics I 3 hours
PH 316 Dynamics 3 hours
Earth Science Elective 3 hours
Fine Arts Elective 2 hours

Fall -- 18 hours
CS 260 Programming & Problem Solving (C++) 3 hours
SP 101 Public Speaking 3 hours
ES 319 Meteorology 3 hours

OR
ES 365 Climatology 3 hours
ES 351 Intro to Geospatial Analysis 3 hours
Cultural Diversity Elective 3 hours
Literature/Ideas Elective 3 hours

Spring -- 18 hours
Technical Electives 6 hours
Earth Science Elective 3 hours
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
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
PH 316 Dynamics 3 hours
Technical Electives 6 hours

Fall -- 17 hours
MA 335 Differential Equations I 3 hours
PH 540 Modern Physics 3 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

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 two courses must be taken at the 300-level or above, and not more than three credits may be taken in applied music or applied art.

**The University of Kansas Requirements:**

Students will be required to complete 15-18 semester hours in the areas of humanities and social sciences, depending upon the field of engineering. When selecting courses, students should follow these guidelines:

1. At least one course designated as a humanities course, and one designated as a social science course.
2. At least two courses offered by one department.
3. A maximum of 4 credits from such areas as band, chorus, orchestra, drawing, painting, and sculpture may be acceptable at the discretion of the respective departments.

**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.)

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**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:**

Fifteen additional hours specifically selected to support the career goal of the student and approved by the student’s advisor.

**BACHELOR OF SCIENCE**

**PHYSICAL SCIENCE MAJOR**

This program is designed for a wide range of career objectives for which a broad background in the physical sciences is desirable. It can serve as a preparation for graduate and professional study in such career fields as business, library science, law, environmental science, city planning, and certain interdisciplinary science fields. In addition to 39 hours of study in the physical sciences and 11 hours of mathematics, students choose at least 15 hours of study in courses specifically selected to support their career goals.

See the graduation and general education requirements in the General Education section of this catalog.

**Required Courses in Major Area:**

- **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 Elective(s) 5 hours

**Career-Supportive Electives:**

A minimum of 15 additional hours specifically selected to
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 known as the General Science teaching field.

The program variations are designed to satisfy requirements to teach in the secondary schools of Kansas in chemistry, earth-space science, physics, and science grades 5-8. Students are required to complete licensures in two of these areas or one of these plus an additional licensure area (mathematics or biology, for example).

While there are two university options available for students preparing to teach at the secondary level (Option A, two licensure areas, and Option B, one licensure area), the Physical Sciences offer only Option A. Beginning physical sciences teachers are nearly always required to teach in more than a single field. In Physical Sciences (CH, ES, GO, PH or PS) teaching licensure courses, students must have a GPA of 2.5 or higher, and no more than one course with a "D" grade. Departmental approval is required for admission to teacher education program candidacy (Phase I) and student teaching (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 (licensure):

**Physical Science Core Requirements (20 hours):**
- CH 123-124 Chemistry I & Lab 5 hours
- PH 140-141 College Physics I & Lab 5 hours
- ES 110-111 Intro to Earth Science & Lab 5 hours
- PS 516 Teaching Physical Sciences in Middle/High Schools 3 hours
- PS 430 Nature of Science 2 hours

**Additional Requirements:**
Complete the set or sets of courses listed below for each licensure selected.

**Chemistry -- 15 hours**
- CH 126-127 Chemistry II & Lab 5 hours
- CH 370-371 General Organic Chemistry & Lab 5 hours
- CH 376-377 Quantitative Analysis & Lab 5 hours

**Earth-Space Science -- 13 hours**
- GO 325 Earth History 3 hours
- GO 547 Field Geology 5 hours
- ES/GO/PS/PH Earth-Space Science Approved Electives 5 hours

**Physics -- 18 hours**
- PH 143-144 College Physics II & Lab 5 hours
- PH 540 Modern Physics 3 hours
- PH Elective(s) (including a lab beyond general physics level) 5 hours
- MA 161 Calculus I
- OR
- MA 165 Basic Calculus 5 hours

**Science Grades 5-8 -- See also Biology section.**

**NOTE:** Persons seeking science grades 5-8 as a licensure area in addition to others administered by the Departments of Physical Sciences must take PS 430. If a science grades 5-8 licensure is desired, a portion of student teaching must be at that level.

**Physics**

BACHELOR OF ARTS
PHYSICS MAJOR
This program is designed to allow some specialization in physics while gaining breadth in other disciplines. Required courses in the major total 25 hours.

**Required Courses (14-16 hours):**

- PH 190 Physics I 3 hours
- PH 191 Physics I Lab 1 hour
- PH 192 Physics I Recitation 1 hour
- PH 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 (11 hours):**
A student must complete an additional 11 hours of approved electives in physics. All physics courses at the 300-level or above may be used to fulfill this requirement. An upper division laboratory course is highly recommended. The degree program may include a maximum of 6 hours of credit for any combination of PH 315, PH 316, PH 760, and PH 761.

**Required Associated Courses (15 hours):**

- CH 123 Chemistry I 3 hours
- CH 124 Chemistry II Lab 2 hours
- MA 161 Calculus I 5 hours
- MA 262 Calculus II 5 hours
Required Second Program of Study:
The student is required to complete a second program of study from 12 to 30 hours in another discipline of choice, or an ESU approved minor.

BACHELOR OF SCIENCE
PHYSICS MAJOR
This degree is designed for students planning a graduate degree in one of the many areas of experimental or theoretical physics or a career in a closely allied field. The program of study is flexible, permitting students to achieve a certain degree of specialization, but also requiring significant experience in theory, experimentation and computation. PH 490, Independent Study, is a capstone course to be taken in the final year. In addition to the physics courses, students develop a solid background in mathematics, computer science, and chemistry, which provides many career options. For some, physics provides an excellent foundation for the professions of law or medicine, or applied opportunities for 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):
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 190/191/192 Physics I Lecture/Lab/Recitation</td>
<td>5</td>
</tr>
<tr>
<td>PH 193/194/195 Physics II Lecture/Lab/Recitation</td>
<td>5</td>
</tr>
<tr>
<td>PH 490 Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>PH 540 Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PH 741 Advanced Physics I Lab</td>
<td>3</td>
</tr>
<tr>
<td>PH 760 Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PH 762 Electricity &amp; Magnetism I</td>
<td>3</td>
</tr>
</tbody>
</table>

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):
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 126-127 Chemistry II &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>CS 260 Programming &amp; Problem Solving (C++)3 hours</td>
<td>3</td>
</tr>
<tr>
<td>MA 262 Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MA 263 Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MA 335 Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

PHYSICS MINOR
This program is designed to allow a degree of specialization in physics while majoring in another field such as chemistry, mathematics, earth science, or computer science. The total credit hours necessary are 19.

Required Courses (10 hours):
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 190/191/192 Physics I Lecture/Lab/Recitation</td>
<td>5</td>
</tr>
<tr>
<td>PH 193/194/195 Physics II Lecture/Lab/Recitation</td>
<td>5</td>
</tr>
</tbody>
</table>

Elective Courses (9 hours):
The student may select from these and other physics courses for a minimum of 9 hours. PH 540 Modern Physics and an advanced laboratory course are highly recommended.

BACHELOR OF SCIENCE IN EDUCATION
PHYSICS TEACHING FIELD (Licensure)
See Physical Science section.

HEALTH-RELATED FIELDS
Students wishing to prepare for careers in the health-related professions (such as dentistry, optometry, medicine, medical technology, optometry, and pharmacy) should consult the appropriate section in this catalog. These programs are under the direction of an interdepartmental committee. Details on preparation for a specific field are available in the office of the Departments of Physical Sciences. The pre-dental and pre-pharmacy programs are outlined below.

PRE-DENTAL PROGRAM
A major in chemistry or biochemistry and molecular biology can provide an excellent background for dental students.

Required and Recommended Courses:
A survey of eight dental schools to which ESU students regularly send applications indicates the following minimum requirements for acceptance. All science courses must have an accompanying laboratory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>2</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
</tr>
<tr>
<td>Biology*</td>
<td>4</td>
</tr>
</tbody>
</table>

*These courses must include general biology, anatomy, physiology, and cell biology. Other courses that have counterparts in the dental curriculum (histology, neuroscience, microbiology, biochemistry) are strongly recommended.

Most ESU students that have been accepted into the School of Dentistry at UMKC in recent years have gained admission through the Reserved Admission Program. To be eligible for Reserved Admission one must have completed a minimum of, but not more than, four semesters of college credit while being continuously enrolled in full-time course loads (a minimum of 15-18 credit hours
pre semester). Your semester grade point average must be at least 3.60 in a degree-seeking program including prerequisite courses.

PRE-PHARMACY PROGRAM

The pre-pharmacy program is a two-year, 68-hour curriculum required by schools of pharmacy for admission to their professional programs. An additional three or four years of study at a school of pharmacy is required to become a registered pharmacist. In addition to those courses shown below, the student must also have taken physics prior to admission. High school physics, with a grade of B or better, will satisfy this requirement. Pre-calculus math and physics courses do not count toward the 68-hour predmission requirement. A grade-point average higher than 2.5 is necessary to enter pharmacy school; those accepted typically have much higher grade-point averages.

First-Year Requirements (33 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</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>GB 140-141 Principles of Biology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ZO 362-363 Human Anatomy &amp; Physiology &amp; Lab</td>
<td>5</td>
</tr>
<tr>
<td>MA 165 Basic Calculus</td>
<td>5</td>
</tr>
<tr>
<td>SP 100 Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Second-Year Requirements (35 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<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>General Studies Electives</td>
<td>21</td>
</tr>
</tbody>
</table>

Courses offered by the Departments of Physical Sciences:

CHEMISTRY

CH 110. INTRODUCTION TO CHEMISTRY 4 HRS.
(Corequisite, CH 111.) A chemical science course for the nonscientist. The necessary scientific background is established in order to consider aspects of the energy crisis, nuclear chemistry, chemical consumer products, and health-related chemical topics. (This course is not a substitute for CH 123.)

CH 111. INTRODUCTION TO CHEMISTRY LABORATORY 1 HR.
(Corequisite, CH 110.) The laboratory emphasizes that chemistry is a "real-world" experience. Each laboratory is designed to provide understanding of some aspect of the chemical sciences.

CH 120. GENERAL CHEMISTRY 3 HRS.
(Corequisite, CH121.) Introduction to some basic concepts and principles of chemistry and their theoretical, practical, and mathematical interrelationships. Three lecture periods a week. (A one semester course which is designed for health-related professionals, and is not designed to substitute for CH 123.)

CH 121. GENERAL CHEMISTRY LAB 2 HRS.
(Corequisite, CH 120.) Laboratory to accompany CH 120.

CH 122. GENERAL CHEMISTRY RECITATION 1 HR.
Recitation class to accompany CH 120 and CH 121.

CH 123. CHEMISTRY I 3 HRS.
(Corequisite, CH 124.) 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. H.S. Algebra is assumed. Students with outstanding achievement in H.S. Chemistry may be admitted concurrently to CH 126 with consent of department.

CH 124. CHEMISTRY I LAB 1-2 HRS.
(Corequisite, CH 123.) Laboratory to accompany CH 123.

CH 126. CHEMISTRY II 3 HRS.
(Prerequisite, CH 123 or equivalent. Corequisite, CH 127.) A continuation of Chemistry I with emphasis on equilibria and properties of elements and compounds. Three lecture periods a week.

CH 127. CHEMISTRY II LAB 1-2 HRS.
(Corequisite, CH 126.) Laboratory to accompany CH 126.

CH 310. ENGINEERING MATERIALS 2 HRS.
(Prerequisites, CH 123 and PH 190 or concurrent enrollment.) Engineering requirements of materials; arrangements of atoms in materials; metallic and ceramic phases and their properties; polymers; multiphase equilibrium and non-equilibrium relationships; modification of properties through changes in microstructure; thermal behavior in service; corrosion; effect of radiation on materials. Two lectures per week.

CH 370. GENERAL ORGANIC CHEMISTRY 3 HRS.
(Corequisite, CH 126. Corequisite, CH 371.) Organic chemistry covering all important functional groups; also sugars and carbohydrates, fats and oils, amino acids and proteins, polymers, drugs. Nomenclature, molecular structures and common chemical reactions are stressed. Three lecture periods per week.

CH 371. GENERAL ORGANIC CHEMISTRY LAB 2 HRS.
(Corequisite, CH 370.) A specially developed set of classical experiments with some non-classical experiments involving polymers, dyes, chromatography, sugars, amino acids and proteins, enzymes, fats and oils.

CH 376. QUANTITATIVE ANALYSIS 3 HRS.
(Prerequisites, CH 126 and CH 127. Corequisite, CH 377.) The course is laboratory oriented. Development of good analytical technique is stressed. Includes the determination of quantitative data by volumetric, gravimetric and simple instrumental techniques. Areas discussed are acid-base reaction, oxidation-reduction, complex formation, solubility equilibria and spectroscopy.

CH 377. QUANTITATIVE ANALYSIS LAB 2 HRS.
(Corequisite, CH 376.) Laboratory to accompany CH 376.

CH 479. UNDERGRADUATE RESEARCH 1-4 HRS.
(Prerequisite, consent of instructor.) For students wanting to conduct investigative study or do creative work of the type not covered by other courses. The student works independently under the supervision of a faculty member on a project in an area of chemistry in which he/she has an interest. Utilized as capstone course for chemistry majors.

CH 500. TOPICS IN CHEMISTRY (*) 1-5 HRS.
Permission of instructor required to enroll. Selected topics in chemistry for undergraduate and graduate students. The topic(s) to be covered will be announced in the enrollment schedule. Lecture, laboratory, and/or discussion will be utilized depending on the topic(s). Topic(s) will be
CH 506. ENVIRONMENTAL CHEMISTRY  3-4 HRS.  
(Prerequisites, CH 126 and CH 127.) Sources, transport, reactions and effects of chemical species in the hydrosphere, the lithosphere and the atmosphere.

CH 508. INDUSTRIAL CHEMISTRY  1-3 HRS.  
(Prerequisite, CH 574.) Intended to form a bridge between the academic education of chemists and the chemical industry. Field trips are an integral part of this course.

CH 525. DESCRIPTIVE INORGANIC CHEMISTRY  3 HRS.  
(Prerequisites, CH 126 and CH 127 or equivalent.) The properties and reactions (descriptive chemistry) of inorganic elements and their compounds and the principles, trends, and patterns of inorganic chemistry are studied. These trends are useful for predicting and explaining how and why reactions occur involving inorganic species in areas such as biochemistry, and geochemistry.

CH 560. FUNDAMENTALS OF BIOCHEMISTRY  3 HRS.  
(Prerequisites, CH370 or CH574.) Provides a survey of the common biological molecules, their metabolism, and their roles in life-sustaining processes. Topics include special features of the aqueous environment, structures of basic biological macromolecules, protein and nucleic acid biosynthesis, protein structure and function, enzyme mechanisms and kinetics, energetics, and metabolism of carbohydrates, lipids, and amino acids. Three lecture periods per week. (Concurrent enrollment in CH561 is strongly recommended.)

CH 561. FUNDAMENTALS OF BIOCHEMISTRY LABORATORY  2 HRS.  
(Taken concurrently with CH560.) A laboratory course that serves as an introduction to several of the major experimental techniques and methodologies used in the study of biochemical systems. Topics may include buffers, protein determination, chromatography, enzyme kinetics, protein-ligand binding interactions, electrophoresis, DNA analysis, and use of biomolecular databases. One four-hour laboratory and a one-hour recitation per week.

CH 572. ORGANIC CHEMISTRY I  3 HRS.  
(Prerequisite, CH 126. Corequisite, CH 573.) Chemistry of the more important classes of carbon compounds including both aliphatic and aromatic series, stereochemistry, IR and NMR spectroscopy. Three lecture periods per week.

CH 573. ORGANIC CHEMISTRY I LAB  2 HRS.  
(Corequisite, CH 572.) Laboratory to accompany CH 572. Two three-hour laboratory periods per week.

CH 574. ORGANIC CHEMISTRY II  3 HRS.  
(Prerequisite, CH 572. Corequisite, CH 575.) A continuation of CH 572, Organic Chemistry I. Three lecture periods a week.

CH 575. ORGANIC CHEMISTRY II LAB  1-2 HRS.  
(Corequisite, CH 574.) Laboratory to accompany CH 574. One or two 3-hour laboratory periods a week.

CH 578. WATER ANALYSIS  3 HRS.  
(Prerequisites, CH 376 and CH 377.) Lecture and laboratory covering analysis of water for inorganic substituents including pH, Oxygen, metal ions, and nutrients. Methods include volumetric, spectrophotometric, and electrochemical analysis. Interpretation of laboratory results is included.

CH 620. ELEMENTS OF PHYSICAL CHEMISTRY  3 HRS.  
(Prerequisites, MA 165, PH 140, and PH 143.) A one-semester course covering the areas of physical chemistry. Some of the areas include thermodynamics, chemical and ionic equilibrium, kinetics, solutions and phase equilibrium.

CH 627. INTERMEDIATE CHEMISTRY  3 HRS.  
(Prerequisites, CH 126 or consent of instructor.) Topics include inorganic, organic, analytical and physical chemistry. The course is intended to serve as a review of chemistry for students who require additional study of basic concepts before continuing into advanced courses. Three lecture periods per week.

CH 645. NUCLEAR TECHNIQUES  3 HRS.  
(Prerequisites, PH 192 and CH 126.) Theory and applications of radioactive tracer techniques in chemistry.

CH 660. BIOCHEMISTRY I  3 HRS.  
(Prerequisite, CH 574; taken concurrently with CH 661.) The first half of a year-long biochemistry sequence that provides an in-depth look at the chemistry that occurs in living organisms. The course content will focus on the structure-function relationships as they pertain to the major classes of biomolecules. Central to this theme will be a detailed examination of protein function, enzyme kinetics, catalytic mechanisms, and modes of regulation. The basic structure and function of nucleic acids, lipids, and carbohydrates will also be examined. Concurrent enrollment in the lab is required. Students should only enroll in this course if they also plan to enroll in CH662, Biochemistry II. Credit cannot be earned for both this course and CH560.

CH 661. LABORATORY METHODS IN BIOCHEMISTRY  2 HRS.  
(Taken concurrently with CH 660.) The laboratory course to complement CH660. An emphasis will be placed on gaining experience with the primary methods of biochemical analysis in the laboratory. Students will learn both theory and practice. One four-hour laboratory period and one hour of recitation per week.

CH 662. BIOCHEMISTRY II  3 HRS.  
(Prerequisite, CH 660.) The second half of a year-long biochemistry sequence that provides an in-depth look at the chemistry that occurs in living organisms. Topics covered include anabolic and catabolic pathways of metabolism, including photosynthesis, as well as the organization and utilization of genetic information. Students should be aware that CH560 is not considered to be an appropriate prerequisite for this course.

CH 720. PHYSICAL CHEMISTRY I  3 HRS.  
(Prerequisites, CH 376, MA 262, and PH 193.) Topics covered include thermodynamics, one component systems, phase equilibria, colligative properties, and chemical statistics. Three lecture periods a week.

CH 721. PHYSICAL CHEMISTRY LABORATORY  2 HRS.  
(Prerequisites, CH 376, CH 720, MA 262, and PH 193; concurrent with CH 722.) Physical Chemistry Laboratory is designed to reinforce an understanding of general physical chemistry principles in the area of error analysis, behavior of gases, thermodynamics, phase behavior, electrochemistry, kinetics, and spectroscopy.

CH 722. PHYSICAL CHEMISTRY II  3 HRS.  
(Prerequisite, CH 720. Concurrent with CH 721.) Topics covered
include kinetics, electromotive force, quantum theory, spectra and molecular structure. Three lecture periods a week.

**CH 723. ADVANCED PHYSICAL CHEMISTRY LABORATORY** 2 HRS.
(Prerequisites, CH 376, CH 720, CH 721, CH 722, MA 262, and PH 193.) Advanced Physical Chemistry Laboratory is designed to familiarize students with advanced chemistry laboratory techniques through research projects and computational experiments.

**CH 724. TOPICS IN PHYSICAL CHEMISTRY:** (*) 3 HRS.
(Prerequisite, CH 722.) A topic in physical chemistry will be chosen from among those topics of interest to students and faculty. Examples include quantum chemistry, statistical mechanics, thermodynamics, surface chemistry, and estimation of physical properties. *Topic to be considered is announced in the enrollment schedule. May be repeated for credit.

**CH 725. ADVANCED INORGANIC CHEMISTRY** 3 HRS.
(Prerequisites, CH 525 and CH 720.) A systematic study of the elements and their compounds emphasizing the relationships between the properties of substances and their atomic and molecular structures and the positions of the elements in the periodic table. Three lecture periods a week.

**CH 726. ADVANCED INORGANIC CHEMISTRY LABORATORY** 1-3 HRS.
(Prerequisite or corequisite, CH 725.) Synthesis and characterization of typical inorganic compounds employing methods and techniques which are unique to inorganic chemistry.

**CH 728. CHEMICAL LITERATURE** 1 or 2 HRS.
(Prerequisite, consent of instructor.) Use of chemical literature. A study of assorted chemical and related publications, reference books, and other sources of information. One-hour class period and one 2-hour library assignment per week.

**CH 729. RESEARCH PROBLEM IN CHEMISTRY** 1-3 HRS.
(Prerequisite, graduate standing and consent of instructor.) Individual studies by advanced students of problems of special interest in chemistry. Training in methods of research.

**CH 730. SEMINAR IN CHEMISTRY** 0-2 HRS.
(Prerequisite, consent of instructor.) Seminars are given by students, outstanding chemists from other institutions, and faculty. May be repeated for credit.

**CH 760. NUCLEIC ACIDS BIOCHEMISTRY** 3 HRS.
(Prerequisite, CH 560 or CH 662.) A comprehensive coverage of the chemistry and biochemistry of nucleic acids. Topics include DNA and RNA structure, DNA replication and fidelity, DNA damage and repair, protein-DNA and drug-DNA interactions, biochemical aspects of modern molecular biology, and other current areas of interest from the literature. Three hours of lecture per week.

**CH 765. ADVANCED BIOTECHNOLOGY LABORATORY** 4 HRS.
(Prerequisites, one upper-level lab course from the following list; CH 561, CH 661, MC 541, MC 550, or MC 562.) Two hours of lecture and 6 hours of laboratory per week. A project-based course designed to allow students to learn and practice the major laboratory methods of inquiry used in biochemistry- and molecular biology-related areas of research. Techniques covered may include library screening, gene cloning, PCR, protein expression and purification, bioinformatics, microarray analysis, and protein characterization. An emphasis is placed on using these techniques and skills in an integrated way to address a semester-long project.

**CH 772. TOPICS IN ORGANIC CHEMISTRY:** (*) 1-3 HRS.
(Prerequisites, CH 574 and CH 720.) Selected topics in organic chemistry. *The topic to be covered is announced in the enrollment schedule. Some examples of areas are: industrial organic chemistry, reaction mechanisms, organic synthesis and organic polymers. May be repeated for credit.

**CH 773. QUALITATIVE ORGANIC ANALYSIS** 3 HRS.
(Prerequisite, CH 574.) Identification of unknown organic compounds using both instrumental and wet chemical methods. The analytical correlation of structure with instrumental and chemical information is stressed. Two lecture periods a week with laboratory by arrangement.

**CH 776. TOPICS IN BIOCHEMISTRY:** (*) 1-3 HRS.
(Prerequisite, CH 560.) Advanced studies of selected aspects of biochemistry for the student with previous background in the area. The area of study will be selected prior to the first class meeting. *The topic to be considered will be announced in the class schedule. May be repeated for credit.

**CH 777. INSTRUMENTAL METHODS OF ANALYSIS** 5 HRS.
(Prerequisite, CH 720 and pre- or corequisite, CH 722.) The use of instruments to obtain qualitative, quantitative, and structural data is discussed. Basic theory, fundamental principles, and limitations underlying the techniques are included. Laboratory experiments acquaint the student with the operation of the instruments and the interpretation of data. Techniques drawn from the areas of separations, spectroscopy, and electroanalytical methods, include gas and liquid chromatography; capillary electrophoresis; mass spectrometry; ultraviolet, visible, infrared, Raman, fluorescence, phosphorescence, atomic absorption, atomic emission, nuclear magnetic resonance, and electron paramagnetic resonance spectroscopies; voltammetry; and polarography.

**CH 778. TOPICS IN ANALYTICAL CHEMISTRY:** (*) 1-3 HRS.
(Prerequisite, CH 376.) Selected topics in analytical chemistry. *The topic to be covered is announced in the enrollment schedule. Some examples of areas are applied analytical methods, absorption spectroscopy, flame emission and atomic absorption spectroscopy, and electrochemical methods. May be repeated for credit.

**CH 801. TRENDS IN HIGH SCHOOL CHEMISTRY CURRICULA** 3 HRS.
(Prerequisites, graduate standing.) Designed for in-service physical science teachers. In depth investigation by class participants of current chemical education curricula to determine trends. Diagnostic study of these trends by the class to determine their relative significance, cost of implementation, and methods of integration into an existent or a new course. Laboratory investigations will be used as advisable.

**CH 802. MODERN DEVELOPMENTS IN CHEMISTRY** 3 HRS.
(Prerequisites, graduate standing.) Designed for in-service physical science teachers. A study of recent advances in the fields of analytical, inorganic, physical, organic and biochemistry.
CH 826. TOPICS IN INORGANIC CHEMISTRY: (*) 1-3 HRS.
(Prerequisite, CH 725.) A treatment of a specific area of inorganic chemistry to be chosen from among the following topics: physical methods, coordination chemistry, stereochemistry and symmetry of inorganic compounds, kinetics and mechanisms of inorganic reactions, aspects of metal chemistry and nonmetal chemistry. *The topic to be covered will be announced in the enrollment schedule. May be repeated for credit.

CH 829. GRADUATE RESEARCH 1-5 HRS.
(Prerequisites, graduate standing.) Investigative research on a problem in an area of chemistry selected by the student after consultation with and under the supervision of a chemistry faculty member. Permission of instructor required to enroll.

CH 871. TOPICS IN ADVANCED PHYSICAL CHEMISTRY 1-3 HRS.
(Prerequisites, CH 722 and consent of instructor.) Each semester a topic in physical chemistry will be chosen and pursued at an advanced level of study. Some of the topics covered will be the same as those covered in CH 724, but at a different level of presentation. May be repeated for credit.

CH 875. THESIS M.S. 1-5 HRS.
(Prerequisite, consent of instructor.) Required for the 30-hour degree, Master of Science with a major in chemistry. Research in an approved area of chemistry and the preparation of a thesis.

EARTH SCIENCE

ES 110. INTRODUCTION TO EARTH SCIENCE 4 HRS.
(Corequisite, ES 111.) This course may be used for general education requirements and also serve as the first course for those majoring or pursuing a teaching field in earth science. An introduction to the earth sciences through combined lecture and laboratory experiences in the areas of astronomy, geology, meteorology, and oceanography.

ES 111. INTRODUCTION TO EARTH SCIENCE LAB 1 HR.
(Corequisite, ES 110.) Laboratory to accompany ES 110.

ES 237. GEOLOGIC ENVIRONMENTS OF THE GREAT PLAINS 2 HRS.
The geological attributes and geologic history of the Great Plains region of North America are intimately involved, directly and indirectly, with its boundaries, scenery, resources, and hazards. Attention will focus on these relationships and on the coexistence of mankind. Aspects of geologic history will be examined for their impact on the present, and the interrelations of the geo-environmental factors of topography, soils, water, mineral resources, and climate will be illustrated and related to human activities.

ES 254. PHYSICAL GEOGRAPHY 3 HRS.
Primarily for majors and minors in geography, the physical and biological sciences, and others interested in physical geography. Systematic study of the elements of climate, landforms, water resources, vegetation, soil, and minerals.

ES 314. PROJECT DESIGN SEMINAR 1 HR.
(Prerequisite, earth science major or BSE candidate with earth/space science teaching field, at least junior standing.) The course is an introduction to strategies and techniques of research. Progressive definition of a problem and devising means to solve it will be emphasized. Supporting techniques of library use and conventions of scientific proposal and report writing will also be surveyed.

ES 319. METEOROLOGY 3 HRS.
(Prerequisite, ES 110 and ES 111.) The physical processes underlying weather phenomena are studied through the construction and analysis of various surface and high level atmospheric charts, cross sections and graphs.

ES 331. ICE AGE ENVIRONMENTS 3 HRS.
(Prerequisites, ES 110 and ES 111.) An introduction to geology, landscapes, glaciers, climate, and biology of the Ice Ages. The relationship of Ice Age events to modern environments, the nature of climatic and environmental change, and the role of man. Three hours lecture per week and field trips.

ES 333. ENVIRONMENTAL GEOLOGY 3-5 HRS.
(Prerequisites, ES 110 and ES 111.) Focus on natural operations of systems and cycles involved with geologic hazards and resource distribution/production. Beneficial and disastrous consequences of man's involvement with natural operations will be analyzed and applied to land use planning. Course appropriate for those interested in environmental studies, but also agriculture, civil engineering, construction, economics, planning, science education.

ES 341. WETLAND ENVIRONMENTS 3 HRS.
(Prerequisites, ES 110 and ES 111.) An interdisciplinary overview of physical, biological, and cultural aspects of wetlands. Definitions, classification, origins, and natural processes of wetland environments. Wetlands in boreal, temperate, and tropical climatic settings. Human impact, exploitation and management of wetland resources. Lectures, exercises and field trips. A student may not earn credit in more than one of EB 341, ES 341, or GE 341.

ES 351. INTRODUCTION TO GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisite, ES 110 and ES 111.) Introduction to geographic information systems (GIS) and remote sensing techniques as applied to documenting, mapping, interpreting, and managing natural and cultural resources. Types of GIS data, computer hardware and software used for geospatial analysis, basic cartography, and global positioning systems. Lectures, laboratory exercises, and field trip.

ES 365. WORLD REGIONAL CLIMATOLOGY 2-3 HRS.
(Prerequisites, ES 110 and ES 111 or ES 254 or GE 254.) A study of the world climatic regions based upon a systematic classification system. The investigations of causes of climatic variations and the effect of climate on man's natural environment.

ES 439. INDEPENDENT STUDY IN EARTH SCIENCE 1-4 HRS.
(Prerequisite, consent of instructor.) For students wishing to conduct an investigative study or to do creative work in some area of the earth sciences. May be repeated.

ES 470. INTERNSHIP IN GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisites, GE 371 and ES 351 or EB 351 or ES 551.) The internship provides an opportunity for undergraduate students enrolled in the GSA program to apply their mapping and geospatial analysis skills to practical problems. In addition to performing tasks outlined by the internship agency, each student will complete an end-of-semester written report, which will discuss various aspects of the internship. A student may not earn credit in more than one of EB 470, ES 470 or GE 470. Permission of instructor required to enroll.
ES 475. SENIOR THESIS IN EARTH SCIENCE 1-5 HRS.  
(Prerequisites, earth science major, senior standing.) Advanced undergraduate research conducted on a specific project in climatology, earth-systems science, geology, meteorology, paleontology, planetary science, remote sensing, or related subjects. Students will work with a faculty member to design, carry out, and present the thesis project. Permission of instructor required to enroll.

ES 518. SPACE SCIENCE 3 HRS.  
(Prerequisites, PS214 and PS215, or ES110 and ES111.) Studies include observational evidence for the heliocentric model of the solar system; the solar system with concentration upon the moon and lunar exploration; techniques for studying and physical characteristics of remote stellar bodies; and current concepts regarding the nature and dynamism of the universe as a system.

ES 545. GEOMORPHOLOGY 3 HRS.  
(Prerequisites, ES110 and ES111.) The processes that have shaped the Earth's surface are studied with the aid of topographic maps and aerial photographs. The influence that rock type and geologic structure has in producing land forms is stressed.

ES 546. FIELD GEOMORPHOLOGY 2-5 HRS.  
(Prerequisites, ES110 and ES111.) Study of landforms and landscape development in the field. Techniques for description, surveying, mapping, and interpretation of landforms in a natural setting. Practical application of geomorphology to terrain analysis.

ES 551. COMPUTER MAPPING SYSTEMS 3 HRS.  
(Prerequisite, ES351.) Theory and use of computer systems for capture, storage, analysis, and plotting of spatial information. Vector and raster geographic information systems, digitizing data, and spatial analysis. Practical applications of computer mapping systems. Two hours lecture and two hours laboratory per week, plus field trips.

ES 555. SMALL-FORMAT AERIAL PHOTOGRAPHY 3 HRS.  
(Prerequisite, ES351.) Techniques of small-format aerial photography. Acquisition of air photos with conventional cameras as well as compact digital cameras. Low-altitude, large-scale photography from airplanes, kites and balloons. Handling, scanning, processing, interpretation, enhancement, and display of analog and digital aerial images. Practical field and laboratory exercises. Course is designed for students in the geospatial analysis program.

ES 567. TOPICS IN EARTH SCIENCE (*) 1-4 HRS.  
(Prerequisites, ES110 and ES111.) The student may concentrate in an area of the earth sciences for which no regular course is available if there are adequate texts, library holdings, and laboratory resources. *The blank will be filled in with an appropriate short description on the student's transcript to indicate the subject area studied. Permission of instructor required to enroll.

ES 647. THEORETICAL PHYSICS 4 HRS.  
(Prerequisite, ES245.) Advanced study of the theoretical basis for modern physics. Topics include quantum mechanics, special relativity, and elementary particle physics. 

ES 703. SEMINAR IN PHYSICAL GEOGRAPHY 1-3 HRS.  
(Prerequisites, ES110 and ES111, or ES254, or GE254.) The seminar is designed to provide an opportunity for in-depth examination of selected topics of physical geography. It is a geographical analysis of the spatial characteristics of one or more factors that constitute the physical environment. The seminar specifically treats such subjects as climate, soils, landforms, and biogeography.

ES 730. GEOLOGIC TOPICS OF THE GREAT PLAINS 1-3 HRS.  
(Prerequisites, ES110, ES111, and GO325.) The unique combination of natural forces both present and prehistoric have made the Great Plains region unlike any other on the North American continent. The extreme diversity of weather elements, the remote location relative to geologic orogenic upheavals, and the long inundation of prehistoric shallow seas sets this part of the continent apart from the rest. Various aspects of the physical distinctiveness of the Great Plains will be examined in this course.

ES 739. RESEARCH PROBLEM IN EARTH SCIENCE 1-3 HRS.  
(Prerequisite, consent of instructor.) Junior, senior, or graduate students wishing to work on research problems of special interest in the field of earth science.

ES 747. FIELD STUDIES IN EARTH SCIENCE 1-6 HRS.  
(Prerequisite, designed for teachers K-12. Permission of instructor.) Designed for teachers K-12, who do not have a strong background in earth science. One credit hour for each week of field/laboratory work. An experience oriented field course for Kansas teachers. The course is designed to help each individual explore his or her geological environment in a field setting. Permission of instructor required to enroll.

ES 767. TOPICS IN EARTH SCIENCE (*) 1-4 HRS.  
(Prerequisite, permission of instructor.) The student may concentrate in an area of the earth sciences for which no regular course is available if there are adequate texts, library holdings, and laboratory resources. *The blank will be filled in with an appropriate short description on the student's transcript to indicate the subject area studied. Permission of instructor required to enroll.

ES 769. WORKSHOP IN EARTH SCIENCE 2-6 HRS.  
(Prerequisite, consent of instructor.) Curriculum development in the field of earth science for elementary, junior high, and high school teachers. Lectures, laboratory, and field experience in geology, astronomy, meteorology, and related topics.

ES 771. REMOTE SENSING 4 HRS.  
(Prerequisite, ES351.) Remote sensing of the Earth's surface utilizing the electromagnetic spectrum. Techniques of photography, multispectral scanning, and microwave imagery from airplane, satellite, and manned spacecraft platforms. Image interpretations, practical applications in earth science, and use of remotely sensed data in geographic information systems. Two hours lecture and four hours lab per week plus field trips.

ES 775. ADVANCED IMAGE PROCESSING 3 HRS.  
(Prerequisite, ES 771 or consent of instructor.) Advanced techniques of image processing and analysis for remotely sensed digital data. Topics include enhancement, spectral analysis, classification, and change detection. Interdisciplinary applications in Earth resources and environmental conditions; practical exercises based on satellite datasets and other forms of remotely sensed data. Course is designed for advanced students in the geospatial analysis program.

ES 875. THESIS M.S. 1-5 HRS.  
(Prerequisite, consent of instructor.) Required for the 30-hour degree, Master of Science in Physical Sciences, with an emphasis in earth science. Research in an approved area of earth science and the preparation of a thesis.
GEOLOGY

GO 231. PHYSICAL GEOLOGY 3 HRS.
A descriptive study of the physical and chemical processes occurring on and within the Earth and the associated structures and features produced by these processes. The study and identification of minerals and rocks, topographic maps, and geologic maps. Field trips are required.

GO 240. HAND SPECIMEN PETROLOGY 2 HRS.
(Prerequisites, ES110 and ES111.) 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.

GO 325. EARTH HISTORY 3 HRS.
(Prerequisites, ES110 and ES111.) The history of the Earth from primeval beginning to the emergence of modern man, as deduced from rocks, fossils, and sediments of the Earth’s continents and oceans. Analysis of modern geologic and cosmic processes and their relationship to past, present, and possible future events on Earth. Geologic history of central North America. Two lecture hours and two lab hours per week, plus field trips.

GO 326. PLATE TECTONICS 3 HRS.
(Prerequisite, GO 325.) A study of the new global theory of plate tectonics as a unifying geological theory, which explains continental and oceanic geology of the past and present. Scientific development of plate tectonic theory over the past decades, as well as unsolved problems and possible future research. Two hours lecture and two hours lab per week.

GO 336. MINERALOGY 4 HRS.
(Prerequisites, ES110 and ES111.) The study of minerals of the Earth’s crust with respect to their internal structure, chemistry, physical properties, and identification. The occurrence of these minerals in rocks will be related to the physical and chemical classification of rocks of the earth’s crust. A background with introductory chemistry is highly desirable.

GO 340. GEMSTONES AND GEMOLOGY 2-3 HRS.
(Prerequisites, ES110 and ES111.) An introductory course that includes gem definitions, identification techniques, synthesis, imitations, enhancements, and precious metals. Gem identification techniques will be emphasized. Two-credit section, lecture only; three-credit section, lecture plus lab.

GO 521. HISTORY OF GEOLOGY 2-3 HRS.
(Prerequisites, ES110 and ES111.) The historical development of geology as a scientific discipline from ancient civilizations to the modern space age. Historical context and cultural basis of major geological theories regarding the origin of the Earth and processes that have influenced the Earth’s development. The lives and contributions of individuals whose ideas have shaped scientific thought and public opinion. Scientific technology, exploration, and the changing role of earth science through time. History of European, North American, and Kansan geology.

GO 533. ECONOMIC GEOLOGY 3 HRS.
(Prerequisites, ES110 and ES111.) The study of economic mineral deposits with respect to genesis, prospecting techniques, and physical characteristics.

GO 536. OPTICAL MINERALOGY 3 HRS.
(Prerequisite, GO336.) A three-hour lecture-laboratory course designed to acquaint the student with the use of the polarizing microscope and its applications to the study of rocks and minerals in thin section.

GO 547. FIELD GEOLOGY 5 HRS.
(Prerequisite, GO325.) A five-week laboratory and field experience for geologists and earth science teachers designed to acquaint the student with the tools of geology and their application to the solution of geological problems. Offered alternate summers. Permission of instructor required to enroll.

GO 548. FIELD STRATIGRAPHY 2 HRS.
(Prerequisite, GO325.) The identification and interpretation of Upper Paleozoic strata in Eastern Kansas through field experiences. This course requires that the student be free most weekends of early fall.

GO 568. STRUCTURAL GEOLOGY 3 HRS.
(Prerequisites, MA112 and GO326.) Structural Geology deals with description and analysis of deformations produced within the Earth on all scales from the microscopic to the global. Topics investigated include: behavior of rocks and sediments under stress; nature of earthquakes; origin of mountain belts; and significance of ocean ridges, rifts, fracture zones, and trenches.

GO 569. INVERTEBRATE PALEONTOLOGY 3 HRS.
(Prerequisites, ES110 and ES111, or GB100 and GB101, or GB140 and GB141.) Attention in this course is focused on the structure and classification of fossil invertebrate animals. A study of the evolutionary trends and geological distribution of these animals also helps to emphasize their stratigraphic usefulness. This is accomplished through one one hour lecture and two two hour labs a week. In the lab the student works with actual fossil specimens of the various invertebrate phyla.

GO 570. SEDIMENTATION AND STRATIGRAPHY 3 HRS.
(Prerequisites, GO325 and GO240.) The origin and interpretation of stratified sequences of ancient sedimentary rocks and modern sediments. Methods used to study sedimentary rocks. Comparison of modern and ancient sedimentary environments. Two lecture hours and two lab hours per week, plus field trips.

GO 571. GEODYNAMICS 3 HRS.
(Prerequisites, ES 110 and ES 111.) Geologic, hydrologic, and chemical factors controlling the distribution, abundance, quality, and development of surface water and groundwater. Surface and groundwater in the central U.S.A. will be emphasized. Two lecture hours per week and two lab hours per week, plus possible field trips.

GO 576. PETROLOGY AND PETROGRAPHY 4 HRS.
(Prerequisite, GO336.) A study of rocks and minerals of the Earth’s crust as natural chemical systems in which the mineral phases are in dynamic equilibrium with changing temperatures and pressures on and within the Earth’s crust. Three hours lecture and three hours laboratory each week.

GO 669. VERTEBRATE PALEONTOLOGY 3 HRS.
(Prerequisites, ZO214 and ZO215.) The course will focus on the fossil record and evolution of vertebrate (backboned) animals through geological time. Origins, adaptive radiations, and extinctions of all major vertebrate groups will be covered, along with the utility of fossil vertebrates in stratigraphic correlations, analysis of depositional environments, paleobiology, and questions of evolutionary biology. The course is designed for students in the Earth Science and Biology who have an interest in vertebrate evolutionary history. Permission of instructor required to enroll if specified prerequisite is not met.
PHYSICS

PH 100. ORIENTATION TO PHYSICS  2 HRS.
An exposure to the field of physics, including tools and strategies for
the study of physics, e.g., problem solving, scientific method,
estimation, graphing, SI units and computer applications. Discussion of
the various fields, degree options, and career opportunities in physics.
Intended as a first-year experience course.

PH 110. INTRODUCTION TO SPACE SCIENCE  4 HRS.
(Corequisite, PH111.) A general education course which uses a
historical and philosophical perspective when appropriate, and basic
principles from the physical sciences to consider the solar system and
star-like objects. Emphasis is placed on the nature of science, findings
from space exploration, and the evidence for what we know about the
universe and Earth's place in the universe. The planetarium and
observing sessions with telescopes are integral parts of the course.

PH 111. INTRODUCTION TO SPACE SCIENCE LAB  1 HR.
(Corequisite, PH110.) A general education laboratory course which
accompanies PH110. The two-hour weekly laboratory is closely
 correlated with the PH110 lecture. The planetarium and observing
sessions with telescopes are integral course aids.

PH 140. COLLEGE PHYSICS I  3 HRS.
(Corequisite, PH141.) General principles of kinematics, Newtonian
mechanics and heat, with emphasis on force and energy. H.S. algebra
and elementary trigonometry are assumed.

PH 141. COLLEGE PHYSICS I LAB  1-2 HRS.
(Corequisite, PH140.) Laboratory to accompany PH140.

PH 143. COLLEGE PHYSICS II  3 HRS.
(Prerequisite, PH140. Corequisite, PH144.) General principles of
vibrations and waves, electricity, magnetism and light.

PH 144. COLLEGE PHYSICS II LAB  1-2 HRS.
(Corequisite, PH143.) Laboratory to accompany PH143.

PH 190. PHYSICS I  3 HRS.
(Corequisites, MA161, PH191, and PH192.) A calculus-based course
designed for physics majors, some chemistry majors and engineering
students. Includes kinematics, Newtonian mechanics, energy, vibrations
and waves.

PH 191. PHYSICS I LAB  1 HR.
(Corequisite, PH190 and PH192.) Laboratory to accompany PH190.

PH 192. PHYSICS I RECITATION  1 HR.
(Corequisites, PH190 and PH191.) Recitation class to accompany
PH190.

PH 193. PHYSICS II  3 HRS.
(Prerequisite, PH190. Corequisites, PH194, PH195, and MA262.)
Recitation class to accompany PH 190.

PH 194. PHYSICS II LAB  1 HR.
(Corequisites, PH193 and PH195.) Laboratory to accompany PH193.

PH 195. PHYSICS II RECITATION  1 HR.
(Corequisites, PH193 and PH194.) Recitation class to accompany
PH193.

PH 310. ENGINEERING MATERIALS  2 HRS.
(Corequisites, CH123 and PH193.) 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; corrosion; effect of radiation on
materials.

PH 315. STATICS  3 HRS.
(Prerequisite, PH140 or PH190. Corequisite, MA262.) Analysis of the
forces acting on point masses and rigid bodies in static equilibrium.
Primarily for pre engineering and dual-degree engineering students.

PH 316. DYNAMICS  3 HRS.
(Prerequisite, PH190, PH315, and MA262.) Application of Newton's
laws to the motion of objects. Motion in one, two, and three
dimensions, energy, and momentum. Primarily for pre engineering and
dual-degree engineering students.

PH 410. ELECTRICAL CIRCUIT ANALYSIS  3 HRS.
(Prerequisites, PH193, Corequisite, MA335.) Analysis of linear circuits
containing resistors, capacitors, and inductors. Topics include
elementary circuits and circuit theorems, sinusoidal excitations,
complex numbers and phasor analysis, energy and power, and
polyphase circuits.

PH 411. ELECTRICAL CIRCUIT LABORATORY  1 HR.
(Corequisite, PH410.) Laboratory experiments in circuit analysis,
including basic V-I measurements, laboratory instruments, power
supplies, operational amplifiers, filters, wave shaping circuits, and
oscillators.

PH 430. COMPUTER INTERFACING IN SCIENCE  3 HRS.
A lecture laboratory course in which students interface the
microcomputer to several common laboratory instruments for the
purpose of acquiring and analyzing data, and for controlling
experiments. A basic familiarity with computer programming and a
significant background in one of the natural sciences (physics,
chemistry, earth science, geology, or biology) is assumed. Permission
of instructor is required to enroll.

PH 450. INTERDISCIPLINARY SCIENCES: PHYSICS  3 HRS.
(Prerequisites: GB100, MA110 and PH140 or equivalents.) An
interdisciplinary project-based course for majors or those with teaching
fields in the biological, mathematical or physical sciences. Introduction
to the use of digital-imaging technology for data collection and analysis.
Application of mathematics and physical sciences to investigations of
biological phenomena. Course focus is on the design and
implementation of a semester-long, student-directed scientific
investigation.

PH 490. INDEPENDENT STUDY  1-3 HRS.
Investigative research by undergraduate students under the guidance of
a faculty mentor. The investigation and resulting report are primarily
the responsibility of the student. Permission of instructor required to
enroll.

PH 500. TOPICS IN PHYSICS (*)  1-5 HRS.
Study of specialized topics in physics. *The blank will be filled with an
appropriate short description on the student's transcript to indicate the
topical area studied. Permission of instructor required to enroll.

PH 510. COMPUTER APPLICATIONS IN PHYSICS  3 HRS.
(Prerequisites, PH143 or PH193.) Computer solutions of physics
problems using spreadsheets, computer algebra systems and
programming languages. A basic familiarity with computer applications and programming is assumed.

PH 520. LIGHT 3 HRS. (Prerequisites, PH143 or PH193.) An introductory course in geometrical optics, physical optics and photonics. Properties of lenses and simple optical instruments, phenomena of interference, diffraction and polarization, electromagnetic waves and photons.

PH 530. HEAT AND THERMODYNAMICS 3 HRS. (Prerequisites, PH193 and MA262.) 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.

PH 540. MODERN PHYSICS 3 HRS. (Prerequisites, PH143 or PH193 and MA161 or MA165.) Theories involved in advances in physics since 1900. Includes: atomic structure, relativity, wave mechanics, radioactivity and nuclear physics.

PH 541. ATOMIC AND NUCLEAR PHYSICS I 3 HRS. (Prerequisite, PH193.) The development of the concept of the atom is presented followed by a study of electrons and electromagnetic radiation which then leads to the atomic models proposed by Rutherford and Bohr. Special relativity is discussed in preparation for the study of X-rays and further topics in nuclear physics.

PH 547. ANALOG ELECTRONICS 3 HRS. (Prerequisite, PH143 or PH193. Corequisite, PH548.) The basic physics of the P-N junction and its implementation in diodes and transistors is covered. Design work with diodes, transistors, and analog integrated circuits is stressed, along with the use of analog integrated circuits in instruments, power supplies, and computer interfaces.

PH 548. ANALOG ELECTRONICS LABORATORY 2 HRS. (Corequisite, PH547.) Laboratory to accompany PH547.

PH 550. DIGITAL ELECTRONICS 3 HRS. (Prerequisite, PH193 or PH143. Corequisite, PH551.) 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. DIGITAL ELECTRONICS LABORATORY 2 HRS. (Corequisite, PH550.) Laboratory to accompany PH550.

PH 635. INTERMEDIATE PHYSICS 3 HRS. (Prerequisite, PH193 or PH143.) Topics include mechanics, wave motion, heat and thermodynamics, electricity and magnetism, and light. The course is intended to serve as a review of physics for students who require additional study of basic concepts before continuing into advanced courses.

PH 645. NUCLEAR TECHNIQUES 3 HRS. (Prerequisite, PH143 or PH193.) Nuclear laboratory experiments on detection and measurement of radioactive isotopes using Geiger counters, ionization chambers, and scintillation detectors. Experience with multichannel analyzer instrumentation, shielding, and monitoring equipment.

PH 700. TOPICS IN PHYSICS (*) 1-5 HRS. Study of specialized topics in physics. *The blank will be filled with an appropriate short description on the student's transcript to indicate the topical area studied. Permission of instructor required to enroll.

PH 730. SEMINAR IN PHYSICS 0-2 HRS. (Prerequisite, consent of instructor.) Reports by students, staff and visitors are presented on topics of current or historical interest in physics. Graduate students, in particular, have the experience of developing effective presentations.

PH 741. ADVANCED PHYSICS LABORATORY I 3 HRS. (Prerequisite, PH193 or PH143.) Classical and modern physics experiments on fundamental constants of nature, X rays, radioactivity, etc.

PH 742. ADVANCED PHYSICS LABORATORY II 3 HRS. (Prerequisites, PH741 and PH742.) An advanced laboratory course emphasizing measurement techniques in areas such as light, microwaves, photonics, and condensed matter.

PH 752. ATOMIC AND NUCLEAR PHYSICS II 3 HRS. (Prerequisite, PH541 or PH540.) The study of X-rays serves as the starting point for developing the concept of nuclear properties. The masses, sizes and radiations of nuclei are studied and then models of nuclei are considered in light of these properties. Elementary particles are also introduced.

PH 760. MECHANICS I 3 HRS. (Prerequisites, PH193 and MA262.) The application of Newton's laws to mass points, systems of particles, and rigid bodies. Motion in one, two, and three dimensions is included.

PH 761. MECHANICS II 3 HRS. (Prerequisites, PH760 or MA263.) 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, PH193. Corequisite, MA263.) A study of electrostatics, electrical properties of matter, and potential theory.

PH 763. ELECTRICITY AND MAGNETISM II 3 HRS. (Prerequisites, PH762 and MA263.) A study of the magnetic field, electromagnetic induction, magnetic properties of matter, alternating current circuits, and Maxwell's equations.

PH 770. RESEARCH PROBLEM IN PHYSICS 1-3 HRS. Investigative research by graduate students under the guidance of a faculty mentor. The investigation and any formal reporting are primarily the responsibility of the student. Permission of instructor required to enroll.

PH 775. MICROCOMPUTER SYSTEMS 3 HRS. (Prerequisite, PH550 or consent of instructor.) This course discusses microcomputers on the systems level. Detailed attention to the electronics which comprise the system will be limited to general familiarization for the student. The criteria for and design of microcomputer systems to accomplish educational, laboratory, or control and monitoring objectives are covered. The emphasis is on the integration of hardware, firmware, and software into a well balanced, easily expandable system which takes advantage of state-of-the-art capabilities of system hardware and software components.
PH 780. INTRODUCTION TO SOLID STATE 3 HRS.
(Prerequisite, MA161, PH540 or PH541 or consent of instructor.) A course designed to introduce students to basic concepts in solid state. Topics to be considered include crystalline state, specific heats and lattice vibrations, dielectric and optical properties, conductivity, ferroelectrics, bond theory of solids, semiconductors, transistors, diamagnetism, paramagnetism, ferromagnetism, and resonance phenomena.

PH 785. NUCLEAR PHYSICS 3 HRS.
(Prerequisite, PH541 or PH540.) Primarily designed for students not planning on physics as a profession, and as a background course for the secondary science teacher, this course deals with modern concepts of the nucleus and the role of nuclear physics today.

PH 790. THEORETICAL PHYSICS 3 HRS.
(Prerequisites, PH760 and MA335.) Various mathematical tools in physics are studied. Infinite series, Fourier series and integrals, partial differential equations, complex functions, and special functions are included. Emphasis is on the application of these ideas in physical theories.

PH 795. INTRODUCTION TO QUANTUM MECHANICS 3 HRS.
(Prerequisites, PH540 or PH541, and MA335.) The fundamental concepts of quantum mechanics are developed and applied to problems. The solution of Schrodinger's equation in one-dimensional scattering and bound-state problems, and in a central potential.

PH 801. TRENDS IN HIGH SCHOOL PHYSICS CONCEPTS 3 HRS.
Designed for in service physical science teachers. A laboratory oriented course stressing an understanding of the philosophies and concepts in new curricula and materials for physics teaching. Permission of instructor required to enroll.

PH 802. MODERN DEVELOPMENTS IN PHYSICS 3 HRS.
Designed for in service physical science teachers. A study of recent advances in physics. Permission of instructor required to enroll.

PH 810. PLASMA PHYSICS 3 HRS.
(Prerequisites, PH763, PH530 and PH761, or consent of instructor.) The properties of very hot ionized gases are described as they apply to nuclear fusion energy, gaseous electronics, and space physics.

PH 820. ASTROPHYSICS 3 HRS.
(Prerequisites, PH761, PH763, and MA335.) Study of the physics of the sun, planets, stars and galaxies. This includes the study of the motion of planets, the stellar atmosphere and interior, the evolution of stars and cosmology.

PH 840. MATHEMATICAL PHYSICS 3 HRS.
(Prerequisite, PH760.) Advanced applications of mathematical techniques in physics are considered for graduate students.

PH 845. TOPICS IN PHYSICS (*) 1-3 HRS.
(Prerequisite, consent of instructor.) Study of specialized topics in physics is done at the graduate level. The topic is chosen by the student and the instructor. *The blank will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

PH 860. GRADUATE RESEARCH 1-5 HRS.
Investigative research by graduate students under the guidance of a faculty mentor. Primarily intended for graduate students pursuing the research report degree option or needing additional research for the thesis degree option. Permission of instructor required to enroll.

PH 890. THESIS M.S. 1-5 HRS.
Investigative research, and preparation and defense of a thesis by graduate students under the guidance of a faculty mentor. Required for graduate students pursuing the thesis degree option. Permission of instructor required to enroll.

PHYSICAL SCIENCE

PS 100. INTRODUCTION TO ENGINEERING GRAPHICS 1-3 HRS.
Designed for pre- and dual-degree engineering students, an introduction to engineering concepts and design. Graphing, problem solving, metric units, engineering calculations, and computers are included. Problems involving the basic concepts of engineering science are considered.

PS 110. PHYSICS FOR THE CITIZEN 3 HRS.
A general education course providing a brief foundation in physics with a stress on everyday applications. The particular subjects considered are largely determined by the interests of the students in the class. Only very elementary mathematical concepts are used in the class.

PS 115. OUR PHYSICAL WORLD 5 HRS.
A general education course exploring basic physical, chemical and geological concepts by means of student-oriented activities supported by laboratory work. The course is designed for elementary education majors.

PS 200. INTRODUCTION TO ENGINEERING SCIENCE 1-3 HRS.
Designed for pre- and dual-degree engineering students, course includes technical sketching and lettering, the design process, orthographic projection, multiview drawings, pictorials, and reading and interpreting drawings. When the course is offered for 3 credit hours at the discretion of the Department, students would be required to complete an independent design project.

PS 214. PHYSICAL SCIENCE 3 HRS.
(Corequisite, PS215.) A general education course exploring the areas of astronomy, motion, energy, chemistry, and geology by way of student-oriented activities closely correlated with the laboratory work. A minimum of mathematics is used as the student examines the physical world.

PS 215. PHYSICAL SCIENCE LAB 1 HR.
(Corequisite, PS214.) Laboratory to accompany PS214. Weekly laboratory activities closely correlate with the class work.

PS 218. DESCRIPTIVE ASTRONOMY 3 HRS.
A general education course with an historical and philosophical approach to various theories of planet Earth's position in the universe as a basis for man's ever-expanding and current concepts of the solar system, stars, and star arrangements. The Planetarium and observation sessions with the telescopes are integral aspects of the course.

PS 330. EARTH SCIENCE FOR THE ELEMENTARY TEACHER 3 HRS.
A course designed to provide the prospective elementary teacher with the background necessary to teach the earth sciences in the elementary curriculum. Includes a study, with laboratory activity and field experiences, of the classical areas of the earth sciences: astronomy, geology, and meteorology. Recommended as an elective for the science area of concentration after completion of another physical science course, such as PS 115.
PS 341. PHYSICS FOR THE ELEMENTARY TEACHER  3 HRS.
Areas of light, photography, energy, electricity, and motion are studied by way of discovery laboratory activities so that the student gains a maximum of confidence using a minimum of mathematics. Designed for elementary education majors desiring more background in science including those desiring an area of concentration in science. (Recommended for the science area of concentration after PS115.)

PS 386. INTERNSHIP: PHYSICAL SCIENCES  1-3 HRS.
(Prerequisites, 12 hours in major field or consent of instructor.) An academic course to provide students with an opportunity to gain field experience in one of the physical sciences (chemistry, earth science, physics, pre-pharmacy or pre-engineering) through paid employment. The academic experience is developed jointly by the student and the faculty advisor.

PS 430. NATURE OF SCIENCE  2 HRS.
A capstone course required of pre-service physical sciences teachers which considers the major conceptual frameworks of the physical sciences. The characteristics and development of modern scientific inquiry and model building/theory development are central themes of the course. The interactions of science, technology, and society are also considered.

PS 500. TOPICS IN PHYSICAL SCIENCE (*)  1-5 HRS.
(Prerequisite, permission of instructor.) A special course for graduate students who have had a minimal background in physics, chemistry or the earth sciences but who need training in one of these fields. A student may be permitted to enroll in PS500 more than once but will not be allowed to accumulate more than 6 hours credit. See the chair of the department for details. *The blank will be filled in with an appropriate short description on the student’s transcript to indicate the subject area studied. Permission of instructor required to enroll.

PS 516. TEACHING PHYSICAL SCIENCES IN MIDDLE/HIGH SCHOOLS  3 HRS.
A course designed for pre-service candidates and in-service teachers seeking physical sciences licensures. Introduction to the modes used to teach contemporary content in chemistry, earth/space science, physics, physical science or general science with emphasis on laboratory instruction and laboratory safety procedures. Teaching strategies, curricula, materials/resources to include instructional technology, evaluation, characteristics of students as they relate to physical science teaching are major topic areas. Students do micro-teaching.

PS 517. PHYSICAL SCIENCES TEACHING TECHNIQUES II  3 HRS.
(Prerequisite, PS516.) For pre-service or in-service teachers of physical science. Mutually selected topics not treated in PS516, determined by the needs of the individual to enhance teaching effectiveness. Individualized instruction, the laboratory, and independent study are utilized.

PS 520. ENERGY IN TRANSITION  2-4 HRS.
(Prerequisite, consent of instructor.) An examination of personal and societal energy requirements, current sources of energy, and the environmental effects of various methods of energy production and usage. Consideration of alternatives for present consumption trends, and options for sources of energy other than fossil fuels. Field trips will be utilized as appropriate.

PS 678. WORKSHOP IN PHYSICAL SCIENCE TEACHING  1-5 HRS.
(Prerequisite, consent of instructor.) Lectures, demonstrations, discussions, and individual projects planned to increase the effectiveness of teaching science at the secondary level. Designed to develop the teacher’s ability to better meet the needs of students in the physical sciences.

PS 801. MODERN DEVELOPMENTS IN THE PHYSICAL SCIENCES  3 HRS.
(Prerequisite, consent of instructor.) Recent curriculum and instructional innovations in physical science education at the secondary level, designed as a refresher course for secondary school science teachers.

PS 810. SEMINAR IN PHYSICAL SCIENCE  0-4 HRS.
(Prerequisite, consent of instructor.) Reports and discussion by students, staff and visiting lecturers. May include projects and project reports.

PS 839. GRADUATE RESEARCH  1-5 HRS.
Independent study and research in an approved field in the physical sciences or science education.

PS 875. THESIS, M.S.  1-5 HRS.
(Prerequisite, Graduate standing and consent of instructor.) Independent study and research in an approved field in the Physical Sciences.
DEPARTMENT OF SOCIAL SCIENCES

Associate Professor Ellen Hansen, Chair (Geography)

Professors: Charles Brown (Philosophy), Phil Kelly (Political Science), Christopher Lovett (History), Ronald McCoy (History).

Associate Professors: Deborah Gerish (History), Gregory Schneider (History), Karen Manners Smith (History). Assistant Professors: John Barnett (Political Science), Rebecca Dobbs (Geography), Edward Emmer (Philosophy), Darla Mallein (Social Sciences Education), Brian Miller (History), Michael Smith (Political Science), Joyce Thierer (History).

http://www.emporia.edu/sosci/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 available in political science, 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. Students interested in pursuing the Bachelor of Science in Education degree and receiving a license to teach secondary or middle level social sciences are encouraged to contact the Department of Social Sciences to receive a copy of the advising sheet that lists all of the degree requirements.

All students enrolled in Social Sciences programs must meet a minimum grade point average requirement in courses used to satisfy their departmental degree program. For the Bachelor of Science in Education, a 2.75 grade point average must be maintained. For all other programs, a 2.5 grade point average must be maintained. Additionally, a grade of “C” or better must be achieved in each class, including those taken at other institutions, used to satisfy the departmental program requirements.

The department also offers a master’s degree. For more information see the Graduate Office web site, http://emporia.edu/grad/.

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.

See the general education requirements in the General Education section of this catalog.

Bachelor of Arts - American History

HI 111 and HI 112 are not required 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:
A. 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
B. 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)
   A. **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
   B. **African-American**: HI 443 African-American History
   C. **Immigration**: HI 457 History of Immigration, HI 458 Immigrant Voices
   D. **Native American**: HI 441 Themes in American Indian History
   E. **Kansas**: HI 333 Kansas
   F. **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
   G. **Regional**: HI 431 Great Plains History, HI 432 Western Expansion to 1860, HI 444 Southern History to 1865, HI 445 Southern History Since 1865
   H. **Military**: HI 414 World War I, HI 425 World War II, HI 427 Vietnam
   I. **Diplomatic**: HI 448 American Diplomatic History, HI 449 America in the Cold War
   J. **Borderlands**: HI 442 Borderlands: Greater Southwest
   K. **Public**: HI 590 Introduction to Public History, HI 591 Local History, HI 592 Archival Management
   L. **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 are not required 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**:
   A. **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
   B. **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
      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)
   A. **Women**: HI 480 Introduction to Women’s Studies, HI 481 Medieval Women, HI 482 Women in Early Modern Europe
   B. **Latin America**: HI 442 Borderlands: Greater Southwest, HI 476 Colonial Latin America, HI 477 Modern Latin America, HI 478 History of Mexico
   C. **England/Ireland**: HI 460 England to 1660, HI 461 England Since 1660, HI 463 History of Ireland
   D. **Asia**: HI 474 China to 1800, HI 475 Modern China
   E. **Russia**: HI 418 Imperial Russia, HI 419 Soviet Union
   F. **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
   G. **Middle East and Africa**: HI 410 History of Islam to 1500, HI 411 Medieval Crusades & Crusaders, HI 412 Modern Middle East
   H. **Military**: HI 423 War & Society, HI 424 World War I, HI 425 World War II, HI 427 Vietnam
   I. **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.

See the general education requirements in the General Education section of this catalog.

Bachelor of Science - American History
(HI 111 and HI 112 are not required 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**:
   A. **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
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)

A. **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
B. **African-American:** HI 443 African-American History
C. **Immigration:** HI 457 History of Immigration, HI 458 Immigrant Voices
D. **Native American:** HI 441 Themes in American Indian History
E. **Kansas:** HI 333 Kansas
F. **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
G. **Regional:** HI 431 Great Plains History, HI 432 Western Expansion to 1860, HI 444 Southern History to 1860, HI 445 Southern History Since 1865
H. **Military:** HI 414 World War I, HI 425 World War II, HI 427 Vietnam
I. **Diplomatic:** HI 448 American Diplomatic History, HI 449 America in the Cold War
J. **Borderlands:** HI 442 Borderlands: Greater Southwest
K. **Public:** HI 590 Introduction to Public History, HI 591 Local History, HI 592 Archival Management
L. **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)

Many other class options include:

**Bachelor of Science - World History**
(HI 101 and HI 102 are not 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:**
A. **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
B. **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)

A. **Women:** HI 480 Introduction to Women’s Studies, HI 481 Medieval Women, HI 482 Women in Early Modern Europe
B. **Latin America:** HI 442 Borderlands: Greater Southwest, HI 476 Colonial Latin America, HI 477 Modern Latin America, HI 478 History of Mexico
C. **England/Ireland:** HI 460 England to 1660, HI 461 England Since 1660, HI 463 History of Ireland
D. **Asia:** HI 474 China to 1800, HI 475 Modern China
E. **Russia:** HI 418 Imperial Russia, HI 419 Soviet Union
F. **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
G. **Middle East and Africa:** HI 410 History of Islam to 1500, HI 411 Medieval Crusades & Crusaders, HI 412 Modern Middle East
H. **Military:** HI 423 War & Society, HI 424 World War I, HI 425 World War II, HI 427 Vietnam
I. **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 history courses taken to satisfy requirements for general education.

One world history survey course:
HI 101 World Cultures to 1500 3 hours
HI 102 Modern World Civilization 3 hours

One American history survey course:
HI 111 US History to 1877 3 hours
HI 112 US History Since 1877 3 hours

12 credit hours of electives in history (American or World)
6 of these 12 credit hours must be in upper division (300 level or above courses)

**Political Science**

**BACHELOR OF ARTS**

**POLITICAL SCIENCE MAJOR**
The 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

**Study of Institutions Requirement (9 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

**Communication Requirement (3 hours):**

- EG 301 Advanced Composition 3 hours

**Study of Institutions Requirement (9 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

May use one course from the Study of Institutions (above) not used to answer that requirement.

**Preferred Political Science Electives (12 hours):**

- PO 312 Political Thinking: An Introduction 3 hours
- PO 354 Pol of Budgeting & Financial Adm 3 hours
- PO 357 Introduction to Constitutional Law 3 hours
- PO 411 Contemporary Political Ideas 3 hours
- PO 444 Constitutional Law I 3 hours
- PO 445 Constitutional Law II 3 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
- PO 455 Legislative Internship 5 hours
- PO 460 Seminar in Political Science 3 hours
- PO 480 Introduction to Law 2 hours

May use 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 302 Social Stratification 3 hours
- SO 353 Criminology 3 hours
- SO 370 Race and Ethnic Relations 3 hours

**NATIONAL SECURITY CONCENTRATION**

Available for students pursuing a Bachelor of Arts or a Bachelor of Science in Political Science. 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 (15 hours):**

- PO 400 International Conflict Processes: War & Peace 3 hours
- PO 520 National Security & Intelligence Policy 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 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. and 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 Stratification 3 hours
SO 370 Race and Ethnic Relations 3 hours
PY 333 Social Psychology 3 hours
MA 341 Intro. To Probability & Statistics 3 hours
MA 380 Probability and Statistics 3 hours
Other courses may be acceptable as approved by the Associate Chair of Political Science

NATIONAL SECURITY MINOR
Total: 15 credit hours

Required (3 hours):
PO 520 National Security & Intelligence Policy 3 hours

Core Courses: (6 hours—select two of the following.)
PO 400 International Conflict Processes 3 hours
HI 423 War and Society 3 hours
HI 449 America in the Cold War 3 hours
GE 300 Geography of International Development 3 hours

Electives: (6 hours—select two of the following.)
PO 331 International Relations Theory 3 hours
PO 335 International Law & Organization 3 hours
PO 425 Politics of Developing 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 Stratification 3 hours
SO 370 Race and Ethnic Relations 3 hours
PY 333 Social Psychology 3 hours
MA 341 Intro. To Probability & Statistics 3 hours
MA 380 Probability and Statistics 3 hours
Other courses may be acceptable as approved by the 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 Education section of this catalog.

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 (Personnel Management) 3 hours
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

And two of the following:
PO 400 International Conflict Processes 3 hours
PO 425 Politics of Developing Countries 3 hours
PO 427 Gov. & Politics of Latin America 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 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 Stratification 3 hours
SO 370 Race and Ethnic Relations 3 hours
PY 333 Social Psychology 3 hours
MA 341 Intro. To Probability & Statistics 3 hours
MA 380 Probability and Statistics 3 hours
Other courses may be acceptable as approved by the Associate Chair of Political Science

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 115 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 305 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.

See the general education requirements in the General Education section of this catalog.

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.

See the general education requirements in the General Education section of this catalog.

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**

Students who successfully complete the secondary social sciences program will be licensed to teach American history, world history, Kansas history, government/civics, geography, economics, and sociology in grades 6-12. Students who successfully complete the middle level program will be licensed to teach American history, world history, Kansas history, government/civics, geography and economics 5-8. All students in the social sciences who are preparing for teacher licensure are advised to contact the Department of Social Sciences to receive a copy of the advising sheet that list the requirements for social sciences licensure at both the middle and secondary levels.

All students in any degree program in the Department of Social Sciences who wish to have on their contract recommendation for teaching-field and subject-matter-field licensure in the social sciences must fulfill the requirements in Options A or B below.

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 53 hours):**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SS 310</td>
<td>Intro. to Teaching Social Studies</td>
<td>2 hours</td>
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<tr>
<td>SS 460</td>
<td>Teaching Secondary/Middle Soc Studies</td>
<td>3 hours</td>
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<tr>
<td>HI 111</td>
<td>US History to 1877</td>
<td>3 hours</td>
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<tr>
<td>HI 112</td>
<td>US History Since 1877</td>
<td>3 hours</td>
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<td>HI 333</td>
<td>Kansas History</td>
<td>3 hours</td>
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<td>HI 300 or Higher Elective in US History</td>
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<td>HI 102</td>
<td>Modern World Civilization</td>
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<td>HI 300 or Higher Elective in World History</td>
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<tr>
<td>PO 100</td>
<td>Intro to Government &amp; Politics</td>
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<td>PO 121</td>
<td>American National Government</td>
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<tr>
<td>EC 101</td>
<td>Basic Economics</td>
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<tr>
<td>GE 101</td>
<td>World Regional Geography</td>
<td>3 hours</td>
</tr>
<tr>
<td>SO 101</td>
<td>Introduction to Sociology</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**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

**Required Courses (minimum of 53 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 310</td>
<td>Intro. to Teaching Social Studies</td>
<td>2 hours</td>
</tr>
<tr>
<td>SS 460</td>
<td>Teaching Secondary/Middle Soc Studies</td>
<td>3 hours</td>
</tr>
<tr>
<td>HI 111</td>
<td>US History to 1877</td>
<td>3 hours</td>
</tr>
<tr>
<td>HI 112</td>
<td>US History Since 1877</td>
<td>3 hours</td>
</tr>
<tr>
<td>HI 333</td>
<td>Kansas History</td>
<td>3 hours</td>
</tr>
<tr>
<td>HI 300 or Higher Elective in US History</td>
<td>3 hours</td>
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<tr>
<td>HI 300 or Higher Elective in US History</td>
<td>3 hours</td>
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<tr>
<td>HI 101</td>
<td>World Cultures to 1500</td>
<td>3 hours</td>
</tr>
<tr>
<td>HI 102</td>
<td>Modern World Civilization</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**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 be eligible to teach the social sciences at the middle school level under the program-approval guidelines of the Kansas State Department of Education.

**MIDDLE SCHOOL LICENSURE**

**Social Sciences Requirements (32 hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
<tr>
<td>HI 102</td>
<td>Modern World Civilization</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
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 558 Far East & Pacific 3 hours
- GE 560 People’s Republic of China 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**
The geography minor introduces students to spatial thinking skills, expanding understanding of spatial information and patterns in human activities and human-environment interactions. A geography minor is a relevant complement to many majors, as it increases awareness of international connections between students and the larger world. A minor in geography requires completion of 15 credit hours. The minor may be designed to supplement and enhance a variety of majors. (Note the following examples.)

Suggested geography minor for either 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
- GE 360 Historical Geography of the U.S. 3 hours
- GE 365 World Regional Climatology 3 hours
- GE 371 Cartography 3 hours
- GE 372 Economic Geography 3 hours
- GE 373 Political Geography 3 hours
- GE 515 Urban Geography 3 hours
- GE 555 Africa 3 hours
- GE 558 Far East & Pacific 3 hours
- GE 560 People’s Republic of China 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, Russia, 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.

GE 254. PHYSICAL GEOGRAPHY 3 HRS.
Primarily for majors and minors in geography, the physical and biological sciences, and others interested in physical geography. Systematic study of the elements of climate, landforms, water resources, vegetation, soil, and minerals.

GE 300. TOPICS IN GEOGRAPHY 1-3 HRS.
Investigations into selected areas of Geography.

GE 325. GEOGRAPHY OF THE 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.

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 interrelationships of those factors. Settlement patterns and the cultural adaptation to the Great Plains environment are also examined.

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.

GE 341. WETLAND ENVIRONMENTS 3 HRS.
(Prerequisites, general education courses in biological, physical, and social sciences.) An interdisciplinary overview of physical, biological, and cultural aspects of wetlands. Definitions, classification, origins, and natural processes of wetland environments. Wetlands in boreal, temperate, and tropical climatic settings. Human impact, exploitation and management of wetland resources. Lectures, exercises and field trips. A student may not earn credit in more than one of EB 341, ES 341, or GE 341.

GE 343. 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.

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.

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.

GE 358. WORLD REGIONS AND THEIR GEOGRAPHIC POTENTIALS 2-3 HRS.
A study of the world’s regions based upon a systematic classification system. The investigations of the cause of climatic variations and the effect of climate on man’s natural environment.

GE 359. HUMAN GEOGRAPHY 2-3 HRS.
This course emphasizes the present global patterns of production, distribution and consumption of the world’s goods; the major areas and types of technological production, agricultural production, and extractive production; the global trade and communication patterns; the growth in power in nations accompanying their increases in industrialization; and the extreme difference in living standards throughout the world. These themes are analyzed as a background for interpreting contemporary economic, social and political problems.

GE 373. POLITICAL GEOGRAPHY 2-3 HRS.
An introduction to the scope and content of political geography; the application of geographic information and techniques in analyzing politically significant regions of the world. Every attempt is made to keep the course up to date and the areas studied will be determined by their geopolitical significance at the time the course is given.

GE 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.

GE 471. INDEPENDENT STUDY 1-3 HRS.
(Prerequisites, three hours of geography, plus consent of instructor. Does not answer general education requirements.) Special project or readings on a topic initiated by the student and approved by the instructor.

GE 515. URBAN GEOGRAPHY 3 HRS.
A study of the urban community as geographic phenomena, relating the classification, distribution, function, structure, and growth of cities.

GE 525. RURAL GEOGRAPHY 3 HRS.
Concerned with the geographic or spatial analysis of rural environments. It offers the student an opportunity to examine the characteristics of rural land-use and settlement patterns. The course will also treat regional variations and trends in the nature and use of rural areas.

GE 540. SPECIAL TOPICS IN GEOGRAPHY 1-3 HRS.
Investigations into selected areas of geography.
GE 542. MEDITERRANEAN AND MIDDLE EAST 2 HRS.
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.

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.

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.

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.

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).

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.

GE 701. SEMINAR IN REGIONAL GEOGRAPHY 1-3 HRS.
A seminar on the physical and cultural patterns and interrelationships existing in selected political regions with emphasis upon the distribution of human activities and effects of various environments upon man and national economic development.

GE 702. SEMINAR IN CULTURAL GEOGRAPHY 1-3 HRS.
A seminar in selected topics pertaining to the area distribution and diversity of man, his settlements, his economies, and his relationship to the geographic environment.

GE 703. SEMINAR IN PHYSICAL GEOGRAPHY 1-3 HRS.
The seminar is designed to provide an opportunity for in-depth examination 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.

GE 704. SEMINAR IN GREAT PLAINS GEOGRAPHY 1-3 HRS.
This course includes the methodology of regional analysis and delineates the Great Plains as a distinctive region. It examines geographical features of the region’s physical environment and human adaptation to it. Cultural landscape topics include agriculture, settlement patterns, ethnicity, transportation, historical geography, and other social and economic phenomena. Content and assignments will vary according to the number of credit hours for which the course is offered.

GE 710. SEMINAR IN KANSAS GEOGRAPHY 1-3 HRS.
A study of the physical, cultural, economic, and regional significance of Kansas as a state and its spatial interaction within the nation.

GE 810. RESEARCH PROBLEM IN GEOGRAPHY 1-3 HRS.
(Prerequisite, six hours of Geography, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

HISTORY

HI 101. WORLD CULTURES TO 1500 3 HRS.
An introductory survey covering the origins of settled societies around 3000 B.C.E., the rise of classical Greek and Roman cultures in Europe and their contact with other civilization in Asia, and the development of medieval Europe and its interaction with nonwestern peoples.

HI 102. MODERN WORLD CIVILIZATION 3 HRS.
An introductory survey covering world history from 1500 to the present, with an emphasis on the forces that have shaped the contemporary world. Special attention is given to the Reformation, the age of Louis XIV of France, the rise of modern Germany, Soviet Russia, and the two world wars.

HI 111. U.S. HISTORY TO 1877 3 HRS.
An introductory survey of early American history from the colonial period through the Civil War and Reconstruction.

HI 112. U.S. HISTORY SINCE 1877 3 HRS.
An introductory survey of the United States since the Reconstruction era.

HI 120. WORLD CULTURES TO 1500: DISCUSSION 0 HRS.
(Prerequisite, concurrent enrollment in HI 101.) The discussion section to accompany HI 101, World Cultures to 1500.

HI 121. U.S. HISTORY TO 1877: DISCUSSION 0 HRS.
The discussion section to accompany HI 111, U.S. History to 1877. Concurrent enrollment in HI 111 is required.

HI 122. U.S. HISTORY SINCE 1877: DISCUSSION 0 HRS.
The discussion section to accompany HI 112, U.S. History Since 1877. Concurrent enrollment in HI 112 is required.

HI 300. TOPICS IN WORLD HISTORY 1-3 HRS.
Explores important issues in world history at the undergraduate level. Each semester, instructors select different topics of importance for political, cultural, social, ethnic, and/or gender history.

HI 301. TOPICS IN U.S. HISTORY 1-3 HRS.
Explores important issues in U.S. history at the undergraduate level. Each semester, instructors select different topics of importance for political, cultural, social, ethnic, and/or gender history.

HI 310. PRE-CLASSICAL AGE, 3000-500 B.C.E. 3 HRS.
Explores the formation of civilizations in Mesopotamia, Egypt, the Mediterranean, the Indus Valley, and China from 3000 B.C.E. to 500
B.C.E. It focuses on the foundations of settled societies, trade networks between these peoples, and cultural borrowing.

HI 311. ANCIENT GREECE, 800-200 BCE 3 HRS.
Explores Hellenic and Hellenistic history from the rise of the city-state to the decline of Alexander’s empire, focusing on political and social developments, philosophical responses, and attitudes toward non-greeks as city-states move from defensive to offensive military stances and as Alexander spreads Hellenic culture throughout his empire.

HI 312. ROMAN WORLD, 500 BCE-500CE 3 HRS.
Explores political, social, and religious developments in the Roman Republic, the Principate, and the Dominate, emphasizing reactions to shifts in government, the creation of the empire, borrowing from previous and contemporaneous cultures, the rise of Christianity, and increasing challenges to state authority by the fourth century.

HI 313. MEDIEVAL EUROPE, 500-1500 3 HRS.
Explores culture, government, and society in the Middle Ages, with special emphasis on religious movements such as the crusades, intellectual movements such as scholasticism and humanism, social responses to the rise of cities, and attitudes towards Jews and Muslims in Christian Europe.

HI 314. EARLY MODERN EUROPE, 1350-1650 3 HRS.
Explores the intense intellectual, religious, and social changes Europe experienced from the late Middle Ages through the Renaissance/Reformation era. Special attention will be paid to the rise of powerful monarchies, the breakdown of religious unity, reactions to the voyage of discovery, and the Scientific Revolution.

HI 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.

HI 316. AGE OF REVOLUTIONS, 1760-1848 3 HRS.
Explores revolutionary agitation in Europe and the Western Hemisphere during the eighteenth and nineteenth centuries. The course will examine the causation of the revolutions in America, France, and Haiti in the eighteenth century as well as the Industrial Revolution and the revolutions of 1820, 1830, and 1848.

HI 317. AGE OF EMPIRE, 1848-1914 3 HRS.
Explores political and social situations in Europe and the world from the Crimean War until the outbreak of World War I. The course will review imperialism in Africa and China, as well as the situation of women, workers, and minorities struggling for political rights in the late nineteenth century.

HI 318. AGE OF TOTAL WAR, 1900-1945 3 HRS.
Explores the shifting balance of world power in the twentieth century: World War I, the Russian Revolution, inter-war turmoil, and World War II, including an emphasis on diplomatic policies that failed to avert the coming of World War II and the Cold War.

HI 319. THE WORLD SINCE 1945 3 HRS.
Explores events, trends, and interpretations in world history since World War II, including the end of colonialism in Asia and Africa, the Cold War and its worldwide impact, the Maoist Revolution in China, the Korean War, third-world revolutions, the Arab-Israeli conflict, and the breakdown of bipolar alliances after 1989.

HI 333. KANSAS 3 HRS.
Explores the history of Kansas from 1541 to the present, with emphasis on approaches to state history and a special focus on geographic influences in the state’s history and culture.

HI 340. ORIGINS OF COLONIAL AMERICA 3 HRS.
Explores the interactions between various European and tribal powers leading to the creation of 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.

HI 341. AMERICAN REVOLUTION, 1763-1789 3 HRS.
Explores political, military, economic, and social transformation from the colonial period through revolution to the ratification of the Constitution. The course will highlight key leaders and major events, but it will also examine the Revolution’s effect on women, Native Americans, and African Americans.

HI 342. EARLY REPUBLIC, 1789-1848 3 HRS.
Explores the United States from the writing of the Constitution to the end of the Mexican War, focusing on the development of political parties, women in American Society, the Market Revolution, the nation’s westward expansion, and tensions regarding slavery and native Americans.

HI 343. CIVIL WAR ERA, 1848-1877 3 HRS.
Explores origins of the Civil War, the war itself, and Reconstruction, with emphasis on related political, military, economic, and social changes. Special attention will be paid to the centrality of slavery and emancipation, the transforming power of the war for individuals and institutions, and the difficulties of reunion.

HI 344. GILDED AGE AND PROGRESSIVE ERA 3 HRS.
Explores the United States from 1865 to 1920, focusing on social movements concerning immigration, labor unions, Jim Crow laws, treatment of Native Americans, women’s reforms, world’s fairs, and utopian movements, as well as the broader trends of population, progressivism, big business, socialism, and imperialism.

HI 345. UNITED STATES, 1914-1945 3 HRS.
Explores American society after World War I, with special attention on the nature of politics, culture, and economics during the 1920s, the Great Depression, the presidencies of Herbert Hoover and Franklin Roosevelt, the origins of World War II, and the effects of the war.

HI 346. UNITED STATES, 1945-1974 3 HRS.
Explores American society from the end of World War II to the resignation of Richard Nixon, covering domestic liberalism, the Cold War, McCarthyism, the civil rights movement, the 1960s, Vietnam, and the rise of conservatism.

HI 347. UNITED STATES SINCE 1974 3 HRS.
Explores recent American history, focusing on social movements concerning immigration, labor unions, Jim Crow laws, treatment of Native Americans, women’s reforms, world’s fairs, and utopian movements, as well as the broader trends of population, progressivism, big business, socialism, and imperialism.

HI 401. CURRENT HISTORY 1 HR.
Explores the complexities of the modern world by reviewing the news, as well as analyzing the fundamental cultural, political, and social forces that divide the world today. The pressing issues of globalization, terrorism, and war will be discussed.
HI 410. HISTORY OF ISLAM TO 1500 3 HRS.
Explores the origins of Islam, its early doctrinal splits, and expansion; the Umayyad, Abbasid, and Ottoman caliphates; cultural and intellectual developments; interaction between Muslims and peoples of other faiths.

HI 411. MEDIEVAL CRUSADES AND CRUSADERS 3 HRS.
Explores the origins of crusading in the eleventh century, early crusades and their effects on Byzantine and Islamic power players in the Levant, expansion of the crusading movement within Europe, and the effects on medieval European society.

HI 412. MODERN MIDDLE EAST 3 HRS.
Explores the Middle East from the Ottoman Empire of the fifteenth century through its waning in the eighteenth and nineteenth; European imperialism in the region and its redrawing of boundaries following World War I, with an emphasis on Arab nationalism, the Gulf War, and terrorism.

HI 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.

HI 414. WESTERN THOUGHT, 800-1500 3 HRS.
Explores intellectual developments in European society and their historical context, focusing on medieval theology and philosophy, the social and political environment in which these ideas emerged, and their effects (if any) on these societies. Special attention will be paid to scholasticism and humanism and reactions to non-Christian ideas.

HI 415. WESTERN THOUGHT, 1500-1789 3 HRS.
Explores intellectual developments in European society and their historical context, focusing on the Enlightenment; the Scientific Revolution, and the social and political environment in which these ideas emerged, and their effects (if any) on these societies.

HI 416. ANATOMY OF REVOLUTIONS 3 HRS.
Explores the causes of revolutions from the sixteenth to the twentieth century, focusing on historical context, ideological positions, exportation of revolutionary ideas, the foreign policy of revolutionary states, and the role of revolutions and revolutionaries in world affairs.

HI 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.

HI 418. IMPERIAL RUSSIA 3 HRS.
Explores Russian history under autocratic tsars from Peter the Great until Nicholas II, focusing on geographical expansion; reforms initiated by Alexander II; the rise of Nihilism and the People’s Will; the impact of industrialization and worker unrest; imperial policies and popular reactions culminating in revolution.

HI 419. SOVIET UNION 3 HRS.
Explores the history of modern Russia with a particular emphasis on the nineteenth-century background of the Communist Revolution, the revolution itself, the Stalin era, and changes after World War II.

HI 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.

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.

HI 422. MODERN GERMANY 3 HRS.
Explores the development of Germany from the nineteenth-century to the present, with special emphasis on its unification, Imperial Germany, the Weimar Republic, the Third Reich, and the reunion.

HI 423. WAR AND SOCIETY 3 HRS.
Explores war and its effect on history from the ancient world to the twenty-first century, focusing on the quest for national security, as well as the cultural and technological factors, social transformations, and influence on art, music, and popular culture.

HI 424. WORLD WAR I 3 HRS.
Explores the war’s origins and effects on world history, focusing on transformations that led to other conflicts in the twentieth century. Special attention will be paid to diplomatic and military components, reactions by the intelligentsia, and the experiences of women and ordinary soldiers during and after the war.

HI 425. WORLD WAR II 3 HRS.
Explores the diplomatic background, military operations, domestic developments, and peace settlements of the war. Special attention will be paid to its causes, social and economic change related to the war, scientific and technological achievements, the clash of ideology, and the war’s influence on world history since 1945.

HI 426. THE HOLOCAUST 3 HRS.
Explores the Holocaust’s historical origins from the time of Christ to the development of modern anti-Semitism, focusing on cultural and social factors that allowed genocide of state-designated “undesirables” in Germany, comparison with other similar movements in the twentieth century, and reactions by world powers.

HI 427. VIETNAM 3 HRS.
Explores the political, social, and military developments in Vietnam focusing on the country’s desire for independence, international commitments of support, and the war itself. Special attention will be paid to social forces in Vietnam, Europe, and the Unites States that shaped the conflict on the battlefield and at home.

HI 430. COUNTRY FOLK AND THE LAND 3 HRS.
Explores the interconnection between Americans and land through the effects of agricultural developments on U.S. policy and culture and the impact of national or international affairs on the rural sector.

HI 431. GREAT PLAINS HISTORY 3 HRS.
Explores peoples, agriculture, town development, and politics in the Great Plains region, all of which have contributed to a unique regional identity as both the Great American Desert and the Breadbasket of the U.S.
HI 432. WESTERN EXPANSION TO 1860  3 HRS.
Explores U.S. territorial growth from the colonial period through Reconstruction, focusing on the various peoples who migrated and their interaction with those already living in newly opened territories; local, national, and international events and their impact; the effects of expansion on national affairs.

HI 441. THEMES IN AMERICAN INDIAN HISTORY  3 HRS.
Explores some enduring themes in Native American history, such as cultural contact and interaction, patterns of resistance and adaptation, and conflicting views about the very nature of history and control of access to information.

HI 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.

HI 443. AFRICAN AMERICAN HISTORY  3 HRS.
Explores African Americans from the colonial period to the present, focusing on the burden of and resistance to slavery; the meaning of freedom in the United States, the Civil Rights movement, and the current status of African Americans.

HI 444. SOUTHERN HISTORY TO 1865  3 HRS.
Explores the political, economic, and social development of the ante-bellum South, focusing on slavery, southern society and culture, and governmental changes from settlement through the Civil War.

HI 445. SOUTHERN HISTORY SINCE 1865  3 HRS.
Explores the political, economic, and social development of the post-bellum South, focusing on race relations from Reconstruction through the Civil Rights movement, southern society and culture, and governmental changes to the present.

HI 446. POLITICAL PARTIES, 1789-1896  3 HRS.
Explores political parties in the United States, emphasizing the founding fathers’ attitudes, political parties throughout the nineteenth century, and political culture. Special attention will be paid to elections, party formation and structure, platforms, third party movements, and movements outside of parties.

HI 447. POLITICAL PARTIES SINCE 1896  3 HRS.
Explores political history in the twentieth century focusing on political parties, the electorate, and changes in the party system. Special attention will be paid to crucial presidential elections and the ideologies that determined their outcomes.

HI 448. AMERICAN DIPLOMATIC HISTORY  3 HRS.
Explores major issues and events from the revolutionary period to the present in American diplomacy, emphasizing western expansion, imperialism, the world wars, the Cold War, nuclear issues, and Third World relations.

HI 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.

HI 450. AMERICAN INTELLECTUAL HISTORY  3 HRS.
Explores American thought from the colonial period to the present, focusing on ideas about religion, politics, writing, the arts, and philosophy in their historical context.

HI 451. HISTORY AND FILM  3 HRS.
Explores historical films, which academic historians often fault for inaccuracy, and the version of history they portray. Students will consider whether traditional written histories are more or less “true” than those film makers create by comparing documentaries, art films, and Hollywood productions to narrative texts.

HI 452. HISTORY, MYTH, AND MEMORY  3 HRS.
Explores the relationships and interaction between personal memories, cultural myths, and interpretations of the past, focusing on the dynamics between what people remember—history—and why they might remember it in particular ways.

HI 454. HISTORY AND BIOGRAPHY  3 HRS.
Explores biography as a branch or sub-discipline of history, emphasizing the historiography and theory of biographical writing as well as the practice of biography. Special attention will be paid to problems in writing biographies of women, minorities, and the marginally famous.

HI 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.

HI 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.

HI 457. HISTORY OF IMMIGRATION  3 HRS.
Explores immigration to the United States from the migrations of native peoples to the present day, focusing on social history and adaptive strategies of various ethnic groups. Special attention will be paid to nineteenth- and twentieth-century immigration by the Irish, eastern and southern Europeans, Asians, and Hispanics.

HI 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.

HI 460. ENGLAND TO 1660  3 HRS.
Explores social, political, and religious institutions in England from Roman times through the Civil War.

HI 461. ENGLAND SINCE 1660  3 HRS.
Explores developments in English political, social, and intellectual traditions since 1660 and the spread of British influence throughout the modern world.

HI 462. ENGLAND IN FILM  1 HR.
Explores English history since 1660 through British films, focusing on historical accuracy and the artistic choices of the film makers. Students will view and discuss the films’ content and context.

HI 463. HISTORY OF IRELAND  3 HRS.
Explores Ireland and Irish people from prehistoric time to the present,
with an emphasis on medieval Irish religion and culture, the famine of the 1840s, and relations with Great Britain in the twentieth century.

**HI 464. IRELAND IN FILM** 1 HR.
Explores representation of modern Ireland through films, focusing on artistic choices and historical accuracy. Students will view and discuss the films' content and their context.

**HI 471. INDEPENDENT STUDY IN AMERICAN HISTORY** 1-3 HRS.
Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

**HI 472. INDEPENDENT STUDY IN WORLD HISTORY** 1-3 HRS.
Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

**HI 474. CHINA TO 1800** 3 HRS.
Explores Chinese history and thought from prehistoric times until western contact began to transform the country, focusing on central elements in intellectual movements, government, religion, personalities, and major events.

**HI 475. MODERN CHINA** 3 HRS.
Explores Chinese history from 1800 to the present, emphasizing the impact of the West in the nineteenth and twentieth centuries, war and revolution in modern China, and the impact of communism.

**HI 476. COLONIAL LATIN AMERICA** 3 HRS.
Explores Latin America from pre-Columbian times to 1910, focusing on major events, historical processes, individuals, cultural, and religious norms, and interaction between Amerindians, Africans, and Europeans in the region.

**HI 477. MODERN LATIN AMERICA** 3 HRS.
Explores political, economic, and social history in Latin America from the late nineteenth century to the present, focusing on internal and international processes that have shaped change or reinforced continuity in this region.

**HI 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.

**HI 480. INTRODUCTION TO WOMEN'S STUDIES** 3 HRS.
Explores issues, themes, theories, and application of women’s studies as they contribute to women’s experiences in many spheres. The course will focus primarily on common experiences of women in the United States and the differences created by race, class, ethnicity, sexual orientation, and age.

**HI 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.

**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.

**HI 483. AMERICAN WOMEN'S HISTORY** 3 HRS.
Explores women’s lives from the colonial period to the present, focusing on their common experiences as girls, wives, mothers, slaves, workers, and activists, while noting differences determined by region, religion, ethnicity, and class. Special attention will be paid to advances in education, employment, and political and social equality.

**HI 484. EARLY AMERICAN WOMEN** 3 HRS.
Explores women's experiences from the colonial period to 1890, focusing on ethnic differences affecting women’s roles in the colonies; the effects of political and social reform, war, immigration, and labor movements; women’s reactions to marriage and legal inequality in the nineteenth century.

**HI 485. WOMEN OF THE OLD WEST** 3 HRS.
Explores women’s history in the westward expansion of the nineteenth century, focusing on shared experiences as pioneers, wives, mothers, single women, workers, and native peoples while noting the differences determined by region, race, religion, ethnicity, and social class. Special attention will be paid to myths and stereotypes of western women.

**HI 486. MODERN AMERICAN WOMEN** 3 HRS.
Explores women’s history from 1890 through the present, focusing on women’s roles in the Depression, two world wars, the Fifties, the Women’s Liberation Movement, and recent political and social issues confronting women. Special attention will be paid to race and ethnicity as major factors in women’s experiences.

**HI 500. PHILOSOPHY & WRITING OF HISTORY** 3 HRS.
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.

**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.

**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.) Involves readings and discussions on selected topics of major historical significance in European and world history.
HI 530. SANTA FE TRAIL SYMPOSIUM 1-2 HRS.
For one hour, students will attend conference style sessions and trail trips in conjunction with the Santa Fe Trail Association. Location varies, alternating years between the Rendezvous in Kansas and the symposium that is held at some designated trail site. For additional credit hours the students will do additional research and writing components.

HI 540. READINGS IN U.S. HISTORY 1-3 HRS.
(Prerequisite, consent of instructor.) Involves readings and discussions on selected topics of major historical significance in U.S. history.

HI 550. CONSTITUTIONAL HISTORY 3 HRS.
The development of constitutional government in the United States from principles incorporated in the colonial charters to the constitutional breakdown of the Civil War. Consent of instructor required.

HI 590. INTRODUCTION TO PUBLIC HISTORY 3 HRS.
Explores the historical profession as practiced outside the classroom, focusing on the career opportunities within public history and their various methodologies and skills. Special attention will be paid to the importance of historical memory and how people use it.

HI 591. LOCAL HISTORY 3 HRS.
An investigation of historical memory in communities, where students explore various aspects of local history using appropriate research techniques and methods on diverse sources such as architecture, rituals, local heroes, or customs. Designed for students going into public history.

HI 592. ARCHIVAL MANAGEMENT 3 HRS.
(Prerequisite, HI 590.) An introduction to the principles, skills, and theory of archival management, including digitization and preservation, which can be applied in a wide variety of settings such as libraries, museums, and corporations to documents, artwork, and artifacts. Designed for students going into public history. Consent of instructor required.

HI 593. MUSEUM INTERNSHIP 1-3 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern in a museum or historic site for 120 hours and complete at least one project demonstrating mastery of these objectives. Consent of instructor required.

HI 594. ARCHIVAL INTERNSHIP 1-3 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern at an archive for 120 hours and complete at least one project demonstrating mastery of these objectives. Consent of instructor required.

HI 595. PRESERVING THE PAST THROUGH PERFORMANCE 1-3 HRS.
Introduces the methodologies which lead to successful first person Chautauqua-style historic interpretation. Students will select a historic personage or composite character, research the person and historical context, create a script, and perform for classmates. Additional credit will involve further research, gaining enough confidence to take questions in character and as a scholar, and developing a study guide.

HI 710. READINGS IN WORLD HISTORY 1-3 HRS.
Selected main events, trends, and interpretations in World history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

HI 740. READINGS IN U.S. HISTORY 1-3 HRS.
Selected main events, trends, and interpretations in American history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

HI 790. DIRECTED READINGS I 1-3 HRS.
Special research problem or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 791. DIRECTED READINGS II 1-3 HRS.
Special research problems or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 815. RESEARCH SEMINAR 3 HRS.
Designed to give graduate students experience in conducting research in history. Required for those graduate students concentrating in American or World history who are pursuing the 36-hour master's program.

HI 890. THESIS, M.A. 1-6 HRS.
Candidates for the Master of Arts in History will enroll for this course and be assigned by the Graduate Committee of the department to an appropriate member of the department faculty for guidance.

HI 891. ARCHIVAL INTERNSHIP 3-6 HRS.
(Prerequisite, permission to enroll must be approved by program adviser 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.

HI 892. MUSEUM INTERNSHIP 3-6 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern in a museum or historic site for 120 hours and complete at least one project demonstrating mastery of these objectives. Consent of instructor required.

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.

PHILOSOPHY

PI 225. INTRODUCTION TO PHILOSOPHY 2-3 HRS.
A survey of the general issues, questions, and problems in philosophy.

PI 255. ETHICS 2-3 HRS.
A study of ethical issues, problems, and the differing ethical frameworks from which decisions may be made.

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.

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.

**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.

**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.

**PI 300. INTRODUCTION TO THE PHILOSOPHY OF SCIENCE** 2-3 HRS.
Designed to provide a general introduction to the key issues in the philosophy of science. The course may be sub-titled to reflect a particular area of concentration.

**PI 335. EASTERN THOUGHT: HINDUISM TO ZEN** 3 HRS.
A survey and critical examination of the major religious and philosophical movements of India, China, and Japan, including Hinduism, Daoism, Confucianism, and Buddhism. Topics include the relation between Eastern and Western thought, the nature of ultimate reality and the self, the path to enlightenment, and the right way to live.

**PI 369. WORLD RELIGIONS** 2-3 HRS.
An introduction to the living religions of humankind.

**PI 370. ANCIENT PHILOSOPHY** 3 HRS.
A brief examination of Pre-Socratic philosophy focusing upon the origin of western philosophy and the emergence of the scientific attitude. The major systems of Plato and Aristotle will be examined in greater detail.

**PI 373. MODERN PHILOSOPHY** 3 HRS.
(Prerequisite, one prior course in philosophy is recommended but not required.) An examination of the development of modern philosophy. Special attention is given to Descartes, Leibniz, Locke, Hume, and Kant.

**PI 375. CONTEMPORARY PHILOSOPHY** 3 HRS.
(Prerequisite, one course in philosophy or permission of instructor.) This course is organized around some dominant theme which is reflected in its sub-title.

**PI 395. WESTERN RELIGIOUS PHILOSOPHY** 2-3 HRS.
An examination of the basic ideas associated with the Judeo-Christian religious and philosophical traditions.

**PI 400. DEVELOPMENT OF POLITICAL PHILOSOPHY** 3 HRS.
A study of political philosophy from ancient times through the eighteenth century with particular attention to those philosophers who were sources of major elements of Western political culture.

**PI 412. THEORY OF KNOWLEDGE** 3 HRS.
A course designed to introduce the varied attempts philosophers have made to give an account of how man knows what he knows, with attention focused upon the theories of Idealism, Realism, Phenomenalism, and Phenomenology.

**PI 413. EXISTENTIAL PHILOSOPHY** 1-3 HRS.
A depth study in the philosophy of existentialism concerning Kierkegaard, Sartre, Tillich, Camus, and others.

**PI 471. INDEPENDENT STUDY** 1-3 HRS.
(Prerequisites, six hours of philosophy. Does not answer general education requirements.) Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

**PI 500. TOPICS IN PHILOSOPHY** 1-3 HRS.
Note: limit of six hours credit for undergraduates in PI500. Designed to present vital topics in philosophy for the undergraduate and graduate student.

**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.

**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.

**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.

**PO 330. INTERNATIONAL RELATIONS** 2-3 HRS.
A survey of the field will be undertaken, with special attention paid to foreign policy decision-making and diplomacy, nature of conflict and cooperation, nation-building, transnational activity including trade, monetary policy, and communication, international organizations, and theories of international relations.

**PO 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
PO 333. AMERICAN FOREIGN POLICY 2-3 HRS.
An investigation and evaluation of the formulation, objectives, and limiting factors of the foreign policy of the United States since World War II. Special attention is given to a study of the diplomatic, economic, military, and psychological techniques considered in the development and conduct of foreign policy.

PO 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.

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.

PO 336. 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.

PO 350. PUBLIC ADMINISTRATION 3 HRS.
(Prerequisite, PO 121.) A study of the structures and procedures of governmental organizations. Major emphasis will be upon the administrative process, including policy formulation, personnel management, budgeting, and problems of communication, and coordination with and among governmental organizations.

PO 351. 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 interactions between scholars and public administration. Organizational behavioral theories applicable to government management are introduced and applied.

PO 354. POLITICS OF BUDGETING AND FINANCIAL ADMINISTRATION 3 HRS.
(Prerequisite, PO 350.) Presentation of methods, techniques, and theories of financial administration in public organizations with special emphasis on government budgets as means of control, evaluation, and policy making. An investigation into the political and social aspects of the budgetary process in federal, state, and local governments.

PO 400. SEMINAR IN POLITICAL SCIENCE 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.

PO 410. DEVELOPMENT OF POLITICAL THOUGHT 2-3 HRS.
(Prerequisite, PO 100 or PO 121.) A study of political philosophy from ancient times through the eighteenth century with particular attention to those philosophers who were sources of major elements of Western political culture.

PO 411. CONTEMPORARY POLITICAL IDEAS 2-3 HRS.
(Prerequisite, PO 100 or PO 121.) A study of political philosophy and its applications in the nineteenth and twentieth centuries. Special attention is given to those theories and theorists who have furnished the bases for the major ideological divisions of the time.

PO 412. AMERICAN POLITICAL THOUGHT 2-3 HRS.
(Prerequisite, PO 100 or PO 121.) Development of American political thought from the colonial period to the present. Background in European thought will be noted.

PO 422. GOVERNMENT AND POLITICS OF WESTERN EUROPE 1-3 HRS.
(Prerequisite, three hours of political science or consent of instructor.) A study of the political systems of Western Europe. Attention is given to methods of comparative inquiry as well as to national and cross national studies.

PO 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.

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.

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.

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.
PO 441. AMERICAN POLITICAL PARTIES & ELECTIONS 3 HRS. (Prerequisite, PO 100 or 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.

PO 444. CONSTITUTIONAL LAW I: GOVERNMENTAL INSTITUTIONS 3 HRS. After a firm grounding in the Constitution itself, students will explore Supreme Court interpretations of legislative, judicial, and executive branch powers, the Commerce, Contract, and General Welfare clauses, the Tenth Amendment, the Substantive Due Process controversy, and the Takings Clause.

PO 445. CONSTITUTIONAL LAW II: CIVIL LIBERTIES 3 HRS. Students of the class will examine such civil liberties issues decided by the Supreme Court as the freedoms of speech, press, and religion, searches and seizures, legal representation and fair trials, cruel and unusual punishment, the right to privacy, equal protection and civil rights, and voting rights.

PO 446. AMERICAN LEGISLATURES 1-3 HRS. A study of the nature of legislatures, including their structures, decision-making processes, influences upon legislatures both from within and without, and the power relationships between legislatures, executives, and judicial bodies.

PO 447. THE AMERICAN PRESIDENCY 1-3 HRS. The powers and functions of the president and the presidency, focusing on elections, personality, relations with other branches of government and with American citizens.

PO 448. THE AMERICAN JUDICIARY 1-3 HRS. A study of judicial bodies, including the nature of law, the structures, the processes and the functions of courts. The power relationships with other branches of government are emphasized. Cases are examined as a means of augmenting analysis of the judicial process.

PO 449. 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.

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.

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.

PO 471. INDEPENDENT STUDY 1-3 HRS. (Prerequisites, six hours of political science.) Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

PO 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.

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.

PO 520. NATIONAL SECURITY & INTELLIGENCE POLICY 3 HRS. This course analyzes the central threats to U.S. and international security in the 21st century, and the possible options to reduce and counter those threats. The course will examine the institutions, interest, and processes for making U.S. national security and intelligence policy, and explore the tensions that recur in American politics between the necessities of security and the requirements of democracy, civil liberty, financial and budgetary constraints. The course also deals with how the U.S. national security establishment (including the intelligence infrastructure) has evolved its structure and management practices over time in order to execute security policy.

PO 540. SPECIAL TOPICS IN POLITICAL SCIENCE 1-3 HRS. Selected topics in the various political science disciplines--theory, comparative, United States, international, and Public Affairs.

PO 541. SEMINAR IN POLITICAL SCIENCE 1-6 HRS. Selected main events, trends, and interpretations in political science will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant topics in political science.

PO 572. 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.

PO 573. 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.

PO 574. 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.
PO 705. SEMINAR IN AMERICAN GOVERNMENT 1-3 HRS.
(Prerequisite, six hours of political science or consent of instructor.) Intensive examination of selected American political problems, practices, or institutions.

PO 726. SEMINAR IN LATIN AMERICAN GOVERNMENTS 3 HRS.
(Prerequisite, PO 121 or permission of instructor.) The approach taken in this course fits into the comparative government curriculum on the graduate level for the political science department. Initially, a review of pertinent concepts and models is made, with special concentration placed on corporate and dependency models. Other topics will include current trends in the study of Latin American politics, Latin American constitutional concepts and procedures, the factor of stability in Latin American political systems, and inter-American political relationships and the world.

PO 730. SEMINAR IN INTERNATIONAL RELATIONS 2-3 HRS.
(Prerequisite, three hours of political science or world history or consent of instructor.) A study of the principal concepts and factors influencing the course of international relations. The object is to provide a firm foundation for analyzing major international problems.

PO 731. INTERNATIONAL RELATIONS RESEARCH 1-3 HRS.
A review of scholarly literature and critical examination of research will be undertaken. Analysis will highlight the descriptive, explanatory, predictive, methodological, and prescriptive implications found in journals, anthologies, and books dealing with topics under consideration. This course will take an in-depth approach to examining questions in a particular area rather than a broad survey of many topics.

PO 733. SEMINAR IN AMERICAN FOREIGN POLICY 2-3 HRS.
(Prerequisite, six hours of political science, or consent of instructor.) A course designed to cover major problems in world affairs confronting the United States as a leading power in the 20th century. Its purpose is to make American foreign policy goals intelligible under recent internal and external shifts in power and policy. The roles of the President, Congress, National Security Council, and other governmental agencies will be examined, as well as the influence of international organizations.

PO 750. PUBLIC ADMINISTRATION 3 HRS.
An intensive study of the structures and procedures utilized in governmental organizations and the administrative processes.

PO 757. SEMINAR IN PUBLIC LAW 3 HRS.
(Prerequisite, graduate standing or permission of instructor.) The study of rule making, contracts, torts, adjudication, and the rights of public employees. Other specific topics will include environmental, consumer and civil rights law.

PO 810. RESEARCH PROBLEM IN POLITICAL SCIENCE 1-3 HRS.
(Prerequisites, six hours of political science, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

SOCIAL SCIENCE

SS 150. INTERNATIONAL STUDENT ORIENTATION 1 HR.
(Note: 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.

SS 310. INTRODUCTION TO TEACHING SOCIAL STUDIES 2 HRS.
The purpose of this course will be to introduce future social studies teachers to the framework for teaching the various disciplines that make up the social sciences, e.g., history, government (civics and citizenship education), economics, sociology, and anthropology.

SS 460. TEACHING SECONDARY SOCIAL STUDIES 3 HRS.
(Prerequisite, SS 310.) A substantive methods course designed for prospective secondary social studies teachers. Emphasis upon the identification and application of content from the social science disciplines to the secondary curriculum.

SS 540. DEVELOPING PROFESSIONAL TEACHER PORTFOLIOS 1 HR.
This one hour course will give student teachers credit for the work that they are doing in developing, analyzing and evaluating their own portfolios. The portfolios are used in showcasing their achievements as student teachers and for career placement in teaching. Consent of instructor required.

SS 543. SEMINAR IN SOCIAL SCIENCES 1-3 HRS.
A seminar designed to provide an opportunity to examine the relationship of one or more of the social sciences to specific social phenomena or to techniques by which such phenomena can be examined.

SS 740. SEMINAR IN SOCIAL SCIENCE 2-3 HRS.
Investigation of the various fields in the social sciences and/or the teaching of the social studies.

SS 743. SEMINAR IN SOCIAL SCIENCES 1-3 HRS.
A seminar designed to provide an opportunity to examine the relationship of one or more of the social sciences to specific social phenomena or to techniques by which such phenomena can be examined.

SS 842. PROJECT, M.A.T. 1-3 HRS.
Required for the Master of Arts in Teaching degree in the Social Sciences.
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Associate Professor Nathaniel Eugene Terrell, Chair

Associate Professors: Evandro Camara (Sociology), Alfredo Montalvo (Sociology), Nathaniel Eugene Terrell (Criminology/Social Psychology), Gary J Wyatt (Sociology).

Assistant Professors: Christina Myers (Sociology), Brice Obermeyer (Anthropology). Instructor: Janette M. Copeland Borst (Family Studies). Lecturer: Mary Halleran (Criminal Justice, Corrections).

http://www.emporia.edu/socanth/

The Department of Sociology and Anthropology offers academic programs in sociology and crime and delinquency leading to the Bachelor of Arts and Bachelor of Science degrees.

Students interested in sociology, anthropology and crime and delinquency 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 and Anthropology Clubs. Sociology Club activities include both educational and social gatherings and all students are encouraged, but not required, to participate. The Anthropology Club promotes a better understanding of, and interest in anthropological research among students, provides access to opportunities for further student education through outside resources and encourage the pursuit of professional development in the field of Anthropology. In order to recognize excellence in academic achievement, the Zeta chapter of Alpha Kappa Delta International Sociology Honor Society has been established at ESU.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of “C” in each class, including transfer classes, to satisfy their degree plans with the department.

Sociology Core Requirements (21 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AN 110 Introduction to Cultural Anthropology</td>
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<tr>
<td>SO 101 Introduction to Sociology</td>
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<tr>
<td>SO 202 Social Problems</td>
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<tr>
<td>SO 450 Research Methods (Fall only)</td>
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<tr>
<td>SO 501 Sociological Theory: Classical</td>
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<tr>
<td>(Fall only)</td>
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<tr>
<td>SO 550 Research Methods and Statistics in</td>
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<tr>
<td>Sociology (Spring only)</td>
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<tr>
<td>SO 565 Sociological Theory: Contemporary</td>
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<tr>
<td>(Spring only)</td>
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Anthropology Track (12 hours):

<table>
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<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AN 320 Human Evolution and Civilization</td>
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<tr>
<td>Electives in Anthropology</td>
<td></td>
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<tr>
<td>(Excluding AN 471 Independent Study, and</td>
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<tr>
<td>SO 472 Sociology Practicum)</td>
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Sociology Track (12 hours):

Choose at least 6 hours from these courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SO 303 Social Deviance</td>
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<td>SO 320 Social Stratification</td>
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<td>SO 353 Criminology</td>
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<td>SO 370 Race and Ethnic Relations</td>
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<td>SO 400 Sociology of the Family</td>
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<td>SO 406 Population</td>
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<td>SO 418 Juvenile Delinquency</td>
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<tr>
<td>SO 430 Sociology of Gender</td>
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AND

<table>
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<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Electives in Sociology</td>
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<tr>
<td>(Excluding SO 471 Independent Study, and</td>
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<tr>
<td>SO 472 Sociology Practicum, and</td>
<td></td>
</tr>
<tr>
<td>SO 473 Internship in Crime and Delinquency</td>
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</tbody>
</table>

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.)

**BACHELOR OF SCIENCE**

**SOCIOLGY MAJOR**

*(Changes effective Fall 2007)*

The degree Bachelor of Science in sociology is designed to provide a student with in-depth academic preparation in the field of sociology. Students pursuing the B.S. degree with a major in sociology are required to complete 45 semester hours in sociology. The B.S. degree is designed primarily for those students who intend to pursue careers in social service, law enforcement, criminal justice, government agencies, and other related fields, or who want more extensive preparation in the discipline of sociology for advanced degree programs. Students who complete a major in sociology have many career opportunities. Graduates have pursued careers in teaching, probation and parole, law enforcement, social agency administration, centers for the aged, corrections, and a variety of other fields. In addition, an undergraduate degree with a major in sociology provides an excellent foundation for graduate work in the disciplines of sociology and anthropology, social work, criminal justice, and for law school. In order to enhance career preparation, the department offers student practicum experiences with local social service agencies and internships with law enforcement agencies. Students who wish to pursue careers in social service and criminal justice may have the opportunity to supplement their degree programs with applied experiences. In an effort to provide a more stimulating atmosphere for learning and to enhance interaction among the students of our program, the department established the ESU Sociology and Anthropology Clubs. Sociology Club activities include both educational and social gatherings and all students are encouraged, but not required, to participate. The Anthropology Club promotes a better understanding of, and interest in anthropological research among students, provides access to opportunities for further student education through outside resources and encourage the pursuit of professional development in the field of Anthropology.

In order to recognize excellence in academic achievement, the Zeta chapter of Alpha Kappa Delta International Sociology Honor Society has been established at ESU. Activities include attending and presenting professional papers at local and national conferences and sponsor guest speakers as well as other academic events in the department and on campus. The Roy Durham Memorial, Mr. and Mrs. Noel P. Gist, J. Jack and Mary Melhorn, Minnie Meyer, Roy Siebert Memorial, and Nathaniel Terrell Memorial Scholarships have been earmarked for students majoring in sociology at ESU. See the general education requirements in the General Education section of this catalog.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of “C” in each class, including transfer classes, to satisfy their degree plans with the department.

**Sociology Core Requirements (21 hours):**

- 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

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 School and Society 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 Intimate 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

**Anthropology Track (24 hours):**

- AN 200 Field Archaeology 3 hours
- AN 300 Topics in Anthropology 3 hours
- AN 302 Introduction to Archaeology 3 hours
- AN 310 Anthropology of Women 3 hours
- AN 320 Human Evolution and Civilization 3 hours
- AN 325 Native Peoples of North America 3 hours
- AN 330 Women, Culture, Development 3 hours
- AN 331 Folklore and Urban Legends 3 hours
- AN 334 Forensic Anthropology 3 hours
- AN 336 Magic, Witchcraft and Religion 3 hours
- AN 355 Archaeological Analysis 3 hours
- AN 356 Archaeological Field Methods 3 hours
- AN 408 Global Women’s Health 3 hours
- AN 410 Cross-Cultural Studies 3 hours
- AN 425 Native Peoples of the Plains 3 hours
- AN 430 Race and Identity 3 hours
- AN 445 Culture and Personality 3 hours
- AN 430 Race and Identity 3 hours
- Electives in Sociology or Anthropology 3 hours

AN or SO 300 and above 3 hours
NOTE: Students may not use more than 6 hours of AN 471, SO 471 (Independent Study), SO 472 (Sociology Practicum), and/or SO 473 (Internship in Crime and Delinquency Studies) combined for any of the tracks.

* A minimum of 21 semester hours toward the major must be completed at ESU.

(A statistics course is strongly recommended for anyone pursuing a graduate degree.)

MINOR IN SOCIOLOGY
(Changes effective Fall 2007)

A minor in Sociology consists of 18 semester hours of Sociology course work. A minimum of 9 hours in Sociology must be completed at Emporia State University.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of “C” in each class, including transfer classes, to satisfy their degree plans with the department.

Required Courses (6 hours):
SO 101 Introduction to Sociology
Or
SO 202 Social Problems
SO 501 Sociological Theory: Classical (Fall only) 3 hours

The remaining 12 hours are elective but must be upper-level courses (300-level or above). No more than 3 hours of SO 471 Independent Study, SO 472 Sociology Practicum and/or SO 473 Internship in Crime and Delinquency Studies may be counted as an elective. All Independent Study, Practicum and Internship hours need the approval of the instructor.

MINOR IN ANTHROPOLOGY
(Effective Fall 2007)

A minor in Anthropology consists of 18 semester hours of Anthropology related course work. A minimum of 9 hours must be completed at Emporia State University.

Students graduating as Sociology majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of “C” in each class, including transfer classes, to satisfy their degree plans with the department.

Required Courses (9 hours):
AN 110 Introduction to Cultural Anthropology 3 hours
AN 320 Human Evolution and Civilization 3 hours
One 3-hour non-anthropology upper division elective with advisor’s approval 3 hours

The remaining 9 hours are elective and must be upper-level AN courses (300-level or above). No more than 3 hours of AN 471 Independent Study may be counted as an elective. All Independent Study hours need the approval of the instructor.

BACHELOR OF ARTS
CRIME AND DELINQUENCY STUDIES

The Bachelor of Arts degree in Crime and Delinquency Studies traditionally has been a broad-based liberal arts degree designed to provide the student with a solid foundation in Crime and Delinquency Studies and course work in a variety of other liberal arts disciplines. The Bachelor of Arts degree program is designed primarily for those students who intend to pursue an advanced degree in Crime and Delinquency Studies, Juvenile Justice or Law. In keeping with that tradition, students pursuing a B.A. in Crime and Delinquency Studies at Emporia State University are required to complete a total of 36 semester hours in Sociology and Anthropology. All students working toward the B.A. in Crime and Delinquency Studies are required to complete a 24-hour “Required Core” and complete 12 hours in secondary courses.

The purpose of the core curriculum is to provide a core knowledge that enables students to critically think about and engage in research on salient issues in Crime and Delinquency Studies. The core curriculum requirements provide students with research and theoretical learning techniques and experiences that provide a basis for more advanced course work. The core curriculum requirements also provide a foundation for students interested in graduate programs.

Students graduating as Crime and Delinquency majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of “C” in each class, including transfer classes, to satisfy their degree plans with the department.

Crime and Delinquency Studies Core Requirements (24 hours):
SO 125 Introduction to Criminal Justice 3 hours
SO 310 Law Enforcement 3 hours
SO 353 Criminology 3 hours
SO 403 Sociology of Correction 3 hours
SO 418 Juvenile Delinquency 3 hours
SO 450 Research Methods 3 hours
SO 510 Theories of Crime and Delinquency 3 hours
SO 550 Research Methods and Statistics in Sociology 3 hours

Elective Courses (12 hours):
*All students must take SO101 Introduction to Sociology as a General Education Requirement.

Departmental Electives – (6 hours) select from the following: Sociology/Anthropology
AN 300 Topics in Anthropology 3 hours
AN 540 Topics in Anthropology 3 hours
SO 300 Topics in Sociology 3 hours
SO 303 Social Deviance 3 hours
SO 315 Criminal Investigation 3 hours
SO 325 Medical Sociology 3 hours
SO 330 Victimology 3 hours
SO 340 Community Corrections 3 hours
SO 351 Introduction to Social Welfare 3 hours
SO 356 Social Welfare Issues 3 hours
SO 370 Race and Ethnic Relations 3 hours
SO 375 Homeless and Runaway Youths 3 hours
SO 410 Intimate Violence 3 hours
SO 460 Society and Personality 3 hours
SO 471 Independent Study 3 hours
SO 473 Internship in Crime and Delinquency Studies 3 hours
SO 540 Topics in Sociology 3 hours

Other Electives – (6 hours) select from the following:

Biology
GB 140-141 Principles of Biology and Lab 4 hours
Chemistry
CH 123-124 Chemistry I and Lab 5 hours
CH 126-127 Chemistry II and Lab 5 hours
CH 370-371 General Organic Chemistry and Lab 5 hours
CH 376-377 Quantitative Analysis and Lab 5 hours
CH 506 Environmental Chemistry 3-4 hours

Communication
SP 303 Organizational Communication 3 hours
SP 305 Principles of Public Relations 3 hours
SP 306 Advanced Interpersonal Communication 3 hours
SP 307 Advanced Public Speaking 3 hours
SP 315 Small Group Communication 3 hours
SP 350 Intercultural Communication 3 hours
SP 360 Communication and Gender 3 hours
SP 500 Conflict Resolution 3 hours

Information Systems
IS 113 Introduction to Microcomputer Applications 3 hours
IS 213 Management Information Systems Concepts 3 hours
IS 253 Visual Basic Programming 2 hours
IS 283 COBOL Programming 3 hours
IS 333 Business Computer Systems Analysis 3 hours
IS 343 Web-Based Business Applications 3 hours

Modern Languages
AS 120 Introduction to East Asian Cultures 3 hours
AS 213 Chinese Language & Culture III 4 hours
AS 320 Introduction to Modern Asia 3 hours
FL 100 Special Projects in Foreign Language 1-5 hours
FR 110 French Language & Culture I 5 hours
FR 111 French Language & Culture II 5 hours
FR 213 French Language & Culture III 4 hours
GR 110 German Language & Culture I 5 hours
GR 111 German Language & Culture II 5 hours
GR 213 German Language & Culture III 4 hours
SA 110 Spanish Language & Culture I 5 hours
SA 111 Spanish Language & Culture II 5 hours
SA 213 Spanish Language & Culture III 4 hours

Public Affairs
PO 322 State and Local Government & Politics 3 hours
PO 350 Public Administration 3 hours
PO 351 Seminar in Public Affairs 3 hours
PO 444 Constitutional Law I 3 hours
PO 445 Constitutional Law II 3 hours
PO 448 The American Judiciary 3 hours
PO 480 Introduction to Law 1-3 hours

Psychology
PY 230 Applied Psychology 3 hours
PY 333 Social Psychology 3 hours
PY 343 Cognitive Psychology 3 hours
PY 427 Abnormal Psychology 3 hours
PY 520 Statistics I 3 hours
PY 722 Theories of Learning 3 hours

Rehabilitation Education
RE 290 Introduction of Rehabilitation Programs 3 hours
RE 392 Survey of Mental/Psychological Disabilities 3 hours
RE 510 Helping Relationships in Counseling 3 hours
RE 560 Rehabilitation of the Juvenile/Adult Offender 2 hours
RE 660 Introduction to Addictions 2 hours

Total of 36 hours in Major*

In addition to the above requirements, students pursuing the Bachelor of Arts degree with a major in crime and delinquency studies are required to complete a second major, a second program of study, or a minor in an academic discipline approved by their academic advisor. Students must earn a grade-point average of 2.0 or better in all courses counted toward the major.

*A minimum of 15 hours toward the major must be completed at Emporia State University.
A statistics course is strongly recommended for anyone pursuing a graduate degree.
A photography course is recommended.

BACHELOR OF SCIENCE
CRIME AND DELINQUENCY STUDIES

The Bachelor of Science degree in Crime and Delinquency Studies is designed to provide a student with in-depth academic preparation in the field of Crime and Delinquency. The B.S. degree is designed primarily for those students who intend to pursue careers in Crime and Delinquency Studies, juvenile justice, law enforcement, government agencies, and other related fields, or who want more extensive preparation in the discipline of Crime and Delinquency Studies for advanced degree programs. Students pursuing the B.S. degree in Crime and Delinquency Studies are required to complete 24 hours required core in Crime and Delinquency Studies. All students working toward the B.S. degree in Crime and Delinquency Studies are required to complete 21 hours in secondary courses. Students must earn a GPA of 2.0 or better in the major.

The purpose of the core curriculum is to provide a core knowledge that enables students to critically think about and engage in research on salient issues in Crime and Delinquency. The core curriculum requirements provide students with research and theoretical learning techniques and experiences that provide a basis for more advanced course work. The core curriculum requirements also provide a foundation for students interested in graduate programs.

Students graduating as Crime and Delinquency majors or minors (Sociology, Anthropology or Crime and Delinquency Studies) must have a minimum grade of “C” in each class, including transfer classes, to satisfy their degree plans with the department.
Crime and Delinquency Studies Core Requirements (24 hours):
SO 125 Introduction to Criminal Justice 3 hours
SO 310 Law Enforcement 3 hours
SO 353 Criminology 3 hours
SO 403 Sociology of Correction 3 hours
SO 418 Juvenile Delinquency 3 hours
SO 510 Theories of Crime and Delinquency 3 hours
SO 450 Research Methods 3 hours
SO 550 Research Methods and Statistics 3 hours

Elective Courses (21 hours):
*All students must take SO 101 Introduction to Sociology as a General Education Requirement.

Departmental Electives – (15 hours) select from the following:
Sociology/Anthropology
AN 300 Topics in Anthropology 3 hours
AN 540 Topics in Anthropology 3 hours
SO 300 Topics in Sociology 3 hours
SO 303 Social Deviance 3 hours
SO 315 Criminal Investigation 3 hours
SO 325 Medical Sociology 3 hours
SO 330 Victimology 3 hours
SO 340 Community Corrections 3 hours
SO 351 Introduction to Social Welfare 3 hours
SO 356 Social Welfare Issues 3 hours
SO 370 Race and Ethnic Relations 3 hours
SO 375 Homeless and Runaway Youths 3 hours
SO 410 Intimate Violence 3 hours
SO 460 Society and Personality 3 hours
SO 471 Independent Study 3 hours
SO 473 Internship in Crime and Delinquency Studies 3 hours
SO 540 Topics in Sociology 3 hours

Other Electives – (6 hours) select from the following:
Biology
BO 212-213 Biology of Plants and Lab 4 hours
GB 140-141 Principles of Biology and Lab 4 hours
MC 316-317 Microbiology and Lab 4 hours
MC 350-351 Molecular and Cellular Biology and Lab 4 hours
ZO 214-215 Biology of Animals and Lab 4 hours
ZO 362-363 Human Anatomy and Physiology and Lab 5 hours

Business
IS 113 Introduction to Microcomputer Applications 3 hours
BU 255 Business Statistics 3 hours
BE 330 Business Communications 3 hours
MG 342 Principles of Management and Organizational Behavior 3 hours
BU 353 Legal Environment of Business 3 hours

Chemistry
CH 123-124 Chemistry I and Lab 5 hours
CH 126-127 Chemistry II and Lab 5 hours
CH 370-371 General Organic Chemistry and Lab 5 hours
CH 376-377 Quantitative Analysis and Lab 5 hours
CH 506 Environmental Chemistry 3-4 hours

Communication
SP 303 Organizational Communication 3 hours
SP 305 Principles of Public Relations 3 hours
SP 306 Advanced Interpersonal Communication 3 hours
SP 307 Advanced Public Speaking 3 hours
SP 315 Small Group Communication 3 hours
SP 350 Intercultural Communication 3 hours
SP 360 Communication and Gender 3 hours
SP 500 Conflict Resolution 3 hours

Information Systems
IS 113 Introduction to Microcomputer Applications 3 hours
IS 213 Management Information Systems Concepts 3 hours
IS 253 Visual Basic Programming 2 hours
IS 283 COBOL Programming 3 hours
IS 333 Business Computer Systems Analysis 3 hours
IS 343 Web-Based Business Applications 3 hours

Public Affairs
PO 322 State and Local Government Politics 3 hours
PO 350 Public Administration 3 hours
PO 351 Seminar in Public Affairs 3 hours
PO 444 Constitutional Law I 3 hours
PO 445 Constitutional Law II 3 hours
PO 480 Introduction to Law 1-3 hours

Psychology
PY 230 Applied Psychology 3 hours
PY 333 Social Psychology 3 hours
PY 343 Cognitive Psychology 3 hours
PY 427 Abnormal Psychology 3 hours
PY 520 Statistics I 3 hours
PY 722 Theories of Learning 3 hours

Rehabilitation Education
RE 290 Introduction to Rehabilitation Programs 3 hours
RE 392 Survey of Mental/Psychological Disabilities 3 hours
RE 510 Helping Relationships in Counseling 3 hours
RE 560 Rehabilitation of the Juvenile/Adult Offender 2 hours
RE 660 Introduction to Addictions 2 hours

Total of 45 hours in Major*

A minimum of 21 semester hours toward the major must be completed at ESU, and 45 hours must be completed at the 300 and above level.
A statistics course is strongly recommended for anyone pursuing a graduate degree.
A photography course is recommended.

MINOR IN CRIME AND DELINQUENCY STUDIES
A minor in Crime and Delinquency Studies shall consist of 18 semester hours from the core and secondary courses for the Crime and Delinquency Studies Degree. A minimum of 9 hours in Sociology must be completed at Emporia State University.

Required Courses (18 hours):
SO 125 Introduction to Criminal Justice 3 hours
SO 510 Theories of Crime and Delinquency 3 hours
Electives 12 hours

The remaining 12 semester hours are Crime and Delinquency Studies electives, but MUST be upper-level courses (300-level or above). No more than 3 hours of SO 471 Independent Study or SO 473 Internship in Crime and Delinquency Studies may be counted as an elective. All independent study hours need the approval of the instructor. Any Sociology/Anthropology upper-level courses used for Crime and Delinquency Studies electives MUST be approved by
the Chair of the department. Students MUST complete all core courses with a “C” minimum in each course. Students MUST earn a cumulative grade point average of 2.0 or above.

Courses offered by the Department of Sociology and Anthropology:

ANTHROPOLOGY

AN 101. INTRODUCTION TO ANTHROPOLOGY 3 HRS.
An introduction to the basic assumptions and objectives of anthropology.

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.

AN 200. FIELD ARCHAEOLOGY 1-3 HRS.
A research participation course in which the student gathers archaeological data in the field. Field techniques such as excavation, note-taking, mapping, and photography are emphasized.

AN 300. TOPICS IN ANTHROPOLOGY 1-3 HRS.
Investigations into selected areas of anthropological thought. Can be repeated with the permission of the instructor.

AN 302. INTRODUCTION TO ARCHEOLOGY 3 HRS.
An introduction to the methods and major conclusions of archaeological research.

AN 310. ANTHROPOLOGY OF WOMEN 3 HRS.
This course will explore the dramatic differences in women’s lives, primary focus will be Third World women.

AN 320. HUMAN EVOLUTION AND CIVILIZATION 3 HRS.
This course provides an introduction to physical anthropology. Focus will be to explore the causes and consequences of human evolutionary history.

AN 325. NATIVE PEOPLES OF NORTH AMERICA 3 HRS.
A culture history of the indigenous peoples of North America from the Pleistocene migration to the present. Topical areas include North American archaeology and ethnography, the impact of European colonialism and expansion, and the more recent effects of American Indian policy.

AN 330. WOMEN, CULTURE, DEVELOPMENT 3 HRS.
This course will explore the dramatic changes occurring in women’s lives in response to development and modernization. Emphasis placed on understanding the context in which development occurs, the efforts of development on women, and the effects of women on development.

AN 331. FOLKLORE AND URBAN LEGENDS 3 HRS.
The course investigates urban legends as cultural phenomena from the perspective of Folklore Studies. Prominent legends are compared cross-culturally and historically to demonstrate the contextual nature of such legends and what each can tell us about the particular culture in which they persist. Students will collect, analyze and report on an urban legend using methodology learned in the course.

AN 334. FORENSIC ANTHROPOLOGY 3 HRS.
A laboratory supplemented introduction to the anthropological study of human skeletal remains resulting from an unexplained death.

AN 336. MAGIC, WITCHCRAFT AND RELIGION 3 HRS.
This course provides an introduction to the anthropological study of religion and beliefs in the supernatural. Course material and instruction approaches the topics from a cross-cultural and relativistic perspective.

AN 355. ARCHAEOLOGICAL ANALYSIS 3 HRS.
A research participation course in which the student analyzes and interprets archaeological data.

AN 356. ARCHAEOLOGICAL FIELD METHODS 1-3 HRS.
A research participation course in which the student gathers archaeological data in the field. Field techniques such as excavation, note-taking, mapping and photography are taught. Students are expected to gain an understanding of the problems of archaeological research strategies.

AN 408. GLOBAL WOMEN’S HEALTH 3 HRS.
Through reading, thinking, talking, and writing about a series of articles and ethnographic monographs, students in this course will gain broad exposure to a number of significant global women’s health concerns, issues of qualitative and visual methods in health research, and the interdisciplinary theorizing of feminist, anthropological, sociological, and public health scholars. In particular, the course is designed to explore in an in-depth fashion the social status of “gender” and its relationship to health.

AN 410. CROSS-CULTURAL STUDIES 3 HRS.
The application of cross-cultural methods to the explanation of cultural differences and similarities.

AN 425. NATIVE PEOPLES OF THE PLAINS 3 HRS.
The course surveys the cultures and histories of the American Indians of the Great Plains. Course instruction is organized historically into the four periods: Pre-Contact, European Trade and Conquest, Reservation Era and the Self-determination Era. Emphasis is placed on both anthropological and tribal perspectives.

AN 430. RACE AND IDENTITY 3 HRS.
An exploration of human diversity and its sociopolitical implications. The course will focus on the anthropological understandings of race and the multiple ways in which race intersects with other forms of identity while applying such models to the diverse ways in which race is made meaningful around the world.

AN 445. CULTURE AND PERSONALITY 3 HRS.
(Prerequisite, AN 101.) An investigation of the relationship between personality and culture.

AN 471. INDEPENDENT STUDY 1-3 HRS.
(Prerequisites, six hours of anthropology, plus consent of instructor.) Special project or reading on a topic initiated by the student and approved by the instructor.

AN 540. TOPICS IN ANTHROPOLOGY 3 HRS.
A course in Anthropology offered periodically to cover topics which are important to the discipline but which cannot be taught on a regular basis.
AN 701. ANTHROPOLOGY OF THE GREAT PLAINS 1-3 HRS.
This course examines prehistoric and historic Great Plains cultures. The special focus of the course is on how different groups viewed the Great Plains, and how this influenced their adaptations to the environment. Content and assignments will vary according to the number of credit hours for which the course is being offered.

AN 750. SEMINAR IN ANTHROPOLOGY 1-3 HRS.
(Prerequisites, six hours of anthropology and permission of instructor.) In-depth concentration of specialized areas in anthropology for more advanced students.

AN 810. RESEARCH PROBLEM IN ANTHROPOLOGY 1-6 HRS.
(Prerequisites, six hours of anthropology, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

SOCIOLOGY

SO 101. INTRODUCTION TO SOCIOLOGY 3 HRS.
A study of the factors in the social life of people, such as culture, groups, collective behavior, communities, social institutions, and social change.

SO 125. INTRODUCTION TO CRIMINAL JUSTICE 3 HRS.
This course provides an introduction to law enforcement and the criminal justice system. Focus is on the American criminal justice system including law enforcement, criminal justice agencies and their administration, and corrections.

SO 202. SOCIAL PROBLEMS 3 HRS.
An analysis of contemporary American issues, as well as a review of the traditional perspectives from which social scientists have viewed American problems; an emphasis is placed on a review of the issues, i.e., racism, sexism, welfare, mental illness, alcoholism, drug addiction, as well as a review of the process through which individuals and situations become defined as social problems.

SO 261. 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.

SO 300. TOPICS IN SOCIOLOGY 1-3 HRS.
(Prerequisite, SO 101.) Investigations into selected areas of sociological thought.

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.

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.

SO 309. LAW AND THE LEGAL SYSTEM 3 HRS.
(Prerequisite, SO 101.) This course will survey the field of law enforcement as a profession. It will cover the historical development, current and future concepts and trends, and study the roles and functions of law enforcement agents as components of the justice system. An examination of important legal principles and concepts will also be included.

SO 310. LAW ENFORCEMENT 3 HRS.
(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.

SO 315. 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.

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.

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.

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.

SO 335. CRIMINAL COURT PROCESS 3 HRS.
(Prerequisite, SO 101.) This course will cover law enforcement, courts, and corrections.

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.

SO 345. INTRODUCTION TO SOCIAL WORK 3 HRS.
(Prerequisite, SO 101.) This course will address the mission of social work, career opportunities, basic practices and techniques needed for working with special populations. This course also provides the student an opportunity to explore social work careers within the community, as well as explore your own ethics and values and how they impact your actions/decisions.

SO 347. SOCIAL WORK AND HUMAN BEHAVIOR 3 HRS.
(Prerequisite, SO 101.) This course is an introduction to the
relationship of biological, psychological, social and culture systems and their effect on human behavior in the social environment. Social work and human developmental theories will be explored. The focus will be on the Social Worker’s need for multiple perspectives that respect client diversity.

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.

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.

SO 352. SCHOOL AND SOCIETY 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.

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.

SO 354. INFORMATION, TECHNOLOGY, AND SOCIETY 3 HRS. This course will provide students with information and preparation needed to understand how human relationships and social institutions are being altered by information technologies. The impact of information technologies on personal relationships, the family, education, medicine, entertainment, religion, politics, warfare, the economy, and criminal justice will be explored.

SO 355. JUVENILE JUSTICE SYSTEMS 3 HRS. In this course we will explore some of the major issues and problems facing the juvenile justice system(s) in the United States. Specifically, we will examine the ways in which juveniles (status offenders and delinquents) are processed, and the social, political, and individual impact of juvenile justice practices.

SO 356. SOCIAL WELFARE ISSUES 3 HRS. (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.

SO 357. SOCIAL WORK, FAMILIES AND CHILDREN 3 HRS. (Prerequisite, SO 101.) This course will address the field of social work and how social workers make an impact with families that face emotional difficulties, poverty, child abuse, etc. Students will have the opportunity to learn a variety of therapy models and tools. This class will also explore current events and how these events relate to the social work profession.

SO 358. RURAL SOCIETY 3 HRS. (Prerequisite, SO 101.) Rural life environments, the characteristics of rural people, their institutions, agencies and activities. Special emphasis placed upon the home, school, church, health, economics, leisure, and other forms of community life.

SO 359. RURAL SOCIETY 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.
SO 415. SOCIOLOGY OF CHILDHOOD AND ADOLESCENCE 3 HRS.  
(Prerequisite, SO 101.) An interdisciplinary examination of contemporary childhood and adolescence with emphasis on sociological issues affecting youths.

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.

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.

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.

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.

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.

SO 471. INDEPENDENT STUDY 1-3 HRS.  
(Prerequisites, six hours of sociology and consent of instructor.) Special project or readings on a topic initiated by the student and approved by the instructor.

SO 472. SOCIOLOGY PRACTICUM 1-3 HRS.  
(Prerequisite, consent of instructor.) A practicum experience working in criminal justice, social welfare or other agencies.

SO 473. INTERNSHIP IN CRIME AND DELINQUENCY STUDIES 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.

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.

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 510. THEORIES OF CRIME AND DELINQUENCY 3 HRS.  
(Prerequisite, SO 125.) This course is designed to provide the student with an in-depth knowledge of major criminological theories. Topics will include (but not limited to): classical, positivist, functionalist perspectives, etc., and associated theorists. By analyzing a variety of theories, it is also hoped that the student will develop a theoretical view of his/her own and a critical (i.e., analytical) orientation toward theory in particular and social interaction in general.

SO 540. TOPICS IN SOCIOLOGY 1-3 HRS.  
A course in Sociology offered periodically to cover topics which are important to the discipline but which cannot be taught on a regular basis.

SO 550. RESEARCH METHODS AND STATISTICS IN SOCIOLOGY 3 HRS.  
(Prerequisite, 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 570. 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 problem 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 Mathematics, 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 where an agricultural frontier
boomed, ESU has always seen the study of the grasslands as a
primary responsibility to Kansas and the region. The responsibility
became an exclusive one for ESU in 1977, when the Kansas Board
of Regents approved the creation of the Center for Great Plains
Studies. ESU is one of the few universities in the United States with
extensive academic programs, teacher outreach, public service
activities, and research projects designed to inform, interest, and
promote appreciation of North America’s sprawling and colorful
midcontinental grasslands.

Academic fields throughout the campus offer courses in
cooperation with the Center. A combination of these courses can be
used to obtain the Great Plains academic emphasis, which is
recorded on the student’s transcript. An undergraduate in any
baccalaureate degree program is eligible to elect the Great Plains
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, and behavioral and social sciences join in the
curriculum for a broad and complementary study of the Great
Plains. The way humans adapted to life on the Great Plains serves as
an illustration of how the curriculum is designed. Courses in
gEOGRAPHY, biology, and earth science describe aspects of the
physical environment that necessitated new ways of living. Fields
like history, anthropology, and sociology examine the many human
adjustments. Literature, music, and art are among the academic
disciplines that consider how people perceived and felt about their
environment and expressed the culture it fostered.

Faculty 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

   Overview of the Center
   The ESU Science and Mathematics Education Center
   (SMEC), located in Science Hall Room 177, contains more than
8500 items available for checkout. Most SMEC materials can be
searched using the Kellogg on-line catalog of the ESU William
Allen White Library.

   The major types of activities conducted by the Science
and Mathematics Education Center include dissemination of
curriculum materials, hand-on outreach activities, staff
development, curriculum consultation, research within school
districts, state-wide research, and science and mathematics
curriculum development.

   Mission and Goals
   The general mission of the Science and Mathematics Education
Center is the improvement of pre-service and in-service
preparation of teachers in the sciences and mathematics. More
specific goals and objectives are as follows:
1. To maintain a comprehensive repository of up-to-date K-12
   science and mathematics curriculum materials, including
   activity resource books, children’s literature, videos,
   computer software, manipulatives, textbooks, lab books,
   journals, catalogs, kits, and other science and mathematics
   teacher materials.
2. To assist in the coordination of programs and courses
   leading to teacher licensure in biological, physical, and
   mathematical sciences, and teacher education, including
   elementary, middle school, and secondary levels of science
   and mathematics teaching.
3. To sponsor and direct staff development projects,
   workshops, and special courses in science and mathematics
   education for K-12 teachers from area school districts.
4. To coordinate the efforts of ESU professors in the
   Departments of Biological Sciences; Physical Sciences; and
   Mathematics, Computer Science, and Economics; and the
   Teachers College who regularly serve as consultants and
   resource persons to the classroom teachers and
   administrators of state, regional and national educational
   organizations.
5. To coordinate proposals (and their writing) submitted by the
   University to outside agencies for funding of special projects
   for enrichment of K-12 science and mathematics teaching.
6. To maintain an ongoing research program in science and
   mathematics education with the primary purpose of gathering
   data concerning the needs and direction of pre-college
   science and mathematics education programs in Kansas.
7. To serve as a regular meeting place for the advisory
   committee, department faculty meetings, committee
   meetings, and executive committee meetings of statewide
   mathematics and science teacher organizations.

   History
   Emporia State University has a tradition that is deeply
rooted in teacher education. Founded as Kansas State Normal
School in 1863, the teacher education tradition endured from
1923 to 1974 as Kansas State Teachers College. The teacher
preparation mission remains strongly rooted at Emporia State
University.

   Out of a long-standing tradition of excellence in the
preparation of teachers of science and mathematics at Emporia
State University, the Science and Mathematics Education Center
was formally established in the mid-1970s by a committee formed
from the College of Liberal Arts and Sciences with
representatives from the Teachers College.

   During the academic year 1976-77, the Department of
Biological Sciences made space available for the Center from a
converted laboratory, Science Hall Room 177. The collection was
started with K-12 science and mathematics curriculum materials.
All current materials are available for use by university students
and faculty as well as teachers from area school districts.

   Gradual expansion of the Center's mission led to the
establishment of a half-time director's position in 1981. During
the 1990-1 academic year, the Center's name was changed to the
Science and Mathematics Education Center to better reflect the
mission of the Center. The Director of the Center is assisted by an
advisory committee consisting of representatives of the
Departments of Biological Sciences, Mathematics, Computer
Science, and Economics, Physical Sciences, and the Teachers
College. In 2005-6, the director's position became full-time.
The Kansas Science Teacher, an annual publication serving science and mathematics teachers, was begun in 1984. It continues (as an e-journal) as a means of publishing original articles that address the goals of improving science and mathematics teaching K-12, and bringing hands-on experiences to existing science and mathematics curricula. The current edition and archives will be available on-line beginning Fall 2007 from a link on the SMEC homepage at www.emporia.edu/scimath/

NEWMAN NURSING LIBRARY

The Nursing Library is located on the second floor of Cora Miller Hall, the building housing 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 and Technology
Department of Psychology and Special Education
Department of School Leadership/Middle & Secondary Teacher Education

http://www.emporia.edu/teach

Specific information about the programs and faculty of each of the college’s six academic departments is contained in the following sections of this catalog.

MISSION OF THE TEACHERS COLLEGE

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to 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:
1) general education within an intellectual framework
2) essential concepts of their content studies.
3) philosophical, historical, social, and theoretical foundations of education.
4) theories of human physical, cognitive, social, and emotional 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 practices in education.

**Skills**
Candidates will demonstrate ability to:
1) integrate and use concepts from their general, content, and professional studies in their teaching environment.
2) demonstrate professional performance that reflects current theory, research, and practice.
3) implement non-biased techniques for meeting needs of diverse learners.
4) use and support effective communication techniques in order to develop a positive learning environment.
5) demonstrate creative planning and curriculum integration to promote learning of all students.
6) employ appropriate assessment techniques in order to measure the development and learning of their students.
7) apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
8) make use of appropriate technology in their teaching environment.
9) commitment to professionalism and ethical standards.

**Dispositions**
Candidates will demonstrate a:
1) commitment to professionalism and ethical standards.
2) desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
3) dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
4) belief in having high expectations for all learners.
5) respect for cultural and individual differences by providing equitable learning opportunities for all.
6) desire to communicate with family and community members to make them partners in the educational process.
7) commitment to collaboration with other professionals to improve the overall learning of students.

**CONCEPTUAL FRAMEWORK MODEL**
Emporia State University’s faculty, including professional education and content area faculty, support a program designed to develop candidates who are critical thinkers, creative planners, and effective practitioners. Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as critical thinkers, creative planners, and effective practitioners.

**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 Elementary Advising Center (for elementary majors), in 245 Visser Hall. Admissions for secondary majors are administered by the Director of Secondary Admissions, whose office is located in 206 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 KSDE 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 secondary and Block 1 elementary 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 TESTING REQUIREMENT

Prior to graduation, all Emporia State University students who will receive an education degree will be required to pass the Principles of Learning Test at the appropriate level (early childhood, elementary, middle, or secondary). Prior to graduation, all Emporia State University students who will receive an education degree at ESU will also be required to pass a content assessment in each content area for which they request an endorsement on their teaching license.

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 2006-2007 Title II Report may be viewed at the following address on the homepage of The Teachers College:

http://www.emporia.edu/teach/title2

POST-BACCALAUREATE LICENSURE PROGRAMS

Persons who hold a baccalaureate degree but who do not meet standards established for teacher licensure in Kansas may follow programs of study at Emporia State University designed to help meet those standards.

Students who hold a baccalaureate degree and who wish to enroll in courses which lead to teacher licensure may make application for admission through the graduate office or application can be made for a second Bachelor’s Degree. The student must also apply for admission to teacher education and be formally approved by the appropriate committee (see requirements for the degree Bachelor of Science in Education).

Programs providing for provisional licensure are available for fully licensed teachers who wish to become licensed (endorsed) in another field. Information may be obtained from the university’s education licensing specialist, 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.

**LE 463. STUDENT TEACHING, ELEMENTARY 6 HRS.**
(Prerequisite, admission to Block 3 Teacher Education. Consent of advisor.) Participation, under supervision, in teaching at the elementary level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office.

**LE 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.

**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.

**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.

**LE 480. STUDENT TEACHING, MIDDLE LEVEL 3-12 HRS.**
(Prerequisite, admission of Phase II Teacher Education. Consent of instructor.) Participation, under supervision, in teaching at the middle grades (5-9) in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-fourth of a semester to a full semester or the equivalent. Specific assignment is made by the student teaching office.

**LE 481. STUDENT TEACHING, EARLY CHILDHOOD 6 HRS.**
(Prerequisite, admission to Block 3 Teacher Education. Consent of advisor.) Participation, under supervision, in teaching at the kindergarten or Pre-K level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office and is usually taken concurrently with EL 464.

**LE 485. STUDENT TEACHING, EARLY CHILDHOOD SPECIAL EDUCATION 6 HRS.**
(Prerequisites, consent of advisor, CD 836, admission to Block 3 Teacher Education.) Participation, under supervision, in teaching in an early childhood special education self-contained classroom or integrated with typical peers at the Pre-K level in an approved public school or the equivalent. Observation/participation is stressed during the initial part of the course with increased responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one half of a semester or the equivalent. Specific assignment is made by the student teaching office.

**LE 487. STUDENT TEACHING, SECONDARY 12 HRS.**
(Prerequisite, admission to Phase II Teacher Education.) Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one semester or the equivalent. Specific assignment is made by the student teaching office.

**LE 490. STUDENT TEACHING, SECONDARY 6 HRS.**
(Prerequisite, admission to Phase II Teacher Education.) Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office.

**LE 493. STUDENT TEACHING, SECONDARY 3 HRS.**
(Prerequisite, admission to Phase II Teacher Education.) Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of one-quarter time teaching for one-half of a semester or equivalent. Specific assignment is made by the student teaching office and usually taken concurrently with LE 462.
DEPARTMENT OF COUNSELOR EDUCATION AND REHABILITATION PROGRAMS

Associate Professor Patricia J. Neufeld, 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 a 2.5 cumulative grade point average may not enroll in more than six credit hours of rehabilitation course work prior to being accepted as a major or minor in the program.

After meeting the previous conditions or during the semester in which the conditions will be met, students seeking admission should submit a completed Admissions Application for the Rehabilitation Services Education program and a copy of their transcript to the Department of Counselor Education and Rehabilitation Programs.

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 Information and Assessment 3 hours
RE 695 Employment Issues in Rehabilitation 3 hours
RE 699 Internship in Rehabilitation 9 hours
RE 700 Seminar in Rehabilitation Services 1 hour
*Electives (with advisor approval) 5 hours

LEADERSHIP MINOR
(Effective Fall 2007)

Required Courses (18 credit hours):
CE 170 Principles of Leadership 3 hours
CE 270 Applying Principles of Leadership 3 hours
CE 271 Readings in Leadership 3 hours
CE 280 Leadership in a Multicultural World 2 hours
CE 370 Leading and Group/Team Dynamics 2 hours
CE 375 Field Experience in Leadership 2 hours
CE 470 Global Leadership 3 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 or rehabilitation counselor.

Courses offered by the Department of Counselor Education and Rehabilitation Programs:

COUNSELOR EDUCATION

CE 170. PRINCIPLES OF LEADERSHIP 3 HRS.
This course is an opportunity for all undergraduates to personally develop their own leadership potential. As a 100 level course, students will be introduced to leadership using personal leadership perspectives and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders
within the university, and learn about the importance of personal development in becoming an effective personal leader.

CE 200. LIFE PLANNING WORKSHOP 1 HR.
Life Planning Workshops have as their primary focus helping each participant in the group process to assess himself/herself 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.

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.

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.

CE 250. CONSTRUCTING YOUR CAREER 2 HRS.
This course is designed for students who have not determined an academic major and/or need direction regarding major and career pursuits. Designed with career exploration in mind, students may or may not leave this course with a definite career answer. Rather, this course will equip students with skills that help them make positive career decisions throughout their education at ESU and their lifetime.

CE 270. APPLYING PRINCIPLES OF LEADERSHIP 3 HRS.
(Prerequisite, CE 170.) This course is highly experiential and is designed for students to apply the principles of CE170. The course is designed to teach students the fundamental elements of effective leadership and to demonstrate the importance of leadership to individuals, communities, and society through social change theory. This course prepares students to analyze leadership and to understand leadership theory, as well as the concepts and skills. Effective organizational leadership is the major theme of this course.

CE 271. READINGS IN LEADERSHIP 3 HRS.
This course will focus on the development of the awareness, knowledge, and skills necessary in the study of leadership and leadership-related activities. Through methods of discussion as well as experiential and didactic learning, students will make connections between personal experiences, readings, and campus/community involvement through reflection in order to understand one's own potential for leadership.

CE 280. LEADERSHIP IN A MULTICULTURAL WORLD 2 HRS.
(Prerequisites, CE 170 and CE 270.) This course will focus on the development of the awareness, knowledge, and skills necessary in the study of leadership and leadership-related activities designed to promote culturally relevant interaction with people from ethnic and cultural backgrounds which differ from the student's own. These skills are intended to overlay the leadership skills the student has developed in other course work. This course emphasizes self-knowledge and uses methods of experiential and didactic learning.

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.

CE 320. SPECIAL TOPICS IN COUNSELOR EDUCATION 1-3 HRS.
This course is for the study of various special topics and experimental course offerings by the Department of Counselor Education and Rehabilitation Programs.

CE 370. LEADING AND GROUP/TEAM DYNAMICS 2 HRS.
(Prerequisites, CE170, CE270, CE271, and CE280.) This course will focus primarily on the interpersonal and structural dynamics that characterize successful group leadership and followership. The course will center on the practical application as well as leadership and group motivation theory for bringing about the successful group in various settings. The focus of this course is to provide an opportunity for the further development of interpersonal skills and personal growth through exposure and participation in group activities.

CE 375. FIELD EXPERIENCE IN LEADERSHIP 2 HRS.
(Prerequisites, CE170, CE270, CE271, CE280, and CE370.) This field experience course requires students in the leadership minor to integrate and apply leadership theory in a leadership experience within the community. The course will examine leadership activities and leadership capacities within the context of social change and public work. Through a project based learning experience, students are challenged to think critically about their leadership roles, their personal and professional leadership, and the overall concept of leadership.

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.

CE 420. GUIDANCE SEMINAR FOR RESIDENT AIDES 1 HR.
A developmental process of late adolescence and early adulthood, examination of the problems involved in student adjustment to college life, understanding of the leadership role, and emphasis on practical application of establishing helping relationships.

CE 470. GLOBAL LEADERSHIP 3 HRS.
(Prerequisites, CE170, CE270, CE271, CE280, CE370, and CE375.) This seminar and intensive capstone experience is designed to individually focus student learning that has been developed in earlier coursework. Leadership theory, social change, and interdisciplinary approaches to complex global issues will be the main components in this course. Students are expected to propose a scholarly capstone experience that addresses the social change model and demonstrates a
mature understanding of personal leadership in a changing global context.

CE 510. HELPING RELATIONSHIPS IN COUNSELING 3 HRS.
Emphasis will be placed on understanding the cognitive and affective elements necessary to establish professional helping relationships with clients. Role-playing and videotape recordings will be an integral part of the instructional process. The theoretical concepts of interviewing as well as the practical aspects in establishing professional helping relationships between the human services worker and the client will be examined.

CE 610. GRIEF, DEATH AND BEREAVEMENT COUNSELING 1 HR.
A seminar course designed to aid the student in looking at his/her own feelings and experience with death. Students will look at methods of working through their own grief as well as ways of helping and consoling others. Special problems of understanding and communicating with the critically or terminally ill, recognition of symptoms indicating unresolved grief, and the hospice movement are examined.

CE 615. CRISIS COUNSELING 2 HRS.
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.

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.

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.

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.

CE 710. MULTI-CULTURAL COUNSELING 3 HRS.
This course will focus on the development of the awareness, knowledge and skills necessary for counseling professionals to provide culturally relevant services to people from ethnic and cultural backgrounds which differ from the counselor’s own. These skills are intended to “overlay” the counseling understandings the counselor has developed in other course work. This course emphasizes self-knowledge and uses methods of experiential and didactic learning.

CE 715. PARENTING AND PARENT CONSULTATION 3 HRS.
A course designed to help the student understand adult-child relationships and how to deal more effectively with the misbehaving child in the home and school. Techniques for consulting with parents and conducting parent education will be examined.

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.

CE 726. SPECIAL ISSUES IN MARRIAGE COUNSELING 1 HR.
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.

CE 738. MARRIAGE AND FAMILY COUNSELING 3 HRS.
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.

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.

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.
CE 803. COMMUNITY COLLEGE PERSONNEL ATTITUDBINAL 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.

CE 805. PROFESSIONAL AND ETHICAL ISSUES IN COUNSELING 1 HR.  
A general survey of professional, ethical, and legal concerns facing the practicing counselor as applicable to school, community, and agency settings. Comparison will be made with similar issues in other helping professions.

CE 806. ADVANCED COUNSELING ETHICS 1 HR.  
(Prerequisite, CE 805.) 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.

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.

CE 810. COUNSELING SKILLS DEVELOPMENT 2 HRS.  
A study of characteristics of and techniques for establishing effective counseling relationships. The class provides an opportunity for personal growth, development of basic counseling skills, and improved interpersonal counseling relationships. This will be accomplished through group exchange of ideas, feelings, and attitudes through didactic and experiential activities.

CE 815. INDIVIDUAL AND GROUP APPRAISAL 3 HRS.  
This course is a survey of the broad spectrum of psychological tests used in the assessment of human potential and functioning. The focus is on the nature, use, and 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.

CE 820. CAREER COUNSELING AND DEVELOPMENT 3 HRS.  
(Prerequisites, CE 810 or concurrent.) An introduction to career counseling with various types of clientele. The theoretical emphasis is on the development aspects of career decision making from childhood through adulthood. Attention is given to various information sources and techniques for counselors to use in assisting clients with appropriate approaches to decision making.

CE 825. COUNSELING THEORIES 3 HRS.  
(Prerequisites, CE 810 or concurrent.) A close look at various theories of counseling and their applicability to the individual counselor and his/her prospective counseling situation. The use of various tools in the specific approaches to counseling. The application of theory in dealing with personal concerns in education, private practice, rehabilitation and other agency settings will be examined.

CE 850. THEORIES OF GROUP COUNSELING 3 HRS.  
(Prerequisites, CE 810 and CE 825.) 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.

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. Involves 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.

CE 860. MANAGEMENT OF COUNSELING PROGRAMS 3 HRS.  
(Prerequisites, 15 graduate hours of CE courses including CE 700 and CE 705.) 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.

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.

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.

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.

CE 874. GROUP COUNSELING PRACTICUM 3 HRS.  
(Prerequisite, CE 850, 865 or 870, or concurrently.) This course covers a broad spectrum of experiences available in providing the graduate
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.

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.

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.

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.

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.

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.

CE 891. POST-DEGREE INTERNSHIP IN SCHOOL COUNSELING I 1-2 HRS. (Prerequisites, degree completion in School Counseling (MS); complete a post internship application the semester before enrolling; permission from program coordinator.) The school counselor must complete an internship supervised by the recommending institution as part of the performance assessment for this license. The candidate must enroll in 2-3 hours a semester during the first year under conditional license as a full-time employee. If the employee is working only half time, the internship can be spread over two years. A mentor should be provided by the employing district from the same endorsement field and under conditions described in 91-41-1 through 91-41-4. The university must supply a supervisor who makes a minimum of two visits per semester with additional communication between visits. The university will then make the recommendation for licensure after the internship has been completed successfully.

CE 892. POST-DEGREE INTERNSHIP IN SCHOOL COUNSELING II 1-2 HRS. (Prerequisites, degree completion in School Counseling (MS); complete a post internship application the semester before enrolling; permission from program coordinator and successful completion of CE 891.) The school counselor must complete an internship supervised by the recommending institution as part of the performance assessment for this license. The candidate must enroll in 2-3 hours a semester during the first year under conditional license as a full-time employee. If the employee is working only half time, the internship can be spread over two years. A mentor should be provided by the employing district from the same endorsement field and under conditions described in 91-41-1 through 91-41-4. The university must supply a supervisor who makes a minimum of two visits per semester with additional communication between visits. The university will then make the recommendation for licensure after the internship has been completed successfully.

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 is granted by the Chair of the Department of Counselor Education and Rehabilitation Programs.

REHABILITATION EDUCATION

RE 290. INTRODUCTION TO REHABILITATION PROGRAMS 3 HRS. The purpose of this class is to provide students with an introduction to the profession of rehabilitation services. This course will introduce students to areas of rehabilitation service provision that are accessible to baccalaureate (BS rehabilitation services) trained professionals. Students will consider the history, philosophy, organization and services
of vocational rehabilitation: the needs and rights of the people with disabilities will be emphasized. A survey approach will use guest speakers, video and electronic media to present services, rehabilitation settings, and the duties and functions of entry level generalist rehabilitation personnel.

RE 291. SURVEY OF DISABLING CONDITIONS 3 HRS. 
The course focuses on physical disabilities and covers attitudinal, environmental, medical, and the more common psychosocial problems encountered in working with individuals with a disability. It includes basic medical information and terminology, functional limitations, and special attention will be given to the definition, classification, incidence, etiology, diagnosis and assessment, developmental consequences, and available interventions for each of the disabling conditions.

RE 301. REHABILITATION RESEARCH AND REPORT WRITING 1 HR. 
This course focuses on skills needed for students to access and utilize rehabilitation research. The course will review the basic terminology, concepts and principles underlying research in rehabilitation and will identify the major sources of rehabilitation research literature. Students will develop skills in conducting a literature review using Internet browser searches, online databases and professional websites, the university library and associated electronic databases. This course will assist students in reading research reports and synthesizing information for application to practice and for writing scholarly reports. The skills needed for writing professional research papers/reports will be developed along with acquiring the fundamentals of APA format.

RE 305. ETHICS IN HUMAN SERVICES 1 HR. 
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.

RE 320. SPECIAL TOPICS IN REHABILITATION 1-3 HRS. 
(Prerequisite, permission required.) This course is for the study of various special topics and experimental course offerings by the Rehabilitation Services Education Program.

RE 392. SURVEY OF MENTAL/PSYCHOLOGICAL DISABILITIES 3 HRS. 
This course focuses on the nature and types of mental disabilities commonly encountered by rehabilitation professionals. Specific disabilities to be focused on include: mental retardation, learning disabilities, and selected psychological disorders such as personality disorders, affective disorders, psychotic disorders, and drug abuse.

RE 445. OBSERVATION IN REHABILITATION 1-6 HRS. 
(Prerequisite, permission required.) Purpose is to permit student involvement in a rehabilitation setting, to observe the organized structure, process, working conditions, and interaction of various rehabilitation disciplines without the responsibility of employment.

RE 510. HELPING RELATIONSHIPS IN COUNSELING 3 HRS. 
Emphasis will be placed on understanding the cognitive and affective elements necessary to establish professional helping relationships with clients. Role-playing and videotape recordings will be an integral part of the instructional process. The theoretical concepts of interviewing as well as the practical aspects in establishing professional helping relationships between the human services worker and the client will be examined.

RE 540. SIGN LANGUAGE I 3 HRS. 
This course will provide the student with a lexicon of approximately 600 signs. The student will become familiar with various sign language systems and will be able to recognize their differences. Important issues within the field of deafness will be addressed, including: deaf culture, education of deaf people, assistive listening devices, and professions in the field of deafness. Through the class text, additional readings, class discussions, and deaf consumers, the student will continue to develop signing skills while developing an understanding of how hearing loss affects individual development.

RE 541. SIGN LANGUAGE II 3 HRS. 
(Prerequisite, RE 540 Sign Language I.) This is the second course in a two-course sequence for students focusing on learning more advanced communication skills to more effectively work with persons who are deaf or hearing impaired. Students will develop knowledge of and sensitivity for the experiences, concerns, and conditions which affect deaf/hearing impaired children and adults.

RE 542. SIGN LANGUAGE III 2 HRS. 
(Prerequisites, RE 540 and RE 541.) This class is an advanced level class designed for students with no less than two (2) semesters of college-level American Sign Language (ASL) credit, RE540 and RE541. Students will be introduced to additional linguistic features of ASL, idioms and poetry. Through textbook assignments and class activities students will refine their signing skills and come to a better understanding of ASL and those who use it as their primary language.

RE 560. REHABILITATION OF THE JUVENILE/ADULT OFFENDER 2 HRS. 
This course focuses on understanding the role of rehabilitation services and counseling within the adult and juvenile justice system. It emphasizes the issues in rehabilitation assessment and the resources that may be helpful in case management, planning, and counseling. It will also address ethical and legal issues in service delivery, the influence of the judicial system on rehabilitation efforts, and the role of rehabilitation professionals in the current justice system.

RE 636. INTRODUCTION TO GROUP PROCEDURES 2 HRS. 
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.

RE 640. DISABILITY POLICY AND HUMAN SERVICE SYSTEMS 2 HRS. 
This course will review the major disability service delivery systems in the United States including the public/not-for-profit sector, private for profit sector, independent living rehabilitation, disability management,
social security, and other related human service systems that provide services to individuals with disabilities. This class will look at the definition of disability across all of these service systems. The Americans with Disabilities Act and other major legislation that have influenced the delivery of services and/or the discrimination of persons with disabilities will be covered in depth.

### RE 641. CASE MANAGEMENT IN REHABILITATION 3 HRS.
(Prerequisites, RE 290, RE 291, and RE 392.) Designed to provide the student with an understanding in depth of the principles and techniques involved in casework procedures in social and rehabilitation service agencies. The student will learn the essential content of the client study process and techniques in plan formulation and implementation.

### RE 660. INTRODUCTION TO ADDICTIONS 2 HRS.
This course is designed to facilitate awareness of addictions including alcohol and drug abuse. Various types of addictions will be explored. Students will be introduced to treatment and prevention approaches appropriate to each addiction. An emphasis will be placed on understanding addictions in a sociocultural context. Case studies, guest presenters and class lectures will assist students understanding rehabilitation approaches to addiction.

### RE 670. ALCOHOL AND DRUG ABUSE IN COUNSELING 3 HRS.
This course will introduce the student to the different theories of addiction: (1) biological, (2) psycho-dynamic, (3) social learning, (4) systems, (5) sociocultural, (6) spiritual, and their implications for counseling. Emphasis will be placed on understanding the cultural variables that influence alcohol and substance use across the various microcultures. The phenomena of dual diagnosis (alcohol and substance abuse coexist with another disabling condition) will be explored. Culturally relevant counseling and rehabilitation strategies will be explored.

### RE 680. INDEPENDENT LIVING AND ADVOCACY 2 HRS.
(Prerequisites, RE 290, RE 291, or concurrent.) This course is designed to provide both graduate and undergraduate students a comprehensive overview of independent living services including individual and community advocacy strategies. The focus will be on those individuals with the more severe disabilities and their needs. To accomplish the aforementioned, course content will include a history of the independent living movement and current status of the independent living centers in the United States. The advocacy component of the course will be presented through a lens of individual issues regarding community, social, vocational, and personal inclusion barriers that people with disabilities experience. It will address the concept of self-determination and consumer choice and effective interventions to assist individuals attain their personal goals.

### RE 681. FAMILY ISSUES IN REHABILITATION 1 HR.
This course will examine some of the principles and theories that influence family services, and the roles and factors that significant others play in supporting rehabilitation services to individuals. It will emphasize a holistic view of the family, disability, and rehabilitation services to individuals. Issues that impact on personal adjustment and rehabilitation goal attainment will be explored as well as the meaning of the “family” in today’s society. Legislation and agency policy will be examined to understand the economic and relationship implications to families. Students will obtain a general overview of the influence of the family in adjustment, the resources available to families in the rehabilitation process, the importance of advocacy in attaining rehabilitation goals, and the role of beliefs and family values in individual adjustment.

### RE 682. BEHAVIORAL INTERVENTIONS IN REHABILITATION 1 HR.
The purpose of this course will be to introduce students to the basics of behavior management theory, process and techniques as used in various rehabilitation settings. Emphasis will be placed on the identification of antecedents [previous experiences] and the use of natural supports and consequences as behavior management tools. Course content will include behavioral techniques used in such areas as job coaching, situational assessments and work adjustment settings. Students will be provided experience in functional behavioral assessments and behavioral intervention plans.

### RE 692. VOCATIONAL INFORMATION AND ASSESSMENT 3 HRS.
An orientation to occupations, occupational information assessment instruments, assessment techniques and information interpretation as utilized in various vocational rehabilitation settings. Consideration will also be given to various theoretical approaches to vocational planning and the impact of theory in practice.

### RE 695. EMPLOYMENT ISSUES IN REHABILITATION 3 HRS.
This course explores the factors that influence successful employment of people with disabilities in the current labor market. Emphasis is placed on meeting the needs of both the worker with a disability who is seeking employment and the employer who creates employment opportunities for workers. Students are introduced to business and social forces which shape the labor market and how to use those forces in employment planning with workers with disabilities. Strategies for doing employer development, job development, and job placement in public and proprietary sectors are examined. Students will learn job seeking skills and how to design employment supports for workers with disabilities.

### RE 699. INTERNSHIP IN REHABILITATION SERVICES 1-9 HRS.
(Prerequisite, permission required.) The opportunity for supervised application of theory to practice in a rehabilitation setting under direct supervision of qualified persons in the host agency and the university faculty.

### RE 700. SEMINAR IN REHABILITATION SERVICES 1 HR.
(Prerequisites, 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.

### RE 720. SPECIAL TOPICS IN REHABILITATION 1-3 HRS.
(Prerequisite, permission required.) The purpose of this course is to provide in-depth studies in the specific dimensions of rehabilitation services such as sign language, family counseling in rehabilitation, alcohol and drug abuse, independent living, behavior management, private sector rehabilitation, etc. Topics to be covered will vary from semester to semester.
RE 741. TECHNOLOGY IN REHABILITATION 1 HR.
This special course will explore the use of access and assistive technology in the rehabilitation process. Classroom activities will focus on awareness and decision making in selecting and using technology to assist people with disabilities in the rehabilitation process. Students will explore ways in which people with disabilities use technology, the theory involved in the employment of assistive technology and the role that the rehabilitation counselor plays in the assistive technology process. Students will experiment with the “information highway” and learn how it can be utilized in locating rehabilitation knowledge and information.

RE 742. MANAGEMENT AND LEADERSHIP IN REHABILITATION 2 HRS.
This course focuses on the role of management and leadership in various rehabilitation agencies/programs. The course will emphasize examination of management principles from a global perspective to local application of administrative policies and their relation to external influences. Various domains of responsibility will be explored as they pertain to the modern manager's multiple functions in the agency/facility environment. The importance of politics, long-range planning, personnel policies, limited resources, service delivery attitudes, and personnel qualifications will also be examined.

RE 743. GRANT WRITING IN HUMAN SERVICES 1 HR.
This special seminar/workshop will examine the major components that are usually required in writing and obtaining external grant funding. The essential elements and preparation guidelines that need to be considered in writing a grant application as well as the typical process of grant review or evaluation will be covered. The class will also provide suggestions and handouts that might facilitate success in obtaining external grant funding.

RE 744. CONFLICT RESOLUTION 1 HR.
This course is designed to give human service professionals, counselors, and educators an overview of the principles of conflict resolution as a viable and appropriate clinical intervention. As such, the course focuses upon etiology and nature of conflict, social norms and roles, and conflict resolution. Conflict resolution strategies will also be examined and practiced.

RE 746. PSYCHOPHARMACOLOGY 1 HR.
This is an introductory course to psychopharmacology for non-medical, helping professionals. Emphasis is placed on the basic principles of pharmacology, the effects of drugs on the human central and peripheral nervous systems and particularly psychoactive drug effects on human cognitive, behavioral and affective domains. It will provide an overview of pharmacological classification systems and various interventions frequently utilized. Students will become familiar with pharmacological lexicon and the benefits/consequences and side effects of drug use and abuse. The implications for rehabilitation services and counseling will be examined.

RE 747. ADMINISTRATION OF HUMAN SERVICES PROGRAMS 2 HRS.
This course will provide students with an understanding of various principles of mental health/human services administration and management, and supervision models. Students will explore their own management and supervisory styles as well as principles of effective leadership. Students will gain knowledge in understanding the necessary components for planning and evaluation in human service programming, customer satisfaction, organizational culture, funding resources, and regulations and laws. The impact of funding sources, e.g., Medicaid, Medicare, and JCAHO and accrediting agencies will also be examined.

RE 751. ADVANCED CASE MANAGEMENT 2 HRS.
This course integrates rehabilitation principles, knowledge, and skills using systematic and sequential planning and management. Topics will include: (1) the goals and models of case management in rehabilitation; (2) client/consumer interviewing and assessment; (3) planning for appropriate and effective intervention strategies, services, and benefits, included in a rehabilitation plan; (4) plan implementation, program monitoring, and evaluation; and (5) placement and closure. The course will address several key components including effective documentation, process and relationships, health care management, community resources and supports, service delivery, psychosocial interventions, conflict resolution and problem-solving processes, and management techniques. It will focus on facilitating the consumer’s quality of life, maximum functioning in the environment of choice, and making desired vocational or employment decisions.

RE 801. FOUNDATIONS OF REHABILITATION COUNSELING 3 HRS.
The purpose of this course is to provide students with the foundations of rehabilitation and the rehabilitation counseling profession. The course will introduce students to relevant aspects of rehabilitation history, philosophy, values and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. The course will examine current issues, community resources, services, and the vocational rehabilitation process.

RE 830. MEDICAL ASPECTS OF DISABILITY 3 HRS.
Provides medical information about disabling conditions and introduces students to medical terminology. Includes knowledge of the etiology, prognosis, methods of treatment, effects of disabling conditions and implications for the rehabilitation professional. Relationships of other health related personnel to medical services and comprehensive rehabilitation are also emphasized.

RE 832. PSYCHOSOCIAL DEVELOPMENT AND DISABILITY 3 HRS.
This course focuses on understanding the psychosocial process involved in adjusting to disability. The major characteristics of disability that impact adjustment will be explored as well as stage theories typically cited when referencing the adjustment to disability. Social, environmental, and political factors that impact how persons with disabilities are viewed in society will be discussed. A developmental approach will be taken as life stages will be explored. The impact that disability has on personality development, sexual functioning, families, and social functioning will also be covered.

RE 833. DIAGNOSIS AND TREATMENT OF MENTAL DISORDERS 3 HRS.
This course provides an overview of the diagnostic criteria utilized in the diagnosis of mental illness. Assessment, psychopharmacology, treatment and rehabilitation modalities will be explored. Using lecture and case studies, students will be provided with experience in diagnosing mental disorders and developing appropriate treatment/rehabilitation plans.

RE 834. FAMILY COUNSELING 3 HRS.
Designed to prepare counselors to assess the functioning and to work with the family of a client as part of the counseling and rehabilitation
process. The student should gain a basic understanding of various assessment and intervention strategies with a variety of disability groups including the family with a mentally ill member, a drug dependent member, a mentally retarded member, and a physically disabled member.

RE 845. OBSERVATION IN REHABILITATION 1-3 HRS. (Prerequisite, consent of instructor.) Purpose is to acquaint the student with the organizational structure, processes, and working conditions in a rehabilitation agency or program. Accomplished through personal observation by the student, and in interactions with the rehabilitation professionals in the field.

RE 855. SUPERVISED PRACTICUM IN REHABILITATION COUNSELING 3 HRS. (Prerequisites, CE 805, CE 810, CE 825 and RE 801.) 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 CE 810, Counseling Skills Development, and allows the student to learn about various counseling strategies and issues in the context of actual counseling practice. It will expose the student to the many practical, ethical, and rehabilitation issues involved in actual counseling experiences.

RE 875. TRENDS AND ISSUES IN REHABILITATION COUNSELING 3 HRS. (Prerequisite, CE 710, RE 640, RE 695, RE 751, RE 830, RE 832, RE 833, and RE 855.) Current trends, problems, and developments in rehabilitation. Students pursue a special interest and mutually share information and experience with the group through individual reports and group discussions.

RE 899. INTERNSHIP IN REHABILITATION 1-12 HRS. (Prerequisites, 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.

DEPARTMENT OF EARLY CHILDHOOD/ELEMENTARY TEACHER EDUCATION

Professor Jean Morrow, Chair


*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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 230</td>
<td>Using Children’s Literature in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>LI 228</td>
<td>Information Management</td>
<td>1</td>
</tr>
<tr>
<td>EL 312</td>
<td>Reading &amp; Writing Connections</td>
<td>3</td>
</tr>
<tr>
<td>EL/ED 220</td>
<td>Introduction to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EL 310</td>
<td>Diverse Learners</td>
<td>2</td>
</tr>
<tr>
<td>ED 535</td>
<td>Cultural Awareness</td>
<td>3</td>
</tr>
<tr>
<td>MA 308</td>
<td>Elementary Math II</td>
<td>3</td>
</tr>
<tr>
<td>IT 325</td>
<td>Microcomputers in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>IT 371</td>
<td>Instructional Media</td>
<td>3</td>
</tr>
<tr>
<td>SD 550</td>
<td>Survey of Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>SD 560</td>
<td>Collaboration &amp; Strategies</td>
<td>3</td>
</tr>
<tr>
<td>AR 324</td>
<td>Elementary Art Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 381</td>
<td>Elementary School Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>MU 344</td>
<td>Music for Elementary Teachers</td>
<td>2</td>
</tr>
</tbody>
</table>

ADMISSION TO BLOCK 1

Block 1 Courses (8 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 311</td>
<td>Planning &amp; Assessment of Teaching</td>
<td>1</td>
</tr>
<tr>
<td>EE 313</td>
<td>Reading for the Elementary Teacher I</td>
<td>3</td>
</tr>
<tr>
<td>EE 314</td>
<td>Teaching Social Studies in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>EE 316</td>
<td>Teaching Science in the Elementary School</td>
<td>2</td>
</tr>
</tbody>
</table>
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*, EL 312, EG 101, EG 102, MA 110, MA 307, MA 308*, SD 550, SD 560*, SP 101, 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). Collegiate Assessment of Academic Proficiency (CAAP scores of mathematics 55, reading 57, and writing equivalent to the ESU minimum required score (sliding scale).
- 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 November 1 for spring admission or April 1 for summer 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 Education 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 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 (15 hours):
(Must be completed in a Professional Development School)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 315</td>
<td>Teaching Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EE 317</td>
<td>Teaching Mathematics in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>EE 318</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>EE 320</td>
<td>Observing Teaching/Learning Models</td>
<td>4</td>
</tr>
<tr>
<td>EE 413</td>
<td>Reading for the Elementary Teacher II</td>
<td>3</td>
</tr>
<tr>
<td>EE 414</td>
<td>Reading Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

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 325, 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, EL 312, EE 311, EE 313 or EE 316).

ADMISSION TO BLOCK 3

Block 3 Courses (16 hours):
(Must be completed in a Professional Development School)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 466</td>
<td>Student Teaching, Elementary</td>
<td>12</td>
</tr>
<tr>
<td>EE 431</td>
<td>Professional Competencies of Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EE 415</td>
<td>Foundations of Curriculum Development</td>
<td>2</td>
</tr>
</tbody>
</table>

For admission to Block 3 courses, the student must complete each of the following standards:

- Completion of all Block 2 courses with a grade of C or better.
- A cumulative grade point average of at least 2.5.
- Satisfactory recommendation from the PDS mentor teacher.
- Satisfactory recommendation from the university supervisor.

DEGREE COMPLETION AND LICENSURE

To receive the Bachelor of Science degree in Elementary Education and be recommended for teacher licensure, the student must complete the following standards:

1. Completion of all required course work.
2. Completion of all Block 3 courses with a grade of C or better.
3. A cumulative grade point average of at least 2.5.
4. Satisfactory completion of a Teacher Work Sample product.
5. Satisfactory evaluations from the PDS mentor teacher and the university supervisor.
6. Successful completion of the Principles of Learning and Teaching Examination, including content test(s) required by the Kansas State Department of Education.

ELECTIVE COURSES

All elementary education majors must complete 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, bicultural education, coaching, early childhood education, early childhood special education, English,
English as a second language, ethnic/gender studies, health education, instructional technology, mathematics, music, natural sciences, psychology, social sciences, special education or theatre/ drama. Middle school licensure endorsement may be earned in English, mathematics, natural science, or social sciences. Completion of one or more areas of concentration may require additional student teaching. For additional information, please consult the Elementary Advising Office, Visser Hall 245.

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.

**CD 160. EARLY CHILDHOOD LEARNING ENVIRONMENT AND CURRICULUM I** 2 HRS. (Prerequisite, CD 121, concurrent, CD 161.) Introductory level course designed for present and future child care workers and builds on the skills acquired in CD 121. Emphasis is on the importance and design of the classroom environment and how it supports children’s learning.

**CD 161. EARLY CHILDHOOD LEARNING ENVIRONMENT PRACTICUM I** 1 HR. (Concurrent, CD 160.) This practicum is designed to support and is taken concurrently with CD 160 and provide opportunity to observe key characteristics of typical development. Students will be directed to focus on various observation and participation assignments. Students are expected to be an active, contributing member of a child care center or home staff.

**CD 170. OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN** 1 HR. (Prerequisites, CD 121, CD 160.) An introductory level course designed for present and future child care workers. Emphasis is placed on the basic importance of observation in most other activities in the early childhood classroom. Observation techniques will be covered and demonstrated through assignments in the real classroom. The tie between observation and each of the following will be covered: assessment, curricular planning, classroom management and parent conferences.

**CD 260. EARLY CHILDHOOD LEARNING ENVIRONMENT AND CURRICULUM II** 2 HRS. (Prerequisites, CD 160, CD 161; concurrent, CD 261.) Introductory level course designed for present and future child care workers and builds on the information in CD 160 and experiences in CD 161. Emphasis is on planning developmentally appropriate learning activities for children ages birth through five and how to develop them into an integrated curriculum.

**CD 261. EARLY CHILDHOOD LEARNING ENVIRONMENT PRACTICUM II** 2 HRS. (Concurrent, CD 260.) Designed to support the content of CD 260 and provides a setting for curriculum planning as assigned in companion class. Students will be evaluated on emerging professional skills and quality of work in the early childhood classroom.

**CD 262. EARLY CHILDHOOD INTERMEDIATE PRACTICUM** 2 HRS. (Prerequisite, CD 260; concurrent, CD 274.) The student will be able to implement curricular planning skills gained in CD 260 as well as provide a setting for supporting positive interactions among the children. In this higher level practicum, students will be evaluated on professional skills and quality work in the early childhood classroom.

**CD 272. WORKING WITH FAMILIES AND COMMUNITIES** 2 HRS. Introductory level course designed for present and future child care workers. Information will be provided on the key links among families, school and the community. Emphasis will be placed on communication within the unique teacher-family relationship and how to keep that partnership open, viable and productive. Exploring the resources available within communities, how to access them and how to build partnerships will be included.

**CD 273. HEALTH, SAFETY AND NUTRITION OF YOUNG CHILDREN** 2 HRS. An introductory level course designed for present and future child care workers. Emphasis is placed on the latest developments in health, safety and nutrition and their application to the child care setting. The role child care professionals play in fostering preventive health concepts and helping young children establish good habit attitudes and lifelong responsibility for good health is also included.

**CD 274. INTERACTIONS WITH YOUNG CHILDREN** 2 HRS. (Prerequisite, CD 121.) An introductory level course designed for present and future child care workers. Emphasis is placed on understanding appropriate interactions with children developing positive relationships, promoting self awareness and self esteem, setting limits, and fostering self discipline. In addition, the role that curriculum and physical setting have in classroom management will be addressed.

**CD 275. EARLY CHILDHOOD ASSOCIATE PRACTICUM** 2 HRS. (Prerequisites, CD 161, CD 261, CD 262.) The final practicum in a series of four designed for the present or future child care worker to demonstrate all acquired skills and abilities to design and implement quality developmentally appropriate care and education for young children. The student must either be in a full-time child care setting to have access to one.

**CD 310. INTRODUCTION TO EARLY CHILDHOOD EDUCATION PRACTICUM** 1 HR. A course designed to give students directed experiences in observing and recording the development of young children. Students complete worksheets while observing children participating in a variety of activities.

**CD 321. EARLY CHILDHOOD DEVELOPMENT AND EMERGING SPEECH AND LANGUAGE** 3 HRS. The course is designed to fully explore the normal growth and development of children, especially language development from prenatal stages through age 8. Theoretical background of general and language development is discussed including Piaget, Skinner,
Chomsky, Maslow and Bronfenbrenner. There is a thorough examination of each stage of growth within the context of motor, cognitive and language development. The child as a whole is emphasized with attention to the inter-connectedness of skills and abilities; and the importance of the interplay between the environment and the individual child. Exceptional development and its impact on the child and his or her family will also be discussed.

CD 322. EDUCARE FOR INFANTS AND TODDLERS 3 HRS. This course provides an in-depth look at alternative care for infants and toddlers of normal, special and diverse populations. Major emphasis is placed on how to provide quality care to meet the physical, emotional, cognitive and social needs of infants and toddlers. The class also provides information on administrative requirements, health and safety needs, effective use of equipment, and cooperation with parents that is unique to infant-toddler programs. The class builds on and adds to pre and post-natal development and influences that can adversely or positively affect developmental processes. Current promising practices will also be reviewed.

CD 323. ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN 3 HRS. This course provides an in-depth study of the administrative role in programs for young children. The scope of knowledge and skills required to effectively orchestrate an early childhood program is the focus of this course. This includes information about program philosophy, licensing standards, accreditation procedures, curriculum materials, space and equipment, health and safety issues, fiscal and time management, personnel management, parent involvement, and community relations.

CD 324. INTERDISCIPLINARY COLLABORATION ON EARLY CHILDHOOD PROGRAMS 3 HRS. The student will examine trends that promote interagency and interdisciplinary approaches to serving the needs of children and families. The role of the teacher (or other education-focused entity of a program) will be examined in terms of primary service providers and in terms of team membership at local, state and federal levels. The acquisition of grant/contract funds will be highlighted in the context that all professionals, particularly those working in consortium with other agency representatives, are eligible, able and do acquire monies for start-up program, program enhancements, and program continuations. Skills that foster communication and cooperation between families, communities and service agencies will be studied, as will the involvement of parents and parenthood education.

CD 326. INTRODUCTION TO INCLUSIVE EARLY CHILDHOOD EDUCATION 2 HRS. (Prerequisites, CD 321 and EL 310, with a grade of “C” or better in each.) This course emphasizes developmentally appropriate/inclusive practices in assessment and adaptive planning to practice responsible inclusion of children with special needs. Assignments will include observations, assessment and individualized planning/implementing learning experiences, IEP/IFSP/Rehab 504 plans, and transition plans for children with special needs.

CD 327. METHODS OF INCLUSIVE EARLY CHILDHOOD EDUCATION I 2 HRS. (Prerequisite, CD 326; concurrent with CD 328.) This course addresses integrated curriculum planning and implementation for all children, including those with special needs and/or diverse cultural or socioeconomic backgrounds. Curriculum areas of language, music/movement, and art are included. The transition from child observation to reflection on curriculum planning is emphasized.

CD 328. PRACTICUM IN INCLUSIVE EARLY CHILDHOOD EDUCATION I 1 HR. (Prerequisite, CD 326 and concurrent with CD 327.) Students are required to spend 60 hours in a practicum setting for preschool-age children. Participation in the center/preschool activities is expected. Students are expected to work effectively as a member of the instructional team under the direction of the teacher/director. Assignments will include observations, assessments and planning, implementing learning experiences.

CD 334. SPECIAL STUDIES IN EARLY CHILDHOOD EDUCATION 1-3 HRS. (Prerequisite, consent of instructor.) This course offers an in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed.

CD 429. METHODS OF INCLUSIVE EARLY CHILDHOOD EDUCATION II 2 HRS. (Prerequisites, CD 327, CD 328, and concurrent with CD 430.) This course includes the curricular domains of literacy, mathematics, science, health, and social studies. In addition, transitions, scheduling, guidance and classroom management will be included.

CD 430. PRACTICUM IN INCLUSIVE EARLY CHILDHOOD EDUCATION II 2 HRS. (Prerequisite, concurrent with CD 429.) Students will spend 100 hours in a pre-K setting and are expected to participate in all classroom activities and work collaboratively as a member of the instructional team. Students will teach under the direction of the teacher/director and an early childhood intern, if appropriate. Assignments will include observation, assessment and implementing the learning experiences planned in CD 429.

CD 434. CRITICAL ISSUES IN EARLY CHILDHOOD EDUCATION 3 HRS. This course is designed to inform students of specific issues related to normal and exceptional children, ages birth through eight, and their families. Students will read and discuss articles/chapters on critical issues including, but not limited to: developmental role of play, stress in changing family lifestyles, parent conferencing, parent involvement, ethics in the profession, administrative concerns in early childhood programs, interagency collaboration, political advocacy issues and processes.

CD 440. PROFESSIONAL SEMINAR 1 HR. (Prerequisites, CD 429, CD 430, concurrent with LE 485.) This seminar will provide students a forum for discussion of, and practical experience with, competencies related to advocacy, ethics, community networking, and collaboration.
CD 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.  
(Prerequisite, consent of the chair of the department.) Students will carry out individual projects under the guidance of selected staff members.

CD 660. EARLY CHILDHOOD CURRICULUM AND PROGRAM MODELS 3 HRS.  
This course addresses integrated curriculum planning and implementation for culturally diverse young children, both normal and exceptional, and their families. Dual emphasis is placed on the utilization of the child’s immediate environment and teacher observation as sources for development of appropriate curriculum. The transition from child observation to curriculum planning is emphasized.

CD 743. SPECIAL STUDIES IN EARLY CHILDHOOD EDUCATION 1-3 HRS.  
(Prerequisite, consent of instructor.) To provide in-depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester.

CD 744. SPECIAL STUDIES IN EARLY CHILDHOOD EDUCATION 1-3 HRS.  
(Prerequisite, consent of instructor.) This is a graduate level course used for current topics and special studies in early childhood education. Topics will vary from semester to semester. Student work will be graded on a pass/no credit basis.

CD 745. GRADUATE ASSISTANT TRAINING 1 HR.  
This course is mandatory for any newly appointed GTA/GA in the department. The student will work directly with the instructor to become fully informed about the scope of the position held. In addition, special emphasis will be placed on instructional strategies as appropriate for the position. Students will be expected to meet with the instructor and prepare assignments for a minimum of 15 hours during the first eight weeks of the semester.

CD 761. FOUNDATIONS AND TRENDS IN EARLY CHILDHOOD EDUCATION 3 HRS.  
The design of this course provides advanced levels of information about familial, political, social, economic and educational issues in the early childhood domain. The course will include an emphasis on the history and philosophy of early childhood.

CD 762. SOCIAL SERVICES FOR PRESCHOOL CHILDREN & THEIR FAMILIES WITH PRACTICUM 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 362 or CI 800.) A self-paced course designed to acquaint students with social services available. The activities are constructed to familiarize the student with background and funding of social services, and to help the student gain expertise in assessment of needs. The student spends time with social service professionals in the community. The format of this course is self-paced enabling the students on and off campus to enroll.

CD 763. ABUSE AND NEGLECT OF YOUNG CHILDREN 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 350 or CI 837.) A self-paced course providing directed activities and information to help the student gain an understanding of child abuse and neglect, to understand the causes, and to assist families needing services. Legal responsibilities are included. The format of this self-paced course enables the student on or off campus to enroll.

CD 764. ADMINISTRATION OF PRESCHOOL FACILITIES 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 351 or CI 838.) A self-paced course to help the potential child care facility director or administrator gain an understanding and expertise in the areas of administration and record keeping, including business skills and staff supervision. The format of this self-paced course enables students on and off campus to enroll.

CD 765. CHILDREN WITH EXCEPTIONALITIES IN PRESCHOOL CLASSROOMS 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 352 or CI 839.) A self-paced course to familiarize the student with mainstreaming. It includes awareness, identification, staffing, communication with parents, and preparation of the program and facilities for exceptional children. The format of this self-paced course enables students on or off campus to enroll.

CD 766. DEVELOPING AND UTILIZING OBSERVATION TECHNIQUES IN THE PRESCHOOL CLASSROOM 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 353 or CI 840.) A self-paced course designed to promote awareness of the purpose of recording observed behavior and to develop methods for utilization of observational data with preschool children. This student will observe preschoolers, record observations, plan appropriate activities and evaluate their success. The format of this self-paced course enables the student on and off campus to enroll.

CD 767. THE GROWTH AND DEVELOPMENT OF CHILDREN FROM BIRTH TO AGE EIGHT 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 354 or CI 842.) A self-paced course to help the potential child care professional understand the growth and development processes of young children through charting developmental characteristics, examining factors affecting early development, studying theories and developing opinions about current issues. The format of this self-paced course enables students on and off campus to enroll.

CD 768. HEALTH AND SAFETY FOR YOUNG CHILDREN 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 355 or CI 843.) A self-paced course to provide learning activities and sources of information. It encompasses precautions and preventions, responsibilities, knowledge of illnesses (including communicable diseases and emotional problems), first aid and fieldwork to acquire information and materials for personal use and for use by the children. The format of this course is self-paced enabling students on and off campus to enroll.

CD 769. HELPING YOUNG CHILDREN UNDERSTAND DEATH AND DIVORCE 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 356 or CI 844.) A self-paced course designed to help the student understand the feelings of and deal with the young child experiencing divorce or death within his family. The legal procedures of divorce and the traditions of funerals are covered. The format of this course is self-paced, enabling students on and off campus to enroll.

CD 770. INFANT/TODDLER GROUP CARE 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 358 or CI 845.) A self-paced course designed to develop the student’s ability to care for infants and toddlers in group settings. The activities
CD 771. NON-SEXIST AND MULTICULTURAL EDUCATION FOR YOUNG CHILDREN 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 359 or CI 847.) A self-paced course designed to acquaint the student with influences of sex-stereotyping and multicultural elements in preschool classrooms. The activities familiarize the student with non-sexist and multicultural curriculum planning. The format of this class enables students on and off campus to enroll.

CD 772. NUTRITION IN EARLY CHILDHOOD 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 360 or CI 848.) A self-paced course designed to develop the student’s knowledge of nutrition, the ability to help children develop good eating habits by studying eating patterns, the influence of parents, school cooking activities, and food groups and nutrition. The format of this course enables students on and off campus to enroll.

CD 773. PARENT INVOLVEMENT IN PRESCHOOL CLASSROOMS AND PARENT GROUPS 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 361 or CI 849.) A self-paced course which includes recruiting and involving parents, including them in the program, developing effective communication and promoting parent input in planning. Students become familiar with parenting programs and how to conduct parenting groups. The format of this self-paced course enables students on and off campus to enroll.

CD 774. EARLY CHILDHOOD CURRICULUM DEVELOPMENT 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in CI 363 or CI 863.) A self-paced course designed to gain expertise in curriculum development for early childhood education. The student will gain knowledge in classroom management techniques, assessing the development of young children, preparation of teaching materials, setting goals for early childhood settings. The format of this self-paced course enables the student on and off campus to enroll.

CD 775. SPEECH AND LANGUAGE DEVELOPMENT IN YOUNG CHILDREN 3 HRS.  
(Enrollment is not permitted in this course if previously enrolled in module of same title.) A self-paced course which provides knowledge of language development, speech and deviations from normal developmental patterns, and understanding of terms, theories, models and strategies for intervention. The individualized research and application format enables off-campus students to enroll.

CD 776. WORKING WITH INFANTS AND TODDLERS WITH SPECIAL NEEDS AND THEIR FAMILIES 3 HRS.  
(Prerequisite, EL 751.) This course is designed to provide students with opportunities to acquire the knowledge and skills necessary to implement developmentally appropriate screening and assessment for young children in home- and center-based programs. In addition, effective team membership, home visiting, and data collection using a variety of methods will be emphasized.

CD 777. FAMILY INVOLVEMENT IN EARLY CHILDHOOD PROGRAMS 3 HRS.  
(Prerequisite, CD836, CD781, CD838, and CD 890.) This course is designed to address recruiting and involving families, developing effective communication skills for working with families and others in the community and promoting family input in planning. Students will become familiar with commercially prepared parenting program materials and with the skills required to facilitate family and parent groups.

CD 778. ENHANCING ARTISTIC CREATIVITY OF THE YOUNG CHILD 3 HRS.  
This course will focus on creativity and artistic creativity of children birth to age eight. This elective would be for Early Childhood & Master Teacher graduate credit. Psychology, Rehabilitation/Counseling and Art Therapy graduate students might be interested. This would also work well for recertification credits.

CD 836. CHARACTERISTICS OF EARLY CHILDHOOD SPECIAL EDUCATION 3 HRS.  
This course provides an overview of early childhood special education including historical perspectives, rationale, normal and exceptional development, identification, service delivery approaches, program models, teaming, working with families handling culturally diverse populations, and issues in early childhood special education.

CD 837. COLLABORATION IN INCLUSIVE EARLY CHILDHOOD PROGRAMS 3 HRS.  
This course is one of the core courses required for licensure in inclusive early childhood programs. The critical thinker, creative planner and effective practitioner is emphasized through gaining skills that foster communication, cooperation, and collaboration among families, communities, service agencies and inclusive early childhood programs. Recognizing the family as a system, and supporting families with sensitivity to family culture/diversity will be emphasized.

CD 838. ADVANCED METHODS FOR INCLUSIVE EARLY CHILDHOOD EDUCATION 3 HRS.  
(Prerequisite, CI 836 and CI 871. This course emphasizes the value of applying advanced intervention strategies that work well for recertification credits.) This course emphasizes methods and materials for working with young children (birth to five) with special needs and their families. Topics include IEPs/IFSPs, instructional strategies, current service delivery approaches, program models, curriculum development and transition.

CD 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.
CD 845. AN INTEGRATIVE APPROACH WITH INFANTS AND YOUNG CHILDREN WITH SEVERE DISORDERS OF RELATING AND COMMUNICATING 3 HRS.
This course is designed to give students and practitioners the knowledge base from which to make informed, appropriate recommendations, within an interdisciplinary team setting, regarding appropriate intervention for children with this disorder; base those decisions on individual profiles; form an alliance with families to properly carry out assessment and intervention; and to evaluate the effectiveness of each child's intervention program.

CD 850. RESEARCH PROBLEM IN EARLY CHILDHOOD EDUCATION 3 HRS.
(Prerequisites, ER 752 and consent of instructor.) Under individual direction, the student will select and pursue the investigation of special problems not ordinarily covered by regular courses in Early Childhood Education.

CD 853. RESEARCH PROBLEMS IN EDUCATION 1-6 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

CD 855. THESIS, M.S. 1-6 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) The thesis is designed for graduate students working toward the degree, Master of Science, and specializing in early childhood education.

CD 860. ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION 3 HRS.
(Prerequisite, consent of instructor.) Supervised practicum with children ranging in ages from infancy through five years. Experiences in planning, administering, and evaluating programs for young children are included.

CD 861. EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM: HOME BASED 3 HRS.
(Prerequisite, CD 840 and consent of instructor.) This course provides the opportunity for the student to work with families who have young children (birth to three) with disabilities or are at risk for disabilities. This field experience provides the opportunity to demonstrate competency in IFSP/IEP writing, selection and utilization of curriculum materials, instructional techniques, working with families and the ability to serve as a member of a multi-disciplinary team.

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.

STUDENT TEACHING / LABORATORY EXPERIENCES
All student teaching course descriptions are located in THE TEACHERS COLLEGE section under Office of Professional Education Services (OPES), page 221.
EL 353. PROFESSIONAL PORTFOLIO IN TEACHER EDUCATION 1 HR.  
(Prerequisite, consent of instructor.) Students are expected to show involvement in their own learning and self assessment by gathering, reflecting upon and organizing their work throughout their teacher preparation courses. The portfolio provides the student and prospective employers a broad and deep picture of what the student can do and his or her philosophical approach to teaching.

EL 416. 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.

EL 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.  
(Prerequisite, consent of the chair of the department.) Students will carry out individual projects under the guidance of selected staff members.

EL 464. STUDENT TEACHING, ELEMENTARY 6 HRS.  
(Prerequisites, SD 550, EE 313, 314, 315, 316, 317, 318 and EE 320. Admission to teacher education. Senior standing.) Participation, under supervision, in teaching at the elementary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one half of a semester or the equivalent.

EL 466. STUDENT TEACHING, ELEMENTARY 12 HRS.  
(Prerequisites, SD 550, EE 313, 314, 315, 316, 317-318 and 320. Admission to teacher education. Senior standing.) Participation, under supervision, in teaching at the elementary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment to consist of full-time teaching for one full semester or the equivalent.

EL 516. READING LAB PRACTICUM 2-3 HRS.  
(Prerequisite, EE 313 for elementary majors.) A course designed for elementary education majors who desire additional training and help in assisting individuals with various reading needs. Under supervision and direct instruction, the student would work on a regular basis in the University Reading Lab or the Flint Hills Technical College Learning Center.

EL 535. CULTURAL AWARENESS FOR EDUCATORS 3 HRS.  
(Prerequisite, junior standing.) This course is designed to prepare students to effectively educate culturally, ethnically, racially different and differently abled students. Major components are: to explore personal biases and methods of overcoming them; explore the basic principles underlying multicultural education and to develop appropriate teaching strategies, activities and materials; to adapt and evaluate curricula for use in culturally diverse, as well as homogenous, classrooms.

EL 716. ASSESSMENT TRAINING FOR READING RECOVERY 1 HR.  
(Prerequisite, acceptance into the Reading Recovery Program.) Participants in this course will learn to administer, interpret, and apply procedures for assessment and instruction as specified in the Reading Recovery Program.

EL 717. READING RECOVERY TEACHER TRAINING I 3 HRS.  
(Prerequisite, acceptance into the Reading Recovery Program.) Participants in this course will extend and enhance procedures for assessment and instruction as specified in the Reading Recovery Program.

EL 718. READING RECOVERY TEACHER TRAINING II 3 HRS.  
(Prerequisites, acceptance into the Reading Recovery Program and successful completion of EL 717.) Participants in this course will extend and enhance procedures for assessment and instruction as specified in the Reading Recovery Program.

EL 721. READING THEORY AND LITERACY PRACTICES: ELEMENTARY 3 HRS.  
Emphasis is placed on the teaching of reading and its relationship to the language arts (reading, writing, speaking, listening, and viewing). The content includes an overview of theories and learning models that have influenced the teaching of reading. Discussions will focus on the importance of a literacy-rich environment both in the classroom and home. Prominent research in reading education will be reviewed and applied to the student’s own learning situation.

EL 723. READING THEORY AND LITERACY PRACTICES: SECONDARY 3 HRS.  
This course is designed to help middle/secondary school teachers view reading as an integrated part of the school curriculum. Issues to be explored include elements of reading/learning styles, techniques for teaching vocabulary, comprehension, study skills, special approaches for adapting instruction to all types of learners, motivation for lifelong reading and learning, and technology/reading. Emphasis is on reading (and writing) as an interactive and developmental process.

EL 725. 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.

EL 743. SPECIAL STUDIES IN EDUCATION 1-3 HRS.  
(Prerequisite, consent of instructor.) To provide in-depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester.

EL 744. SPECIAL WORKSHOPS IN EDUCATION 1-2 HRS.  
To provide in depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester. This course is offered only by pass/no credit.
EL 745. GRADUATE ASSISTANT TRAINING 1 HR.
This course is mandatory for any newly appointed GTA/GA in the department. The student will work directly with the instructor to become fully informed about the scope of the position held. In addition, special emphasis will be placed on instructional strategies as appropriate for the position. Students will be expected to meet with the instructor and prepare assignments for a minimum of 15 hours during the first eight weeks of the semester.

EL 750. CLASSROOM MANAGEMENT, STUDENT MOTIVATION AND DISCIPLINE 2 HRS.
This course is designed for both the practicing and pre-service teacher. It studies the problems related to classroom management, student motivation and discipline. Procedures and practices for managing school classrooms are reviewed with attention given to appropriate classroom teaching methodology and needs of the student. Some individualization of instruction will be offered to the students as they establish their personal plan for classroom and student management.

EL 751. APPLICATION OF 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.

EL 801. IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS 3 HRS.
The skills, understandings, and values developed through the teaching of oral and written communication in the elementary school. Tools for communication and self-expression included in spelling, manuscript, and cursive writing, grammar, listening, speaking vocabulary, and creative expression will be reviewed.

EL 802. 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.

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.

EL 804. IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SOCIAL STUDIES 3 HRS.
Designed to assist prospective and in-service teachers in understanding procedures for teaching social studies, content and materials appropriate for social studies at the various levels, and present influences and trends affecting the teaching of elementary social studies. Concepts and material developed in the class will be related to actual classroom situations.

EL 812. READING FOR INDIVIDUALS WITH SPECIAL NEEDS 3 HRS.
This course is designed to provide the special educator with a background in reading theories, assessment and diagnostic teaching procedures for primary through secondary students. The course will address the student, the context and the text.

EL 815. FOUNDATIONS OF CURRICULUM DEVELOPMENT, K-12 3 HRS.
Investigation of acceptable curriculum practices and patterns in the modern elementary and secondary schools. Designed to assist experienced school personnel in obtaining an understanding of historic perspectives and present influences, issues, and trends affecting curriculum in the schools of today with a view toward implementing programs of improvement in their own school situations.

EL 821. 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.

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).

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).

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 Pre-K-3. The student will be expected to complete a comprehensive case study including assessment, instruction, and reflection.

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.

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.
EL 830. READING SPECIALIST INTERNSHIP I 1-2 HRS.  
(Prerequisite, 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.

EL 831. READING SPECIALIST INTERNSHIP II 1-2 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.

EL 832. FOUNDATIONS OF EDUCATION 3 HRS.  
A study of the philosophical, historical, and social foundations of American education with special attention to the interaction of school and culture. The student will be challenged to investigate the values of contemporary society, to review the historical and cultural antecedents of modern education, and to examine his/her own relationships to the institution of education and to the role and function of the teacher.

EL 842. NATIONAL BOARD CERTIFICATION PORTFOLIO DEVELOPMENT 3 HRS.  
This course is designed to provide teachers with the basic requirements for portfolio development as designed by the National Board for Teaching Standards (NBPTS). Students will have an opportunity to review and study the current portfolio manuals and standards document in their respective disciplines/developmental levels, and examine other relevant publications from the NBPTS. Students will also receive guidance and consultation that will be helpful in gathering and organizing the supportive professional documentation required for the NBPTS assessment procedures.

EL 843. NATIONAL BOARD CERTIFICATION SCHOOL BASED PROJECT 6 HRS.  
(Prerequisite, ED/EL 842.) This course is for teachers who are candidates for advanced certification as designed by the National Board for Professional Teaching Standards (NBPTS). Provides professional support and guidance for teachers during the academic year they are completing the two components of the NBPTS assessment process—the school-site portfolio, and the written assessment center exercises.

EL 853. RESEARCH PROBLEMS IN EDUCATION 1-6 HRS.  
(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

EL 854. MASTER TEACHER PRACTICUM: ACTION RESEARCH IN CLASSROOM 2 HRS.  
(Prerequisite, consent of advisor.) This course is designed to develop the educators’ knowledge and skills in appropriate action research techniques with the participants developing an action research project what will be implemented in their school/classroom. Students will produce a research proposal and then complete a final paper that reports the outcome of the proposed research activity.

EL 855. THESIS, M.S. 1-6 HRS.  
(Prerequisite, permission to enroll must be approved by the chair of the department.) The thesis is designed for graduate students working toward the degree, Master of Science, and specializing in professional education.

EL 861. ADVANCED OBSERVATION AND PARTICIPATION (ELEMENTARY) 2-4 HRS.  
(Prerequisite, permission to enroll must be approved by the chair of the department.) Graduate students, under individual arrangements, will observe, teach, and do research work in a laboratory situation.

EL 865. ADVANCED THEORY AND PRACTICE IN TEACHING 3 HRS.  
A course uniting the research on instruction with practical applications by students. It is designed to provide educational leaders with data, information on trends, innovations, and solid teaching practices while focusing on the learner and the learning process.

EL 866. SUPERVISION OF STUDENT TEACHING 1-3 HRS.  
For cooperating teachers in public schools who supervise student teachers. Methods used in orientation, supervision and evaluation of student teachers at elementary school levels.

EL 870. INDIVIDUALIZING INSTRUCTION IN MATHEMATICS: ELEMENTARY LEVEL 2 HRS.  
This course is a mastery learning course designed to help teachers acquire techniques of tutoring for individualizing elementary mathematics instruction.

EL 877. CLINICAL SUPERVISION OF STUDENT TEACHERS 1 HR.  
Clinical supervision is a methodology which improves the skills and attitudes of preservice and inservice teachers. This course will apply the principles of clinical supervision to the supervision of student teachers.

EL 879. CLASSROOM MANAGEMENT THROUGH POSITIVE REINFORCEMENT 2 HRS.  
This course is a mastery learning course designed to help teachers develop skills required to use positive reinforcement in the learning environment.

EL 884. DETERMINING EDUCATIONAL GOALS 3 HRS.  
This course is a mastery learning course designed to develop competencies in the process of deriving curriculum and instructional objectives from an educational philosophy.

EL 885. COOPERATING TEACHER ACADEMY 2 HRS.  
This is an elective course designed to prepare cooperating teachers to work effectively with student teachers. The course will improve teacher skills in assessing good teaching, recording data, conferencing with appropriate strategies, and remediation. After completing the course, cooperating teachers will be better prepared to supervise student teachers.

EL 886. DESIGNING INSTRUCTIONAL PROGRAMS 3 HRS.  
This course is a mastery learning course designed to develop competencies in materials construction that facilitates individualized, criterion referenced instruction.

EL 887. DEVELOPING AUTHENTIC ASSESSMENTS 2 HRS.  
This course focuses on authentic assessment as a means of equitable
student evaluation. Students will differentiate assessment, evaluation, grading, and reporting. Approaches to assessment products, performances, processes, tests, and student self-reflection and self-evaluation are explored in this course. Through triangulation students will create a balanced assessment plan for one course they teach. Participants will create rubrics for one summative assessment and observation instruments for use in evaluating processes. Students may choose to create instructions for portfolio assessment.

**EL 891. SUPERVISION OF INSTRUCTION**  
This course is a mastery learning course designed to help educators improve the process of supervision. Competencies are developed using clinical supervision models.

**EL 892. TEACHING/LEARNING MODELS**  
This course is a mastery learning course designed to examine the classroom application of modern learning and teaching models. Primarily cognitive learning theories (i.e., information processing, social, etc.) and teaching models that utilize cognitive theories (i.e., Hunter, Gagne, etc.) will be examined.

**EL 915. ADVANCED ASSESSMENT TRAINING**  
(Prerequisite, acceptance into the Reading Recovery Teacher Leader Program.) This course is designed for reading recovery teacher leaders and is the initial reading recovery course. This course will prepare the teacher leaders-in-training in the administration, scoring, and interpretation of An Observation Survey of Early Literacy Achievement.

**EL 916. OBSERVING AND RESPONDING TO YOUNG READERS**  
(Prerequisite, acceptance into the Reading Recovery Teacher Leader Program.) Participants in this course will develop expertise in teaching reading recovery children, training reading recovery teachers, and will also develop an understanding of the theoretical base of reading recovery.

**EL 917. OBSERVING AND RESPONDING TO YOUNG READERS, ADVANCED**  
(Prerequisite, successful completion of EL 916.) Participants in this class will extend and enhance professional skills in teaching children in the reading recovery program.

**EL 918. RESEARCH AND THEORETICAL FOUNDATION OF LITERACY**  
(Prerequisite, acceptance into the Reading Recovery Teacher Leader Program.) This course is intended for reading recovery teacher leaders-in-training. There are two major strands throughout this course, (1) literacy acquisition for all children, and (2) issues related to children with reading difficulties.

**EL 919. RESEARCH AND THEORETICAL FOUNDATIONS, ADVANCED**  
(Prerequisite, successful completion of EL 918.) This course is intended for reading recovery teacher leaders-in-training. The two major strands for this course are, (1) reading and writing process, and (2) reading difficulties. These two strands run concurrently and continually relate the theories and research to practice.

**EL 920. LEADERSHIP AND IMPLEMENTATION**  
(Prerequisite, acceptance into the Reading Recovery Teacher Leader Program.) Participants in this course will become aware of relevant reading recovery issues in program implementation and how to successfully create positive skills while teaching adults and working with administrators, parents, classroom teachers, and other school personnel.

**EL 921. ADVANCED LEADERSHIP AND IMPLEMENTATION**  
(Prerequisite, successful completion of EL 920.) Participants in this course will construct an understanding of the complex role of teacher leaders as they teach children and participate in the training of reading recovery teachers in the field.

**EL 925. READING RESEARCH STUDIES**  
(Prerequisite, EL 827 or its equivalent.) An exploration of major sources reporting reading research. Major research studies in the field are discussed and interpreted. Time is also spent on developing the skills necessary for conducting reading research.

**EL 927. ADVANCED PRACTICUM IN READING**  
(Prerequisite, EL 827 or its equivalent.) This course is designed to give graduate students training to be reading specialists an opportunity to apply their knowledge of diagnostic and remedial techniques in a group setting. Students will test, tutor, develop case studies and lesson plans for a group of at least three children. A total of thirty clock hours will be spent working with the children.

**ELEMENTARY EDUCATION**

**EE 311. PLANNING AND ASSESSMENT OF TEACHING**  
(Prerequisite, admission to Block 1.) An introduction to planning appropriate instructional experiences to meet national, state and local education standards and to appropriate assessment of instruction. Emphasis is on planning instructional experiences that meet the needs of diverse learners.

**EE 312. READING AND WRITING CONNECTIONS**  
(Prerequisite, EL 230.) An introduction to the reading and writing connections in the elementary classroom, with emphasis on the composing process.

**EE 313. READING FOR THE ELEMENTARY TEACHER I**  
(Prerequisite, admission to Elementary Block 1.) An introductory course in the teaching of reading in the elementary school. Designed to give basic understanding in the areas of readiness skills, word analysis skills, comprehension skills and study skills as these relate to the teaching of reading as used in basal reading programs. Opportunity is provided for active participation with children through a directed reading lesson. Emphasis is given to the educational needs of children in a multicultural society.

**EE 314. TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**  
(Prerequisite, admission to Elementary Block 2.) The course introduces the prospective elementary school teacher to methodology for teaching social studies through (1) investigating current affairs, (2) using maps, globes, map-making activities, (3) reading globes and projections, travel and economic maps, pictures, diagrams, graphs, and charts, (4) construction activities, (5) textbook evaluation (6) unit teaching, and (7) multicultural education.
EE 315. TEACHING LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM 3 HRS.
(Prerequisite, admission to Elementary Block 2.) The course introduces the prospective elementary teacher to methodology in speaking and listening skills, storytelling, spelling, grammar, six trait writing and motivational techniques useful in directing children to read and enjoy literature.

EE 316. TEACHING SCIENCE IN ELEMENTARY SCHOOLS 2-3 HRS.
(Prerequisites, GB 303 and PS 115, and admission to Elementary Block 1.) A partially self-paced course that includes a sequence of laboratory activities that will increase prospective teacher’s competence in (1) a sequence of problem solving skills in science, and (2) planning, teaching, and evaluating the effectiveness of science lessons for children in a classroom observation/participation setting. Students have access to materials and equipment from recently developed science curricula, plus a wide variety of materials and strategies for enriching a more conventional, textbook-oriented elementary science program.

EE 317. TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL 2-3 HRS.
(Prerequisites, MA 308 and admission to Elementary Block 2.) Curriculum content and methods course dealing with the application of principles of learning and child growth and development to appropriate methods of teaching mathematics. Modern teaching procedures, including student participation in laboratory activities are emphasized.

EE 318. CLASSROOM MANAGEMENT 2 HRS.
(Prerequisite, admission to Elementary Block 1.) An introduction for the preservice teacher to the various tasks of classroom management. The focus will be on: preventing problems from occurring in the classroom, supporting the positive things that are happening, and taking some corrective action when needed.

EE 320. OBSERVING LEARNING/TEACHING MODELS 3-5 HRS.
(Prerequisite, admission to Elementary Block 2.) Designed to provide preservice elementary teachers the opportunity to observe various teaching models and practice their application in elementary classrooms. Additional seminars with the observation supervisor are required and include lecture, guest speakers, viewing video tapes, and discussions.

EE 413. READING FOR THE ELEMENTARY TEACHER II 3 HRS.
(Prerequisite, EE 313, admission to Elementary Block 2.) Designed to extend the understanding of the teaching of reading begun in EE 313. Special emphasis is placed on diagnosis and remediation in kindergarten through grade six. Attention is also drawn to classroom organization, grouping, programs, materials, aids, games, and the multicultural aspects of various learners.

EE 414. READING PRACTICUM 1 HR.
(Prerequisite, EE 313, admission to Elementary Block 2.) Designed to put into practice with a child in a supervised practicum situation the diagnostic and remedial techniques, materials, and procedures learned in EE 313 and EE 413.

EE 415. FOUNDATIONS OF CURRICULUM DEVELOPMENT 2 HRS.
(Prerequisite, admission to Elementary Block 3.) This course is designed to present an overview of the modern school curriculum in relationship to a sociological and historical perspective, as well as the force shaping curriculum today. Special attention is given to the curricular needs and elements of elementary instructional programs in a multicultural society as relates to the trends, innovations, critical issues and students at risk.

EE 431. PROFESSIONAL COMPETENCIES FOR TEACHERS 2 HRS.
(Prerequisite, admission to Elementary Block 3.) This course provides opportunities for students to analyze professional, ethical, legal, interpersonal, financial and employment issues encountered in inclusive school settings. As part of this course, students will complete a Teacher Work Sample product which will demonstrate the candidate’s ability to plan, implement and assess appropriate instruction to meet the needs of diverse students.
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Professor Kathy Ermler, Chair

Professors: Kathy Ermler, Joella H. Mehrhof
Associate Professors: Joan Brewer, Michael Butler, Clint Longacre, Mark Stanbrough, Vicki Worrell. Assistant Professors: Paul Luebbers, Shawna Smith, Jennifer Thomas. Instructors: Matt Howe, Damon Leiss, Lauren Loucks, Ali Sprague, Amy Paul Luebbers, 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 and effective lives. The department encourages the development of a physically educated person. To be physically educated is to possess physical capacities, knowledge, and skills which contribute to one’s effectiveness as a moving and thinking individual in our complex society.

VISION

The vision of Department of Health, Physical Education and Recreation (HPER) at Emporia State University 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 four handball-racquetball courts, a dance studio, a spin cycle room, a strength and conditioning room, smart classrooms, seminar rooms, specialized laboratories, and central office suite.

Campus outdoor facilities include four tennis courts, a baseball field, a softball field and approximately forty acres of grass fields. Welch Stadium is located immediately south of the 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

A physical exam is not required for classes in the Department of HPER. However, due to the nature of the activity that involves a high level of physical stress (heart, lungs, muscles, bones, etc.) each student should have his/her physical health evaluated by a physician. The instructor assumes no responsibility for evaluating medical qualifications.

Due to the nature of the activities included in this department, an inherent risk of injury is involved. Such injury may include, but is not limited to, sprains, strains, burns, bruises, broken bones, tissue cuts, and the catastrophic. Students are advised of the potential for injury and should participate in any class in HPER only after they fully understand and accept the inherent risk factor.

INSTRUCTIONAL PROGRAM IN PHYSICAL EDUCATION FOR GENERAL EDUCATION STUDENTS

If possible, students should enroll in 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 EDUCATION

The Department of HPER has programs that prepare students to teach physical education and/or health education and to coach various sports. Persons who plan to teach health education or physical education should follow the degree plan for the Bachelor of Science in Education. Satisfactory completion of the requirements for the BSE degree and successfully passing the required professional tests entitles the graduate to a teaching license (PreK-12) issued by the Kansas State Board of Education.

BACHELOR OF SCIENCE IN EDUCATION

HEALTH EDUCATION TEACHING FIELD

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</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HL 150</td>
<td>Health for Human Wholeness</td>
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<tr>
<td>HL 155</td>
<td>First Aid and Personal Safety</td>
<td>2</td>
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<tr>
<td>HL 355</td>
<td>Health Promotion Protection</td>
<td>3</td>
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<td></td>
<td>Management</td>
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<tr>
<td>HL 390</td>
<td>School Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HL 400</td>
<td>Health Risk Factors</td>
<td>3</td>
</tr>
</tbody>
</table>
In order to successfully progress through the chosen program, a student must complete and pass eight major assessments during the program as determined by the Department of HPER.

### BACHELOR OF SCIENCE IN EDUCATION

#### PHYSICAL EDUCATION TEACHING FIELD

**OPTION A - Two Teaching Fields**

This option is designed for students who wish to teach PreK-12 physical education and one other academic area. In addition, it provides preparation for advanced degree work in physical education and related fields. The option also develops expertise, which may lead to employment in the areas of athletic administration, wellness/fitness programs, and various private agencies such as Red Cross and YM-YWCA. See general education requirements in the General Education section of this catalog.

#### Required Courses (38 hours):

- PE 161 Foundations of PE: Field Sports 1 hour
- PE 162 Foundations of PE: Individual Activities 1 hour
- PE 163 Foundations of PE: Court Sports 1 hour
- PE 164 Foundations of PE: Outdoor Activities 1 hour
- PE 165 Foundations of PE: Dance 1 hour
- PE 167 Foundations of PE: Activity Trends 1 hour
- PE 262 Special Populations in HPER 2 hours
- PE 264 Special Populations Lab in HPER 1 hour
- PE 266 Technology in HPER 3 hours
- PE 268 Movement Performance and Analysis 2 hours
- PE 300 History of Physical Education 2 hours
- PE 301 History of Physical Education & Sport 3 hours
- PE 320 Strength and Conditioning 2 hours
- PE 345 Prevention & Care of Athletic Injuries 3 hours
- PE 360 Physiology of Exercise 3 hours
- PE 361 Motor Behavior 2 hours
- PE 362 Kinesiology 3 hours
- PE 365 Elementary School Physical Education 2 hours
- PE 400 Measurement and Evaluation 2 hours
- PE 480 Elementary School PE Curriculum 3 hours
- PE 481 Teacher Education Program 2 hours
- PE 570 Teaching Methods in Middle/Secondary Education 5 hours
- HL 400 Health Risk Factors 3 hours
- 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 and pass eight major assessments 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 PreK-12 grade level. It also provides preparation for advanced degree work in physical education and related fields. The student develops expertise which may lead to employment in the areas outlined in Option A.

#### Required Courses (49 hours):

- PE 161 Foundations of PE: Field Sports 1 hour
- PE 162 Foundations of PE: Individual Activities 1 hour
- PE 163 Foundations of PE: Court Sports 1 hour
- PE 164 Foundations of PE: Outdoor Activities 1 hour
- PE 165 Foundations of PE: Dance 1 hour
- PE 167 Foundations of PE: Activity Trends 1 hour
- PE 262 Special Populations in HPER 2 hours
- PE 264 Special Populations Lab in HPER 1 hour
- PE 266 Technology in HPER 3 hours
- PE 268 Movement Performance and Analysis 2 hours
- PE 300 History of Physical Education & Sport 1 hour
- PE 320 Strength and Conditioning 2 hours
- PE 345 Prevention & Care of Athletic Injuries 3 hours
- PE 360 Physiology of Exercise 3 hours
- PE 361 Motor Behavior 2 hours
- PE 362 Kinesiology 3 hours
- PE 365 Elementary School Physical Education 2 hours
- PE 400 Measurement and Evaluation 2 hours
- PE 480 Elementary School PE Curriculum 3 hours
- PE 570 Teaching Methods in Middle/Secondary Education 5 hours

*Students must have a 2.5 GPA in all of the above courses and no grade lower than a C.*

In order to successfully progress through the chosen program, a student must complete and pass eight major assessments during the program as determined by the Department of HPER.

### BACHELOR OF SCIENCE

#### ATHLETIC TRAINING MAJOR

*(CAATE Accredited)*

The Bachelor of Science Degree in Athletic Training is a CAATE accredited education program designed for students who desire to become certified athletic trainers. The student who completes the program requirements satisfactorily will be eligible to sit for the national certification exam for athletic trainers. Students interested in the athletic training education program must formally apply to be accepted in this program. The Athletic Training Education Program is divided into two phases. Phase I, Pre-Professional Program, consists of pre-requisite requirements that must be satisfactorily completed for the Athletic Training Education Program. Phase II, Professional Program, consist of the required courses, clinical experiences, and other requirements necessary to complete the Athletic Training Education Program.

Admission to Phase I, Pre-Professional Program, the student must:

1. Be admitted to Emporia State University;
2. Complete and return a written application to the ATEP and meet with the program director upon return of the application;
3. Complete observation hours (minimum of 80 hrs.) under the direct supervision of a certified athletic trainer (ATC) during this phase;
4. Read and sign the technical standards form;
5. Read and sign the Hepatitis B consent/waiver;
6. Complete OSHA training and sign roster at completion of training;
7. Read and sign declaration of understanding after reading the ATS Handbook;
8. Read and sign first responder contract.

To be eligible to assist with patient care, students in the Pre-Professional Phase (Phase I) must complete the following in addition to the above items:

1. Complete a program required physical by a physician (MD...
or DO) of his/her choice;
2. Obtain liability insurance that meets ATEP requirements and must be renewed yearly.

Admission to Phase II, Professional Program, and the student must:
1. Complete the Phase I pre-requisites (ZO 362/363 Anatomy and Physiology with lab, HL 150 Health for Human Wholeness, HL 155 First Aid, PE 271/272 Introduction to Athletic Training and Lab;
2. Complete all requirements outlined in the Pre-Professional Phase (Phase I) application procedures;
3. Complete and return a written application to the ATEP for the Professional Phase and meet with the program director upon return of the application;
4. Attain a 2.7 cumulative GPA and in all athletic training core courses;
5. Attain an 80% on clinical proficiencies in PE 272;
6. Gain admittance into the Professional Phase from the ATEP;
7. Read and sign acceptance contract of Phase II requirements.

The number of applicants accepted into Phase II each year is dependent on available clinical space with a maximum of 20 applicants accepted per class. Candidate selection will be made by the program director based upon recommendations from program faculty, staff, clinical evaluations, and review of material submitted. Students should see the program director for clarification of the program requirements.

General Education Core Curriculum Requirements:

Cultural Literacy --
Social and Behavioral Science
PY 100 Introduction to Psychology 3 hours
PY 211 Developmental Psychology 3 hours
Life Science
GB 140/141 Principals of Biology & Lab 4 hours

Graduation Requirements --
Applied Science
HL 150 Health for Human Wholeness 3 hours

Athletic Training students should take ZO 362/363 Human Anatomy and Physiology/Lab instead of ZO 200/201 Introduction to Anatomy and Physiology/Lab.

In order to successfully progress through the chosen program, a student must complete and pass AT competencies at 80% level during the program as determined by the Department of HPER.

BACHELOR OF SCIENCE
RECREATION MAJOR

The Bachelor of Science in Recreation provides career opportunities in the leisure services and general recreation fields. Employment opportunities are available in municipal recreation and park agencies; state and federal agencies; institutions serving special populations; college recreational services; youth-serving agencies and commercial, outdoor, military, church and industrial agencies.

The student must complete the required number of hours from the program area. Forty five of the 124 hours of credit required for graduation must be in courses numbered 300 and above.

Recreation (46 hours):
RC 100 Introduction to Leisure Services 3 hours
RC 210 Foundations of Recreational Activities and Leadership 2 hours
RC 300 Facility Operations 1 hour
RC 374 Recreation Delivery Systems 3 hours
RC 376 Field Experience in University Recreation 2 hours
RC 389 Program Design & Implementation 3 hours
RC 390 Promotion and PR in Recreation and Leisure 2 hours
RC 400 Practicum in Leisure Services 2 hours
RC 404 Organization & Administration in Leisure Services 3 hours
RC 451 Professional Development 1 hour
RC 510 Internship in Recreation 12 hours
HL 155 First Aid & Personal Safety 2 hours
HL 353 Community Health Program and Services 3 hours
PE 164 Foundations of PE: Outdoor Activities 1 hour
PE 262 Special Populations in PE & Rec 2 hours
PE 264 Special Populations Lab in HPER 1 hour
PE 266 Technology in HPER 3 hours

Students must have a 2.75 GPA in all of the above courses and no grade lower than a C.

In order to successfully progress through the chosen program, a student must complete and pass eight major assessments during the program as determined by the Department of HPER.

Required Courses (49 hours):

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>HL 155</td>
<td>First Aid and Personal Safety</td>
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<td>HL 524</td>
<td>Ergogenic Issues in HPER</td>
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<td>PE 266</td>
<td>Technology in HPER</td>
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<td>PE 271</td>
<td>Intro to Athletic Training</td>
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<td>PE 272</td>
<td>Intro to Athletic Training Lab</td>
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<td>PE 273</td>
<td>Organization and Administration of Athletic Training</td>
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<td>PE 274</td>
<td>Clinical Education I</td>
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<td>PE 345</td>
<td>Prevention and Care of Athletic Injuries</td>
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<td>PE 347</td>
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<td>PE 360</td>
<td>Exercise Physiology</td>
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<td>PE 362</td>
<td>Kinesiology</td>
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<td>PE 481</td>
<td>Modality Usage in Athletic Training</td>
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<td>PE 482</td>
<td>Rehabilitation of Athletic Injuries</td>
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<td>PE 483</td>
<td>Clinical Education V</td>
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<td>PE 484</td>
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<td>PE 485</td>
<td>Assessment of Phy Inj – Upper</td>
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<td>PE 486</td>
<td>Assessment of Phy Inj - Lower</td>
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<td>PE 517</td>
<td>Issues in Athletic Training</td>
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<td>NU 220</td>
<td>Basic Pharmacology</td>
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<tr>
<td>ZO 362/363</td>
<td>Anatomy &amp; Physiology and Lab</td>
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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 (56 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 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>
<tr>
<td>HL 356</td>
<td>Health Fitness Instruction &amp; Leadership</td>
<td>2</td>
</tr>
<tr>
<td>HL 389</td>
<td>Health Promotion Programming</td>
<td>3</td>
</tr>
<tr>
<td>HL 465</td>
<td>Worksite Wellness Programs</td>
<td>3</td>
</tr>
<tr>
<td>HL 524</td>
<td>Ergogenic Issues in HPER</td>
<td>3</td>
</tr>
<tr>
<td>HL 565</td>
<td>Strategies in Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td>HL 566</td>
<td>Exercise Programming in Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td>HL 570</td>
<td>Practicum in Health Promotion</td>
<td>2</td>
</tr>
<tr>
<td>HL 580</td>
<td>Internship in Health Promotion</td>
<td>12</td>
</tr>
<tr>
<td>PE 266</td>
<td>Technology in HPER</td>
<td>3</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>
</tbody>
</table>

In order to successfully progress through the chosen program, a student must complete and pass eight major assessments during the program as determined by the Department of HPER.

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):

<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 353</td>
<td>Community Health Program and Services</td>
<td>3</td>
</tr>
</tbody>
</table>

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 and chair of the department.

PHYSICAL EDUCATION MINOR

This non-teaching minor consists of 15 hours.

Required Courses (4 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL 155</td>
<td>First Aid and Personal Safety</td>
<td>2</td>
</tr>
</tbody>
</table>

Two of the following 1 hour courses must be selected:

<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: Field Sports</td>
<td>1</td>
</tr>
<tr>
<td>PE 162</td>
<td>Foundations of PE: Individual Activities</td>
<td>1</td>
</tr>
<tr>
<td>PE 163</td>
<td>Foundations of PE: Court Sports</td>
<td>1</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 167</td>
<td>Foundations of PE: Activity Trends</td>
<td>1</td>
</tr>
</tbody>
</table>

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.

One of the following scientific foundation courses must be included:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>ZO 200/201</td>
<td>Anatomy and Physiology/Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

RECREATION MINOR

This non-teaching minor consists of 15 hours.

Required Courses (10 credit 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 Recreation Activities</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</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective Courses (5 credit hours):

The remaining courses needed to complete the 15 hours are to be selected in terms of the student's area of interest and in consultation with and approval of the minor advisor.

COACHING MINOR

Required Courses (15 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 305</td>
<td>Theory and Principles of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PE 320</td>
<td>Principles of Strength and Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>PE 345</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PE 378</td>
<td>Field Experience</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 2 from the following fundamentals of coaching classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 350</td>
<td>Fundamentals of Coaching of Baseball</td>
<td>3</td>
</tr>
<tr>
<td>PE 351</td>
<td>Fundamentals of Coaching of Basketball</td>
<td>3</td>
</tr>
<tr>
<td>PE 352</td>
<td>Fundamentals of Coaching of Football</td>
<td>3</td>
</tr>
<tr>
<td>PE 354</td>
<td>Fundamentals of Coaching of Track</td>
<td>3</td>
</tr>
<tr>
<td>PE 355</td>
<td>Fundamentals of Coaching of Volleyball</td>
<td>3</td>
</tr>
<tr>
<td>PE 356</td>
<td>Fundamentals of Coaching of Softball</td>
<td>3</td>
</tr>
</tbody>
</table>

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 gymnasia, human performance lab, Olympic size pool, and computer lab.

The master’s degree program offered through the Department of Health, Physical Education, and Recreation may be completed entirely online through internet courses. This unique program was the first fully accredited distance learning master’s degree program in the United States.

The object of this program is to build upon a well-rounded 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 charged with arranging the student’s course work and supervising research activities.

Students must present an acceptable undergraduate background in health, physical education, or recreation representing a breadth of preparation comparable to that required for an undergraduate concentration in HPER at Emporia State University. Students lacking some prerequisites in their undergraduate preparation may be required to complete additional courses as prescribed by the advisor and committee.

Courses offered by the Department of Health, Physical Education and Recreation:

HEALTH

HL 143. GENERATING OPPORTUNITIES THROUGH ACADEMIC AND LIFE SKILLS (GOALS) 2 HRS. This course is designed to assist students in the development of strategies essential to a successful academic career. Additionally students will gain an informative view on how drugs affect the mind, and body performance. Ultimately, students will be encouraged to implement a strategic plan that will help them to achieve success in athletics, academics and careers.

HL 150. 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.


HL 251. CONSUMER HEALTH 2 HRS. Investigation of health-related products and services, as well as of the American health care system. Promotion of consumer understanding that will result in the making of intelligent health decisions.

HL 252. DRUGS AND HUMAN HEALTH 2 HRS. This course provides a framework for basic understanding of the classifications of various drugs as well as distinguishing the drugs according to schedules, prescription requirements and addictive properties. The course will also determine the differences between drug use, misuse and abuse. The positive aspects of drug use as well as alternative remedies will be addressed.

HL 340. VIOLENCE PREVENTION STRATEGIES 2 HRS. This course addresses effective violence prevention strategies used by teachers and school staff in the school environment. Emphasis will be on developing teacher skills and strategies for organizing and implementing comprehensive violence prevention programs in the school classroom and environment.

HL 344. MODIFYING HEALTH BEHAVIOR 3 HRS. This class targets professionals who are interested in health behavior change as a technique in the overall prevention or treatment of health problems. Emphasis is given to definitions and origins of traditional behavior change, behavior change theory and techniques for making changes in behaviors. An integration of educational, organizational and environmental interventions will be presented that are designed to enhance individual and community health.

HL 353. COMMUNITY HEALTH PROGRAMS AND SERVICES 3 HRS. Principles and practices of community health programs and voluntary health agencies. Identification of the relationship between local, state, and national community health programs. Organization and administration of community health programs and voluntary health agencies.

HL 354. ENVIRONMENTAL HEALTH AND HUMAN DISEASES 3 HRS. Survey of basic environmental health problems such as air, water, solid waste, noise, and radiation pollution with special consideration given to population-related issues. Included will be a study of pollution factors related to causality of diseases and the human body’s ability to resist certain pathogens.

HL 355. HEALTH PROMOTION PROTECTION MANAGEMENT 3 HRS. (Prerequisite, HL 150.) This course is an overview of the most common chronic and preventable diseases currently in the United States. A significant amount of time will be devoted to learning the most effective methods of preventing these diseases and how to effectively educate assorted at-risk populations regarding these methods.

HL 356. HEALTH FITNESS INSTRUCTION AND LEADERSHIP 2 HRS. The purpose of this course is to provide students with the basic knowledge and skills needed to lead group exercise sessions. A variety of topics will be covered including rhythm and cuing, stretching and toning, floor aerobics, and step aerobics as well as other forms of group exercise. Information on training principles, safety issues and contra-indicated exercises is also included. Students will participate in a variety of teaching and observation experiences.

HL 389. HEALTH PROMOTION PROGRAMMING 3 HRS. This course is designed to provide students with the foundational concepts and processes used to plan successful health education and health promotion programs in corporate, clinical, private, community and academic settings.
HL 390. SCHOOL HEALTH PROGRAMS 3 HRS.
This course will prepare and train students in developing the skills that will enable them to be the professional, critical thinker, creative planner, and effective practitioner teacher candidate, in accordance with the mission of the Teachers College at Emporia State University. The objective is for all teacher candidates to be prepared with essential knowledge, skills, and dispositions in the field of health education. This course specifically focuses on developing an understanding of the comprehensive school health program and provides information on strategic interventions of advocating, planning, implementing, and assessing the components of healthy schools.

HL 400. HEALTH RISK FACTORS 3 HRS.
(Prerequisite, HL 150.) This course allows students to obtain, interpret and understand basic health information and services. 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.

HL 455. INSTRUCTOR’S COURSE IN FIRST AID AND PERSONAL SAFETY 2 HRS.
Theory and practice of the American National Red Cross Instructor’s Course in First Aid and Personal Safety. (Designed to meet American National Red Cross requirement for the Instructor’s Certificate.)

HL 456. DEATH AND DYING 2 HRS.
Exploration of knowledge about and attitudes toward death and dying. Emphasis placed upon the death of family, friends, and self as well as on suicide prevention and intervention.

HL 458. TEACHING HUMAN SEXUALITY EDUCATION 3 HRS.
This course is designed to introduce future teachers to the various approaches of delivering comprehensive human sexuality information, including HIV/AIDS, in the classroom setting. Emphasis will be given to learning human sexuality content, legalities of teaching human sexuality, and to organizing and delivering age appropriate teaching strategies, which provide students an opportunity to make responsible choices regarding relationships and personal sexual behavior.

HL 465. WORKSITE HEALTH PROMOTION 3 HRS.
This course provides an introduction to worksite health promotion with an emphasis on program development and design. The focus will be on planning, defining, implementing and evaluating corporate and community interventions for health including behavioral/educational, organizational and environmental change strategies.

HL 490. SPECIAL TOPICS IN HPER 1, 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.

HL 524. ERGOGENIC ISSUES IN HPER 3 HRS.
(Prerequisites, HL 150 and ZO 200.) The purpose of this course is to allow students to gain insight into ergogenic issues related to physically active populations. Students will interact with physically active populations to assess dietary, physical, and performance standards in order to develop alternative plans for healthy active lifestyles. This course will also assist the student in becoming a critical thinker, creative planner, and effective practitioner when collaborating with physically active populations.

HL 550. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL 3 HRS.
Justification for and dynamics of health instruction in the elementary school. Exposure to a wide range of health education content information, methods, materials, and resources which pertain specifically to health instruction in the elementary school.

HL 559. METHODS OF TEACHING HEALTH 4 HRS.
(Prerequisite, HL 390.) Principles of PreK-12 school health instruction with emphasis upon curriculum construction, instructional strategies and materials, lesson plan development, actual teaching experiences, and evaluative techniques.

HL 560. SPECIAL PROBLEMS IN HEALTH AND SAFETY EDUCATION 1-3 HRS.
(Prerequisites, permission of instructor.) The purpose of this course is to allow students the opportunity to complete in depth study of health education/promotion related topics.

HL 565. STRATEGIES IN HEALTH PROMOTION 4 HRS.
(Prerequisites, HL 465 and HL 389.) This course is designed as a laboratory for improving the organization, delivery and evaluation skills of the students in the following levels of interventions found in community and worksite health promotion: 1) Communication and awareness programs; 2) Screening and assessment programs; 3) Education and lifestyle programs and 4) Behavior change support systems.

HL 566. EXERCISE 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.

HL 570. PRACTICUM IN HEALTH PROMOTION 2 HRS.
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.

HL 580. INTERNSHIP IN HEALTH PROMOTION 12 HRS.
(Prerequisites, HL 570, HL 344, HL 465, HL 565, and HL 566.) The internship course provides experience in health-related agencies to enable the student to utilize basic knowledge and demonstrated ability of health promotion skills within a health promotion setting. A minimum of 480 hours and/or 12 weeks at the internship site is required. In addition the student is required to submit a midterm and final report, including an intern portfolio.

HL 620. STRESS MANAGEMENT 1 HR.
(Prerequisite, HL 150.) This course is designed for people interested in prevention and control of stress through various relaxation and stress management techniques. Particular emphasis will be on personal techniques for managing stress in a wide variety of situations.

HL 650. CRITICAL HEALTH ISSUES 1-3 HRS.
Analysis of specific health problems currently present within society. Emphasis will be placed upon the role of the teacher in terms of content
preparation, course planning, instructional methods and materials, as well as evaluation relative to respective critical health issues.

**HL 700. CURRENT DEVELOPMENTS IN HEALTH EDUCATION** 1-4 HRS.
Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods, and techniques in health education.

**HL 701. SPECIAL WORKSHOPS IN HEALTH** 1-2 HRS.
This course offers the opportunity for students to experience a variety of intensive courses concerned with health topics.

**HL 751. LEADERSHIP/MANAGEMENT IN HEALTH AND WELLNESS PROGRAMS** 3 HRS.
Overview of organization and administration of health and wellness programs: administrative theories, management by objectives; budgeting, grantsmanship, contracts, strategies, consultation, and art of leadership.

**HL 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.

**PHYSICAL EDUCATION**

**PE 101. SEMINAR IN HPER** 1 HR.
This course is intended to introduce the students to the HPER Department and its programs; give a glimpse into the professional opportunities afforded to those in the areas of Athletic Training, Health Promotion, Recreation, Health Education and Physical Education; discuss the differences between college and high school with respect to expectations, responsibilities and study skills; discuss personal, professional and social issues and goals relating to various career opportunities with HPER; cover the general expectations for the various degrees in regards to assessment checkpoints and accreditation procedures; explore personal degree plan profession, and provide interactions between those enrolled, upper-class majors and various faculty members.

**PE 160. FOUNDATIONS OF PHYSICAL EDUCATION: FITNESS ACTIVITIES** 1 HR.
This course is designed to provide the opportunity for HPER majors to learn the fundamentals of teaching fitness activities that exist in the public schools such as tumbling, weight training, aerobics, walking/jogging, etc.

**PE 161. FOUNDATIONS OF PHYSICAL EDUCATION: FIELD SPORTS** 1 HR.
This course is designed for the professional student in physical education or recreation to develop the basic skills used in a variety of court and field games such as hockey, soccer, volleyball, basketball, etc. Skills instruction and teaching methods are developed through a series of learning progressions.

**PE 162. FOUNDATIONS OF PHYSICAL EDUCATION: INDIVIDUAL SPORTS** 1 HR.
This course will cover several individual sport activities. The course is designed to provide physical education and recreation majors with the basic skills and knowledge necessary for walk/jog activities, bowling, golf, self-defense and fencing. Experiences and opportunities in this class are designed to assist students in building a foundation to becoming critical thinkers, creative planners and effective practitioners.

**PE 163. FOUNDATIONS OF PHYSICAL EDUCATION: COURT SPORTS** 1 HR.
This course is designed for the professional student in physical education or recreation to develop the basic skills in a variety of court sports and games. The activities that will be covered in this class include volleyball, team handball, basketball, tennis, and badminton. Skills instruction and teaching methods are developed through a series of learning progression.

**PE 164. FOUNDATIONS OF PHYSICAL EDUCATION: OUTDOOR ACTIVITY** 1 HR.
This course will cover outdoor pursuits and activities. This course is designed to provide the physical education and recreation major with the skills and knowledge necessary in several outdoor pursuits and the basic fundamentals of various outdoor activities. Specifically the course will develop the students’ skills in orienteering, inline skating, mountain biking, canoeing, hiking and outdoor pursuits appropriate for schools and recreation centers.

**PE 165. FOUNDATIONS OF PHYSICAL EDUCATION: DANCE** 1 HR.
This course is designed to introduce the methods of presenting basic rhythms and dance forms to K-12 students. Topics include children’s creative dance, rhythmic activities, line and social dance, and folk and square dance.

**PE 166. FOUNDATIONS OF PHYSICAL EDUCATION: RACQUET SPORTS** 1 HR.
This course will expose students to the activities of badminton and tennis and develop skill and teaching techniques for these activities. There will be a comprehensive written test given at the end of the course as well as competency based skill tests.

**PE 167. FOUNDATIONS OF ACTIVITY TRENDS** 1 HR.
This course is designed for the professional student in physical education to develop the basic knowledge and skills in new activity trends for the physical education area. The activities that will be covered in this class include core training, rollerblading, lundi sticks, omnikin and koob. In addition, activities will change based on the trends in the field. Skills instruction and teaching methods are developed through a series of learning progressions.

**PE 262. SPECIAL POPULATIONS IN PHYSICAL EDUCATION & RECREATION** 2 HRS.
Concurrent with PE 264. This course is designed to give the physical education/recreation student an opportunity to study various abnormalities, diseases, and handicaps that may be encountered in public and private settings.

**PE 264. SPECIAL POPULATIONS LABORATORY IN PHYSICAL EDUCATION** 1 HR.
(Concurrent with PE 262.) This course is designed to give the physical education student an opportunity to study various abnormalities and diseases, and how they might adapt physical education activities to meet the needs, interests, and limitations of pupils that cannot take part in the unrestricted physical program safely or successfully.

**PE 266. TECHNOLOGY IN HEALTH, PHYSICAL EDUCATION AND RECREATION** 3 HRS.
This course is designed to provide students with knowledge, skills, and
tools to effectively implement technology in health, physical education and recreation. This course will cover computer technology as well as exercise and physical fitness assessment technology. Students will have the opportunity for practical applications of technological skills in health, physical education and recreation.

**PE 268. 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.

**PE 271. INTRODUCTION TO ATHLETIC TRAINING** 2 HRS.
This course is designed to provide introductory information in athletic training aligned with the competencies in Athletic Training document (NATA). Concepts or prevention, evaluation, first aid, therapeutic treatment, and rehabilitation will be presented. Laboratory experiences will include practical applications, testing, treatment applications, testing, and prevention programs. Teaching objectives outlined in the Competencies in Athletic Training document will serve as guidelines for some labs.

**PE 272. INTRODUCTION TO ATHLETIC TRAINING LAB** 1 HR.
Concurrent with PE 271. This class is the clinical application (lab) of the class PE 271, Introduction to Athletic Training. The course is designed to provide information in athletic training according to the required competencies in Athletic Training document (NATA). Basic concepts of prevention, evaluation, first aid, therapeutic treatment, and rehabilitation will be presented. Lab time will provide opportunity for practical application and testing of the required skills designated as teaching objectives in the Competencies in Athletic Training document.

**PE 273. ADMINISTRATION/ORGANIZATION OF ATHLETIC TRAINING** 2 HRS.
This course is designed to provide the student with a concentration in athletic training with a core knowledge of the specifics of program administration in the athletic training setting. Specific knowledge requirements, identified by the NATA Role Delineation Study of 1991 and the Competencies in Athletic Training published by the Joint Review Committee on Educational Programs in Athletic Training, include the areas. The specific competencies are outlined in the course objectives.

**PE 274. CLINICAL EDUCATION I** 1 HR.
Students are introduced to the profession of athletic training and the Athletic Training Program. Basic taping and wrapping techniques will be introduced as well as a review of the American Red Cross CPR-PR certification. Students will be assessed on psychomotor skills acquired from previous coursework. Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 150 clinical hours.

**PE 275. CLINICAL EDUCATION II** 1 HR.
(Prerequisites, PE 274 and PE 345.) Students will develop skills in advanced taping, wrapping, and fitting or protective equipment. Students will be assessed on psychomotor skills acquired from previous coursework. Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 150 clinical hours.

**PE 300. HISTORY OF PHYSICAL EDUCATION AND RECREATION** 1 HR.
This course is designed to explore the history and foundations of sport and physical education from ancient to current time. Philosophical issues as well as the relationship of sport and physical education with societal, political, and economic issues are examined.

**PE 305. THEORY OF COACHING** 3 HRS.
This course is designed to provide the basic knowledge, acquisition, and application of coaching philosophy, sport psychology, and teaching skills that influence coaching effectiveness in educational and recreational settings. Emphasis is placed on preparing coaches to train athletes to achieve optimal level of performance at various age and ability levels.

**PE 320. PRINCIPLES OF STRENGTH AND CONDITIONING** 2 HRS.
This course is designed to provide students with the theoretical and practical knowledge of the physiological, biomechanical and administrative aspects of designing and supervising safe and effective strength and conditioning programs for youth through adult populations.

**PE 345. PREVENTION AND CARE OF ATHLETIC INJURIES** 3 HRS.
Preventive measures, first aid, taping, bandaging, therapeutic care, and evaluation and rehabilitation used in alleviating conditions and injuries incurred in athletic participation.

**PE 346. CLINICAL EDUCATION III** 1 HR.
(Prerequisites, PE 275 and PE 273.) Students will be assessed on psychomotor, cognitive, and affective skills acquired from previous course work (e.g., PE 345 Care and Prevention of Athletic Injuries, PE 273 Organization/Administration of Athletic Training). Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 225 clinical hours.

**PE 347. CLINICAL EDUCATION IV** 1 HR.
(Prerequisites, PE 346, PE 482, and PE 485.) Students will be assessed on psychomotor as well as cognitive and affective skills acquired from previous course work (e.g., PE 485 Assessment of Physical Injuries-Upper Body and PE 482 Modality Usage in Athletic Training). Clinical education rotations will be assigned under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 225 clinical hours.

**PE 350. FUNDAMENTALS & COACHING OF BASEBALL** 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skills unique to baseball. Additional emphasis is given to the study of coaching theories and techniques.

**PE 351. FUNDAMENTALS & COACHING OF BASKETBALL** 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to basketball. Additional emphasis is given to the study of coaching theories and techniques.
PE 352. FUNDAMENTALS & COACHING OF FOOTBALL  3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to football. Additional emphasis is given to the study of coaching theories and techniques.

PE 354. FUNDAMENTALS & COACHING OF TRACK & FIELD  3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to track and field. Additional emphasis is given to the study of coaching theories and techniques.

PE 355. FUNDAMENTALS & COACHING OF VOLLEYBALL  3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to volleyball. Additional emphasis is given to the study of coaching theories and techniques.

PE 360. PHYSIOLOGY OF EXERCISE  3 HRS.
(Prerequisite, ZO 200.) The purpose of this course is to provide future HPER professionals with opportunities to develop basic knowledge and skills pertaining to adaptations made by the human body during exercise. Specific topics will include physical fitness and basic training principles, muscular and neurological control of movement, cardiorespiratory adaptations, nutrition and environmental influences as well as others. Students will participate in and conduct physical fitness assessments, write an exercise prescription and complete lab assignments related to course topics.

PE 361. MOTOR BEHAVIOR  2 HRS.
A critical examination of some concepts of human skill performance and learning and an application of those concepts to teaching and coaching.

PE 362. KINESIOLOGY  3 HRS.
(Prerequisite, ZO 200.) This course is designed to introduce the student to movement concepts as applied to various sports activities. Laws of motion, principles of force, equilibrium concepts, and laws governing projectiles will be introduced and applied. The student will develop the ability to analyze skill movements in specific sport activities. The anatomy and function of the musculoskeletal system and the concept of levers will be reviewed.

PE 365. ELEMENTARY PHYSICAL EDUCATION  2 HRS.
Designed to meet the needs of physical education teachers in the elementary grades. Emphasis is placed on teaching styles, organizational movement activities and program evaluation.

PE 374. WATER SAFETY INSTRUCTOR  2 HRS.
Permission of instructor. The Water Safety Instructor course is directly concerned with giving candidates theoretical and practical knowledge, and assistance in the teaching of the American Red Cross Water Safety course. It is possible to receive Red Cross Water Safety Instructor (WSI) certification upon successful completion of course requirements.

PE 375. DANCE COMPOSITION  2 HRS.
A theory and practical study of modern dance as an art form including movement technique, the use of space and rhythm, stimulus for composition, accompaniment and program planning.

PE 378. FIELD EXPERIENCES  1-2 HRS.
Designed to provide opportunities for the student to gain experience in observing and teaching under the supervision of a master teacher or leader.

PE 381. ELEMENTARY SCHOOL HEALTH & PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER  2 HRS.
Methods and materials for directing health and physical education activity programs for the elementary school child. The course is designed for students who are candidates for elementary classroom teaching certification.

PE 400. MEASUREMENT & EVALUATION  2 HRS.
This course is designed to aid students in gaining knowledge about and skills in measurement processes and techniques, particularly as they relate to physical education. Experiences will be provided for learning about and practicing proper test selection, proper test administration, and appropriate use of test results. The course will include also experiences with basic statistics and computers and an introduction to evaluation and grading.

PE 420. PSYCHOLOGY OF SPORT  2 HRS.
The purpose of this course is to give the beginning coach an overview of how psychology ties into the art of successful coaching. Special attention is given to motivation styles, techniques, and uses.

PE 460. ORGANIZATION AND ADMINISTRATION OF HPER  2 HRS.
Course is designed to identify, observe, study and discuss techniques and principles, muscular and neurological control of movement, cardiorespiratory adaptations, nutrition and environmental influences as well as others. Students will participate in and conduct physical fitness assessments, write an exercise prescription and complete lab assignments related to course topics.

PE 471. INDEPENDENT STUDY  1-3 HRS.
A supervised survey and review of literature on a problem in the field. Written report with documentation is required.

PE 480. 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.

PE 481. THERAPEUTIC MODALITY USAGE IN ATHLETIC TRAINING  3 HRS.
(Prerequisites, ZO 362.) The primary purpose of this course is to provide the students with the knowledge and skills in therapeutic modality use and the rehabilitation process with modalities necessary to effectively develop treatment plans for the benefit of the athlete. This will provide a foundation for the student to prepare for the NATA national board certification examination.

PE 482. REHABILITATION OF ATHLETIC INJURIES  3 HRS.
(Prerequisites, ZO 362.) The primary purpose of this course is to provide the students with knowledge of the appropriate rehabilitation process and progression after injury, as well as the ability to develop specific programs for rehabilitation in actual applications for the benefit of the athlete. This will provide a foundation for the student to prepare for the NATA national board certification examination.
PE 490. SPECIAL TOPICS IN HPER 1, 2, or 3 HRS.
(Prerequisites, PE 347, PE 481, and PE 486.) Students will be assessed on psychomotor skills acquired from previous coursework (e.g., PE 486 Assessment of Physical Injuries - Lower Body and PE 482 Rehabilitation of Athletic Injuries). Clinical education rotations will be assigned under the direct supervision of an approved clinical instructor (ACI). Students must complete a minimum of 225 clinical hours.

PE 484. CLINICAL EDUCATION VI 1 HR.
(Prerequisites, PE 483 and PE 517.) Students will be assessed on psychomotor skills acquired from previous 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.

PE 485. ASSESSMENT OF PHYSICAL INJURIES—UPPER BODY 3 HRS.
(Prerequisites, ZO 362.) This course provides the student with information and basic skills used to evaluate athletic injuries and special problems of the upper body. Students will acquire basic understanding and skills in palpation methods and neurological and special tests. Pathological and etiological information for a variety of injuries relating to the upper body will be presented. Students will have the opportunity to participate in experiences outside of class with medical professionals, including surgical observation.

PE 486. ASSESSMENT OF PHYSICAL INJURIES—LOWER BODY 3 HRS.
(Prerequisite, ZO 362.) This course provides the student with information and basic skills used to evaluate athletic injuries and special problems of the lower body. Students will acquire basic understanding and skills in palpation methods and neurological and special tests. Pathological and etiological information for a variety of injuries relating to the lower body will be introduced. Students will have the opportunity to participate in experiences outside of class with medical professionals, including surgical observation.

PE 490. SPECIAL TOPICS IN HPER 1, 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.

PE 517. ISSUES IN ATHLETIC TRAINING 2 HRS.
(Prerequisite, permission of instructor.) This course will cover current and special topics in Sports Medicine as well as recognition, evaluation, management, and prevention of the most common non-orthopedic medical conditions that affect athletic participation.

PE 570. TEACHING METHODS IN MIDDLE/SECONDARY PHYSICAL EDUCATION 5 HRS.
(Prerequisites, PE 365 or permission of instructor.) Study, demonstration and exploration of methods and techniques of presenting sports, games, and dance skills to middle and secondary level students. Curriculum design and development, as well as techniques for organizing groups will be included. Laboratory experiences are included. Not for graduate credit.

PE 700. CURRENT DEVELOPMENTS IN PHYSICAL EDUCATION 1-4 HRS.
(Prerequisite, permission of instructor.) Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods, and techniques in physical education.

PE 701. SPECIAL WORKSHOPS IN PHYSICAL EDUCATION 1-2 HRS.
This course offers the opportunity to students to experience a variety of intensive courses concerned with physical education topics.

PE 707. APPLIED PSYCHOLOGY OF HEALTH, SPORT, AND MOVEMENT SCIENCE 3 HRS.
Course is designed to study the psychology of the athlete under competitive conditions, as well as the non-competitive training individuals.

PE 710. SEMINAR IN ATHLETICS 1-3 HRS.
A critical analysis and study of selected problems, trends, techniques or issues in athletics. Utilizes individual and group discussions, resource persons and review of literature.

PE 715. HISTORY OF SPORT AND POLITICS 2 HRS.
This course is a study into the aspects in which politics have historically influenced sports.

PE 738. ADVANCED TECHNOLOGY IN HPER 3 HRS.
This course is designed to provide students with knowledge, skills, and tools to effectively implement technology in health, sport, and recreation. This course will include computer basics, using general productivity software for physical education tasks, physical education specific software programs, and exercise equipment technology.

PE 740. LEGAL ISSUES IN HPER 3 HRS.
This course is designed to expand, deepen, and enhance one’s knowledge and comprehension of the law and its legal and ethical implications on professionals in physical education, wellness, fitness, and leisure. It includes, but is not limited to a review and examination of legal terminology, concepts, negligence and practices as they relate to such issues as programming, personnel, participants, spectators, facilities, equipment, accessibility, culture, environment, and risk management.

PE 745. LEADERSHIP IN HPER 3 HRS.
This course is designed to expand, deepen, and enhance one’s knowledge and comprehension of the science and art of leadership principles, theories, characteristics, styles, values, skill application, effectiveness, and assessment. Leadership will be considered and probed as it applies to individuals, groups, and organizations. This course has a strong wellness, physical education, and sport and fitness orientation.

PE 762. ANALYSIS OF TEACHING/COACHING 3 HRS.
This course is designed to provide the students with the knowledge, skills and tools to effectively evaluate the teaching/learning process in physical education and coaching. Specifically, the course will examine the need for and process of systematic observation and analysis of instruction.

PE 768. ADVANCED EXERCISE PHYSIOLOGY 3 HRS.
The purpose of this course is to provide coaches, physical educators, and others who are concerned with the human body's response to exercise with experiences and opportunities to gain advanced knowledge of selected physiological principles.

PE 801. DIRECTED READINGS 3 HRS.
This course is designed to develop basic research and writing skills in order for the student to pursue independent research. Students in this course will develop the proposal and review of literature for their research project or thesis.
PE 803. MOTOR 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.

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.

PE 859. ISSUES AND TRENDS IN HEALTH, SPORTS, AND MOVEMENT SCIENCE 3 HRS.
Identification and analysis of current issues and trends as presented in professional publications and research and related to the fields of health, sport, and physical education. Emphasis is placed on problem solving situations, debating issues, and writing and defending topic viewpoints.

PE 860. SEMINAR IN PHYSICAL EDUCATION 2 HRS.
A critical analysis and study of selected problems, trends, or issues in the area of physical education. Utilizes individual and group discussions, resource persons and review of literature.

PE 861. SUPERVISION OF HEALTH AND PHYSICAL EDUCATION 2 HRS.
A study of the techniques and problems of supervision in health, physical education and athletics in elementary and secondary schools, teacher education programs and in various community organizations. Special emphasis is given to in-service education, program evaluation and improvement, equipment and facility needs, co-curriculum working with administrators and public relations.

PE 862. INSTRUCTIONAL INNOVATIONS IN PHYSICAL EDUCATION 3 HRS.
Examination and discussion of physical education curriculum, as well as innovations in teaching methods/strategies for physical education programs.

PE 864. SOCIOLOGY OF SPORT 3 HRS.
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.

PE 865. DESIGN AND ASSESSMENT 3 HRS.
This course is designed to provide a basic understanding of statistics to graduate students in HPER. This includes how to design an experiment and to analyze and interpret the data. This should help HPER professionals be more effective regarding assessment in HPER.

PE 868. RESEARCH PROBLEMS IN HEALTH, PHYSICAL EDUCATION AND RECREATION 1-3 HRS.
(Prerequisite, PE 801.) 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.

PE 869. THESIS 1-5 HRS.
(Prerequisite, PE 801.) For masters degree in HPER. An independent research project designed in consultation with and approved by a graduate faculty advisor. The study to investigate a specific problem culminating in a bound paper and oral presentation, both of which demonstrate the student's ability to conduct creative and productive research.

RECREATION

RC 100. INTRODUCTION TO LEISURE SERVICES 3 HRS.
This course describes and interprets leisure services, including the nature, scope, and significance of leisure and recreation as a social and economic force in contemporary society. The course includes the historical and philosophical foundations of recreation; examination of agencies providing services, professional organizations, and career opportunities.

RC 201. OUTDOOR RECREATION 2 HRS.
This course is designed to acquaint the student with the breadth of outdoor recreation, recreational use of natural resources, and the background of the camping movement. Field trips--actual cost not to exceed $40.00.

RC 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.

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.

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.

RC 375. RECREATIONAL LEADERSHIP 3 HRS.
This course is designed to acquaint students with various leadership theories and techniques, as well as group dynamics, in recreation services. The class will offer experiences of organizing and leading recreational activities in a variety of recreational settings.

RC 376. FIELD EXPERIENCE IN UNIVERSITY RECREATION SETTINGS 2 HRS.
This course is a pragmatic experience utilizing the ESU Student Recreation Program. The course is designed to provide a unique opportunity for recreation majors to participate in program management, facility management, and facility and equipment maintenance. The student will work under the supervision of the Recreation Program Director and a university supervisor.

RC 389. PROGRAM DESIGN AND IMPLEMENTATION IN RECREATION 3 HRS.
(Prerequisite, RC 100.) This course is designed to present theory, research methods, the process of program planning, organizing, implementation, and evaluation as applicable to a variety of programs.
Several types of programming which serve different age groups, interests, and needs will be discussed. The scope of leadership for both professionals and volunteers will be presented in terms of their relationship to programming. The development of critical thinking toward the implementation of recreation programming will be introduced.

**RC 390. PROMOTION AND PUBLIC RELATIONS IN RECREATION AND LEISURE** 2 HRS.  
(Prerequisite, RC 100.) 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.

**RC 400. PRACTICUM IN LEISURE SERVICES** 2 HRS.  
(Prerequisite, RC 300.) This course provides an opportunity for the student to obtain practical experience within an agency and explore the career possibilities in this area of emphasis. It provides the student the opportunity to combine experience with their academic education. The student will work under the supervision of an agency supervisor and a university supervisor.

**RC 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 process of recreation organizations. Major emphasis will be upon policy formation, personnel management, physical resource utilization, budgeting, evaluation, professionalism, relationships, and legalities.

**RC 451. PROFESSIONAL DEVELOPMENT IN LEISURE STUDIES** 1 HR.  
This course serves as a synthesizing force in the student's academic preparation for the internship experience. The focus of the course is on self-exploration, internship/career search, identification and development of internship/career goals, professional letters, resume construction, interview techniques, problem solving and decision making, internship site selection, and other professional development processes.

**RC 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.

**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.

**RC 600. INDEPENDENT STUDY IN RECREATION** 1-3 HRS.  
A critical analysis and study of selected problems, trends or issues in the area of recreation. Utilizes individual and group discussions resource persons and review of literature.

**RC 700. CURRENT DEVELOPMENTS IN RECREATION** 1-4 HRS.  
Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods and techniques in recreation.

**ACTIVITY COURSES**

**PE 100. LIFETIME FITNESS** 1 HR.  
This course is designed to expose students to facts about and experiences in dealing with motor, physical, and physiological aspects of the human being. Specific areas of study include physical fitness, nutrition, stress management, and use of lifetime sports. Students will have several opportunities to assess various aspects of their own fitness.

**PE 103. AEROBIC DANCE** 1 HR.  
The course is designed to provide each student with the opportunity to learn the principles and facts about aerobic fitness and to develop his/her aerobic fitness.

**PE 104. WALKING AND JOGGING** 1 HR.  
This course is designed to provide each student with the opportunity to learn the principles and facts about aerobic fitness and to develop his/her aerobic fitness. Walking and jogging activities are the focus of this course.

**PE 105. INDIVIDUALIZED PHYSICAL ACTIVITY** 2 HRS.  
(Prerequisite, permission of instructor.) PE 105 is a course that provides the student with a diversified program of developmental appropriate activities that are individualized to maximize safe and successful participation in physical activity.

**PE 110. BASKETBALL** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to basketball.

**PE 112. SOCCER** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to soccer.

**PE 113. SOFTBALL** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to softball.

**PE 117. VOLLEYBALL** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to volleyball.

**PE 121. BADMINTON** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to badminton.

**PE 122. BAIT, FLY, AND SPIN CASTING** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to fishing.

**PE 124. FENCING** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to fencing.

**PE 125. GOLF** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to golf.

**PE 127. TENNIS** 1 HR.  
This course is designed to give students an opportunity to develop the basic skills and knowledge related to tennis.
PE 128. RECREATIONAL GAMES 1 HR.
The course is designed to give students an opportunity to explore and
develop skills in a variety of social-recreational activities and games of
dless strenuous variety.

PE 130. ELEMENTARY SOCIAL DANCE 1 HR.
The practical study and application of dancing for recreation with
partner including North American and Latin styles.

PE 131. ELEMENTARY FOLK AND SQUARE
DANCE 1 HR.
The practical study and application of American square dance,
international folk and ethnic dance.

PE 132. JAZZ DANCE I 1 HR.
The course is designed to allow the student to gain practical experiences
in jazz dance techniques from the traditional form to the more
choreographic pop jazz style.

PE 133. ELEMENTARY MODERN DANCE 1 HR.
The study of dance as an art form using the body as a medium of
movement in time and space incorporating technical skills to enhance
creativity.

PE 134. BALLET I 1 HR.
The general purpose of this course is to study the techniques of ballet
and to gain practical experience through barre exercises and center
work.

PE 135. YOGA 1 HRS.
The general purpose of the course is to introduce the student to hatha
yoga, the practice of the physical postures which focus on developing
the body's potential and awakening the core energy of the nervous
system.

PE 136. KICKBOXING 1 HRS.
The general purpose of the course is to introduce the student to kickboxing in a safe and controlled environment.

PE 137. PILATES 1 HR.
The general purpose of this course is to introduce the student to basic principles of Pilates.

PE 138. OUTDOOR ADVENTURE 1 HRS.
This course is designed to provide students with the basic skill and
knowledge in outdoor adventure, which includes orienteering, mountain
biking and canoeing.

PE 140. ELEMENTARY SWIMMING 1 HR.
A course which includes the knowledge and stroke skills of the beginner
and advanced beginner levels of swimming of the American Red Cross.

PE 174. WEIGHT TRAINING 1 HR.
Class for students designed for developing and strengthening the
muscular skeletal structure. Techniques and types of strength programs
are covered.

PE 175. BICYCLING 1 HR.
Includes techniques of riding, bike safety, history, minor repairs, bike
styles and touring information.

PE 179. SELF DEFENSE 1 HR.
Designed to teach basic self defense techniques and skills which enable
a person to protect him/herself in various environments.

PE 180. RACKETBALL 1 HR.
Designed to acquaint the student with skills, strategies and rules of
racketball. Individual and doubles play is emphasized.

PE 181. RIVER CANOEING AND KAYAKING 1 HR.
This course is designed to develop students' skills and attitudes
necessary for safe and enjoyable participation in the sport of canoeing
and kayaking. Instruction includes classroom, pool, lake and river
experience.

PE 182. SPORT PERFORMANCE—FLEXIBILITY
AND DYNAMIC MOVEMENT 1 HR.
Students are taken through a step by step flexibility program designed to
increase sport performance and prevent injury. Students will be
required to design a flexibility program for his/her sport. Varsity athlete
only.

PE 183. SPORT PERFORMANCE—POWER TRAINING
FOR THE ELITE PERFORMER 1 HR.
This class will include advanced weightlifting exercises. Students will
be instructed on Olympic style lifts and advanced periodization.
Classes will focus on power development and functional strength
improvement. Varsity athlete only.

PE 184. SPORT PERFORMANCE—SPEED, AGILITY,
AND PLYOMETRIC TRAINING 1 HR.
This course is designed to prepare the performer for the stresses of elite
competition. This course will offer the latest sports performance
equipment available and examine the ways to insure the sport performer
peaks at the right time, maximizes physical potential, and builds a
stronger, more agile, explosive performer. Varsity athlete only.

PE 210. VARSITY BASKETBALL 1 HR.
Designed for the highly skilled student who is interested in further
development of skills and knowledge necessary to compete at the
intercollegiate level. Varsity athlete only.

PE 211. VARSITY BASEBALL 1 HR.
Designed for those students with above average skill who have a desire
to become better acquainted with the fundamentals, strategies, and
disciplines of playing intercollegiate football. Varsity athlete only.

PE 212. VARSITY TRACK 1 HR.
Offered for the highly skilled athlete interested in competing and
developing an understanding of the technical methods of training, meet
preparation, and strategy in track and field. Varsity athlete only.

PE 216. VARSITY VOLLEYBALL 1 HR.
The course is designed to acquaint the student with advanced skills,
team play, strategies and rules involved in volleyball; and to give
experience in highly skilled intercollegiate competition. Varsity athlete
only.
PE 218. VARSITY CROSS COUNTRY 1 HR.
A course for the highly skilled athlete which provides the different
methods of training, strategy, and meet preparation of cross country
running. Varsity athlete only.

PE 220. VARSITY SPIRIT CORP 1 HR.
This course is designed for those students who wish to train as varsity
cheerleaders/yell leaders. Varsity athlete only.

PE 225. VARSITY GOLF 1 HR.
The course is designed for the accelerated golfer. An in-depth study of
the rules and the positive approach to playing golf is discussed.
Advanced instruction and interschool competition is provided. Varsity
athlete only.

PE 227. INTERMEDIATE TENNIS 1 HR.
Designed to refine basic skills and to develop advanced skills (lob,
chop, volley) and strategies of singles and doubles play.

PE 228. VARSITY TENNIS 1 HR.
(Prerequisite, consent of instructor.) This course is to provide students
further learning experience for the development of skills, techniques and
strategy for playing at the intercollegiate level. Varsity athlete only.

PE 229. VARSITY SOCCER 1 HR.
(Prerequisite, consent of instructor.) This course is designed for women
undergraduate students to provide learning experiences for the
development of skills, techniques, and strategy for playing soccer at the
intercollegiate level. Varsity athlete only.

PE 230. INTERMEDIATE SOCIAL DANCE 1 HR.
The study of dance as in the elementary social dance class with an
addition of technical skills and knowledges and with an emphasis on
Latin styles.

PE 231. INTERMEDIATE FOLK & SQUARE DANCE 1 HR.
The study of dance as in the elementary class with additional dances,
technical skills, knowledges and exhibition performance.

PE 233. INTERMEDIATE MODERN DANCE 1 HR.
The study of dance as in the elementary modern dance class with an
addition of technical skills, creative ability and exhibition performance.

PE 234. ADVANCED MODERN DANCE 1 HR.
(Prerequisite, PE 233.) The study of modern dance as in the
intermediate modern dance class with a higher degree of technical skills,
creative ability and the choreography and performance of exhibition
performance.

PE 242. INTERMEDIATE SWIMMING AND
TECHNIQUES 1 HR.
This course is designed to acquaint the student with the skills in seven
basic Red Cross swimming strokes and the techniques to teach these
strokes.

PE 243. LIFEGUARD TRAINING 1 HR.
This course will prepare individuals to assume more effectively the
duties and responsibilities of lifeguards at swimming pools and at
protected (non surf) open water beaches. American Red Cross
Emergency Water Safety and Lifeguard Training Certifications are
issued upon successful completion of their requirements in this course.

PE 245. SYNCHRONIZED SWIMMING 1 HR.
Aquettes is a synchronized swimming group that offers the student the
opportunity to develop expertise in advance swimming skills. The
group prepares a show for the community.

PE 248. SKIN AND SCUBA DIVING 1 HR.
The study and practice of underwater diving with and without self
contained breathing apparatus, including physics, physiology, ecology
and safety related to diving.

PE 250. INTERMEDIATE GYMNASTICS 1 HR.
This course is designed to further develop skills, knowledge, fitness in
all phases of gymnastics activities. Opportunity will be provided for
creating individual routines.
DEPARTMENT OF INSTRUCTIONAL DESIGN AND TECHNOLOGY

Professor Marcus D. Childress, Chair

Professors: Harvey Foyle, Armand Seguin. Associate Professor: Dusti D. Howell. Assistant Professor: Zeni Colorado, Jane Eberle, Janet Holland.

http://idt.emporia.edu

The Department of Instructional Design and Technology offers undergraduate courses that are required in degree programs for the preparation of teachers, early childhood through grade twelve. The Department also offers a Master of Science Degree in Instructional Design and Technology that is delivered entirely via the Internet. This degree prepares individuals for leadership in the design, development, and integration of technology and online learning into teaching and private sector training.

Courses offered by the Department of Instructional Design and Technology:

INSTRUCTIONAL TECHNOLOGY

IT 143. SPECIAL STUDIES IN EDUCATION 1-3 HRS.
This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester.

IT 144. SPECIAL STUDIES IN EDUCATION 1-3 HRS.
This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester. This course is offered only by pass/no credit.

IT 325. INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS 3 HRS.
Designed to supplement and enhance basic competencies in current instructional technologies. Focused toward preservice teachers, content is related to the field of education and is delivered through hands-on activities. Planning and integrating technology into the curriculum are emphasized with computer systems, Internet tools, evaluation tools, and software applications for classroom use.

IT 343. SPECIAL STUDIES IN EDUCATION 1-3 HRS.
(Prerequisite, consent of instructor.) This course offers an in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed.

IT 344. SPECIAL STUDIES IN EDUCATION 1-3 HRS.
This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester. This course is offered only by pass/no credit.

IT 371. ADVANCED INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS 3 HRS.
(Prerequisite, IT 325.) The design, development, authoring, and evaluation of multimedia instructional units, using digital media and interactive technologies. The course builds upon content, expertise, and skills in presentation software, web development, and applications obtained in Instructional Technology.

IT 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.
(Prerequisite, consent of the chair of the department.) Students will carry out individual projects under the guidance of selected staff members.

IT 543. SPECIAL STUDIES IN EDUCATION 1-3 HRS.
This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester.

IT 544. SPECIAL STUDIES IN EDUCATION 1-3 HRS.
This course offers a study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed from semester to semester. This course is offered only by pass/no credit.

IT 572. TECHNOLOGY USES IN EDUCATION 3 HRS.
(Prerequisites, IT 325 and IT 371.) This course is intended to equip teachers with the ability to integrate advanced uses of technology in the elementary classroom. Skills and information learned here will allow students to become technology resource specialists at the elementary school level. Material covered includes techniques for utilizing both the “one computer classroom” and the “pod” setup, incorporating simulation software, using utility software for grading and planning, and advanced instructional media development and application in a final multimedia project.

IT 573. ELECTRONIC PORTFOLIO AND WEBPAGE DEVELOPMENT 3 HRS.
(Prerequisites, IT 325 and IT 371.) Students will be taught how to collect and display materials electronically, including using webpage development software. They will construct a multimedia portfolio in a format suitable for either web distribution or copied to a CD-ROM disk.

IT 574. INTERNET USES IN K-12 EDUCATION 3 HRS.
(Prerequisites, IT 325 and IT 371.) This computer class will focus on using the information superhighway (Internet) for teaching and learning in the K-12 school. Topics will include finding and using lesson plans, using online and cooperative education with K-12 students, subscribing to listserv lists in education, joining appropriate “field trips” finding K-12 resources, using ERIC online, accessing and employing web search engines in education, handling files, and webpage design.

IT 575. INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY 1-3 HRS.
(Prerequisites, IT 325, IT 371, and consent of advisor.) Designed as a practical experience where the student is assigned duties in a school or professional setting. The student typically assists professionals in applying their knowledge in instructional technology to real world issues. A written explanation is required. A minimum of 45 clock hours is required for each credit hour. Class may be repeated. Graded Pass/No Credit.
IT 700. FOUNDATIONS OF INSTRUCTIONAL 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.

IT 744. SPECIAL STUDIES IN EDUCATION  1-3 HRS.
To provide in-depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester. This course is offered only by pass/no credit.

IT 800. INSTRUCTIONAL DESIGN  3 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.

IT 805. RESTRUCTURING CLASSROOMS WITH TECHNOLOGY  2-3 HRS.
(Prerequisite, IT 700.) This course is designed to prepare teachers to integrate diverse educational technologies in K-12 classrooms in ways that reflect a theoretical, research based, and practical understanding of curriculum development and the effective uses of technology. Course content will explore the role of educators as agents of reform and progress regarding technology. The course emphasizes practical ways to integrate technology into everyday instruction including content-area knowledge acquisition, inquiry, communication, critical thinking, and problem solving.

IT 810. MULTIMEDIA DESIGN  3 HRS.
(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.

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.

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.

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.

IT 853. RESEARCH PROBLEMS IN EDUCATION  1-5 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

IT 899. MASTERS PROJECT IN INSTRUCTIONAL DESIGN/TECHNOLOGY  3 HRS.
(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.
**DEPARTMENT OF PSYCHOLOGY AND SPECIAL EDUCATION**

Professor Kenneth A. Weaver, Chair

**Professors:** Cooper B. Holmes (Neuropsychology, Clinical), Teresa A. Mehring* (Adaptive Special Education, School Psychology), Diane L. Miller (Adaptive Special Education), John O. Schwenn* (Adaptive Special Education, School Psychology), Lauren R. Shapiro** (Cognitive/Developmental Psychology), Kenneth A. Weaver (Cognitive Psychology), Philip J. Wurtz (Mental Health Counseling). **Associate Professors:** Cathy A. Grover (Animal Behavior), Michael Leftwich (Clinical Psychology), James D. Persinger (School/Educational Psychology), Brian W. Schrader (Industrial/Organizational Psychology) **Assistant Professors:** Jerald M. Liss (Adaptive Special Education), Kelly E. O’Neal (Adaptive Special Education), Connie L. Phelps (Gifted), Jon M. Sward (Mental Health Counseling), Karen A. Tinker (Industrial/Organizational Psychology), Gaelynn P. Wolf Bordonaro (Art Therapy). **Instructor:** M. Robert Aman (Adaptive Special Education), Judith K. Ball (School Psychology), Elizabeth S. Schmanke (Art Therapy).

* Names followed by an asterisk (*) are full-time university personnel teaching part-time in an academic department.

**On leave 2007-2008**

**http://www.emporia.edu/psyspe**

The Department of Psychology and Special Education provides undergraduate training for those students who plan either to enter the work force upon graduation or do graduate work in psychology, counseling, or art therapy. Undergraduate preparation 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; mental health counseling, and the following areas of special education: adaptive and gifts and talents. The Specialist in Education degree is offered in school psychology. For more information see the department’s web site, **http://www.emporia.edu/psyspe/**.

**BACHELOR OF ARTS PSYCHOLOGY MAJOR (Changes effective Fall 2007)**

This major requires a total of 40 hours with 29 hours specified by the department and 11 hours of electives from one of two tracks. 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 teaching field, must have a minimum of C for each course on their degree plans with the department.

- **PY 102** Introduction to the Psychology Major OR
- **PY 502** The Professional Psychologist 1 hour
- **PY 210** Psychology of Development 3 hours
- **PY 300** Descriptive Research and Statistics 3 hours
- **PY 301** Experimental Research and Infer Statistics 3 hours
- **PY 322** Learning 3 hours
- **PY 343** Cognitive Psychology 3 hours
- **PY 401** Foundations of Psychology 3 hours
- **PY 427** Abnormal Psychology 3 hours
- **PY 440** Psychological Testing 3 hours
- **PY 490** Undergraduate Psychology Internship 4 hours

**Graduate School/Science Track (11 hours):**

- **PY 101** Introductory Psychology Lab 1 hour
- **PY 333** Social Psychology 3 hours
- **PY 402** Brain and Behavior 3 hours
- **PY 502** Professional Psychologist 1 hour
- **PY 506** Methods for Teaching Psychology 3 hours
- **PY 520** Statistics 1 3 hours
- **PY 560** Physiological Psychology 3 hours
- **PY 570** Sensation and Perception 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 (11 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 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 350** Survey of Exceptionality 3 hours

The student is required to complete a second program of study of at least 12 hours in another discipline.

**BACHELOR OF SCIENCE PSYCHOLOGY MAJOR (Changes effective Fall 2007)**

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 teaching field, must have a minimum of C for each course on their degree plans with the department.

PY 102 Introduction to the Psychology Major

OR

PY 502 The Professional Psychologist

PY 210 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 343 Cognitive Psychology 3 hours
PY 401 Foundations of Psychology 3 hours
PY 427 Abnormal Psychology 3 hours
PY 440 Psychological Testing 3 hours
PY 403 Independent Study 1-3 hours
PY 506 Methods for Teaching Psychology 3 hours
PY 502 Professional Psychologist 1 hour
PY 501 Introduction to Statistical Software 1 hour
PY 500 Multicultural Psychology & Organizational Psychology 3 hours
PY 570 Sensation and Perception 3 hours
PY 560 Physiological Psychology 3 hours
PY 560 Experimental Research and Inferential Statistics 3 hours
PY 570 Social Psychology 3 hours
PY 520 Statistics 1 3 hours
PY 520 Experimental Research and Inferential Statistics 3 hours
PY 520 Theories of Personality 3 hours
PY 501 Introduction to Statistical Software 1 hour
PY 502 Professional Psychologist 1 hour
PY 506 Methods for Teaching Psychology 3 hours
PY 520 Statistics 1 3 hours
PY 500 Multicultural Psychology & Special Education 1 hour
PY 500 Descriptive Research and Statistics 3 hours
PY 500 Experimental Research and Inferential Statistics 3 hours
PY 500 Social Psychology 3 hours
PY 500 Theories of Personality 3 hours
PY 500 Learning 3 hours
PY 500 Psychophysiological Psychology 3 hours
PY 500 Sensation and Perception 3 hours
PY 500 Theories of Motivation 3 hours
PY 500 Theories of Personality 3 hours
PY 500 Memory 3 hours
PY 500 Introduction to Neuropsychology 1 hour
PY 500 Theories of Learning 3 hours
PY 500 Theories of Learning 3 hours

Graduate School/Science Track (12 hours):

PY 101 Introductory Psychology Lab 1 hour
PY 333 Social Psychology 3 hours
PY 402 Brain and Behavior 3 hours
PY 502 Professional Psychologist 1 hour
PY 506 Methods for Teaching Psychology 3 hours
PY 520 Statistics 1 3 hours
PY 560 Physiological Psychology 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
PY 540 Special Topics 1-3 hours
PY 550 Survey of Exceptionality 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 400 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 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

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 18 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 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 322 Learning

OR

PY 343 Cognitive Psychology
PY 427 Abnormal Psychology 3 hours
PY 440 Psychological Testing 3 hours

Elective Courses (6 hours):
Six hours of electives must be selected from the following courses.

PY 102 Introduction to the Psychology Major 1 hour
PY 210 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 Professional Psychologist 1 hour
PY 506 Methods for Teaching Psychology 3 hours
PY 520 Statistics I 3 hours
PY 560 Physiological Psychology 3 hours
PY 570 Sensation and Perception 3 hours
PY 624 Theories of Motivation 3 hours
PY 626 Theories of Personality 3 hours
PY 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 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 Research and Inferential Statistics 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.

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 meet two times a week for one and one half hour. Format includes didactic and experiential components as well as at least two field trips.

AT 803. MULTICULTURAL ISSUES IN ART THERAPY 3 HRS.
This course is designed to introduce and aid students in gaining a heightened awareness of a variety of cultures in art therapy treatment and research. Given the language barriers which may inhibit conventional verbal psychotherapy, the non-verbal aspect of art therapy can prove to be extremely effective with numerous cultures. The text provides an interpretation, examination, and information on a broad range of cultures and potential views of therapy and treatment. Students are expected to comprehensively evaluate their own ethnic upbringing and belief systems, as well as a broad range of other cultures to enhance their level of understanding.

AT 804. ART THERAPY 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.

AT 805. ART THERAPY ETHICS AND PROFESSIONAL ISSUES 2 HRS.
This course will provide an overview of problematic issues associated with the practice of art therapy. Through lecture, discussion, role-playing and presentations central ethical and legal issues will be addressed. Particular emphasis will be placed on confidentiality, child abuse, elder abuse, and ethical dilemmas associated with dual-role relationships. Other topics will include issues associated with psychotherapy, research, advertising, and the problems of specific work settings.

AT 810. INTRODUCTION TO ART THERAPY RESEARCH 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 will complete pertinent literature reviews and participate regularly in class discussions.

AT 812. APPLIED ART THERAPY RESEARCH 2 HRS.
This course will provide an advanced review of research design and implementation in the art therapy field. The class will review research terminology and concepts, formats in conducting research, research problems in art therapy and research design. Students are expected to research, design and complete a research project in conjunction with the SPSS class. The instructor will aid in research ideas, as needed. Additionally, students are expected to complete critical reviews of research and participate regularly in class discussion.

AT 820. ART THERAPY FIELDWORK 3 HRS.
This course requires supervised but independent art therapy applications. Work is most likely to be done away from the University at program approved sites, therefore schedules will vary widely. Group supervision and case presentations will be provided to supplement individual supervision in order to enhance student learning and profiting from each others experiences.

AT 835. ART THERAPY INTERNSHIP 1-6 HRS.
Art Therapy Internship requires supervised but independent art therapy application. Work is most likely to be done away from the university at program approved sites, therefore schedules will vary widely. Group supervision and case presentations will be provided to supplement individual supervision in order to enhance student learning and profiting from each other’s experiences.

AT 849. ART THERAPY MASTERS PROJECT 3 HRS.
(Prerequisite, consent of advisor.) This course allows students to create an original independent project for the professional advancement of the art therapy field within a structured format supervised by art therapy faculty. The scope of the work could include the creation of instructional manuals, videotapes, or CD-ROMS; categorization of patient art; collaborative community art projects; or other similar projects.

AT 850. ART THERAPY THESIS 1-3 HRS.
The student completes important research appropriate to the field of Art Therapy.

MENTAL HEALTH COUNSELING

MH 700. INTRODUCTION TO MENTAL HEALTH COUNSELING 3 HRS.
(Prerequisite, consent of instructor.) 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.

MH 703. SPECIAL TOPICS IN MENTAL HEALTH COUNSELING 1-3 HRS.
MH703 enables the Mental Health Counseling program to teach on demand a course to provide in-depth consideration of specialized topics and current issues in Mental Health Counseling.

MH 711. COUNSELING SURVIVORS OF CATASTROPHIC EXPERIENCES 3 HRS.
To provide a comprehensive crisis intervention course for mental health
MH 740. COUNSELING THE ADULT AND AGED 2 HRS.
Counseling the Adult and Aged focuses on the issues involved in providing effective counseling for the elderly; the skills needed for counseling the elderly; and knowledge and information related to understanding elderly in our society, their needs, characteristics and special physiological, psychological, and social conditions that affect them. The course is appropriate for persons working with, or planning to work with, the elderly segment of the population.

MH 770. RELATIONSHIP AND FAMILY COUNSELING 3 HRS.
(Prerequisite, 9 graduate hours in Mental Health Counseling or permission required.) This course serves as an introduction to marriage and family counseling. This course presents the basic theories, history, issues and procedures followed in marriage and family counseling. In addition, this course focuses on giving the student experience in completing relevant documentation and appraisal instruments pertinent to marriage and family counseling. The ethical, legal, and related professional issues as well as implications of socio-cultural and lifestyle diversity relevant to the field will be covered. Major approaches will be demonstrated and discussed.

MH 830. GROUP PROCESSES IN MENTAL HEALTH COUNSELING 3 HRS.
(Prerequisite, 9 graduate hours in Mental Health Counseling or permission required.) This course provides an understanding of group dynamics, stages of group development, group leadership styles, group counseling methods and skills, and presents group process theories and methods applicable in all group counseling settings. Specifically, this course is designed to provide experiential techniques and intervention strategies essential for counselors treating mental disorders in therapeutic groups in mental health settings. Part of this course provides students the opportunity to participate in brief counseling groups facilitated by the professor during which techniques and interventions reflecting various group counseling theorists and group processes are implemented.

MH 860. ASSESSMENT IN MENTAL HEALTH COUNSELING 3 HRS.
This course focuses on the theory, standardization, and application of various assessment instruments necessary for conducting a comprehensive Mental Health Evaluation and doing mental health counseling. These assessment instruments include projective and standardized personality tests, aptitude, intelligence, achievement, and interest inventories. Administering, analyzing, and interpreting the findings of assessment instruments and the writing of comprehensive mental health evaluations is the major emphasis of this course.

MH 861. EVALUATION DIAGNOSIS AND TREATMENT PLANNING IN MENTAL HEALTH COUNSELING 3 HRS.
To supplement the required testing course in the Mental Health Counseling curriculum by adding a behavioral assessment course.

MH 880. THESIS MENTAL HEALTH COUNSELING 1-3 HRS.
(Prerequisites, ER 851 and consent of thesis chair.) The student completes an important research study appropriate to Mental Health Counseling. Prerequisite for the course is Research Design and Writing.

MH 881. RESEARCH PROBLEMS IN MENTAL HEALTH COUNSELING 1-3 HRS.
A project of special interest is investigated by the student under the immediate supervision of a faculty member. This problem can entail a review of the research literature or data collection, analysis, and interpretation.

MH 890. ADMINISTRATION OF MENTAL HEALTH COUNSELING PROGRAMS 2 HRS.
(Prerequisite, permission required.) This course will provide students with an understanding of various principles of mental health/human services administration and management and supervision models. Students will explore their own management and supervisory styles as well as principles of effective leadership. Students will gain knowledge in understanding the necessary components for planning and evaluation in human service programming, customer satisfaction, organizational culture, funding resources, and regulations and laws. The impact of funding sources, e.g., Medicaid, Medicare, and JCAHO and accrediting agencies will also be examined.

MH 891. ADVANCED COUNSELING ETHICS 1 HR.
(Prerequisite, CE 805.) 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.

MH 898. SUPERVISED PRACTICUM IN MENTAL HEALTH COUNSELING 3 HRS.
(Prerequisites, CE805, CE810, CE825 and at least one of the following: CE820, CE710, MH830, RE832, or MH700, and permission is 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 and one and one-half hours of group supervision each week. Liability insurance coverage is required.

MH 899. MENTAL HEALTH COUNSELING INTERNSHIP 1-9 HRS.
(Prerequisite, MH898.) This course supports interns who are engaged in field experiences at a site or sites that offer opportunities for working with mental health clients. Over the course of their program, interns complete 900 clock hours of experience for 9 hours of academic credit. The intern will engage in individual and group counseling, and may engage in family counseling, substance abuse counseling and work with a variety of populations in various settings. In addition, interns will perform a variety of other activities that a regularly employed staff member in the setting would be expected to perform. The internship is a cognitive and skill-building opportunity that must extend the intern beyond his/her current skill and knowledge base. Each intern will learn experientially through their own site work, as well as from the insights, information, and evaluation of other sites from class peers.

PSYCHOLOGY

PY 100. INTRODUCTORY PSYCHOLOGY 3 HRS.
(Prerequisite to all other offerings in psychology.) A course designed to cover the major areas of concern in psychology (learning, perception, personality and behavior disorders) which will give the student a basis for advanced work in understanding human behavior.

PY 101. INTRODUCTORY PSYCHOLOGY LABORATORY 1 HR.
The purpose of this course is to give beginning students hands-on, practical experience in the science of psychology. Students will
participate directly in laboratory exercises ranging from basic learning processes to sleep and dreaming. Concurrent enrollment with PY 100 is recommended, but not required.

**PY 102. INTRODUCTION TO PSYCHOLOGY MAJOR 1 HR.**  
(Prerequisite, PY 100.) This is an undergraduate class primarily for freshman, sophomore, and transfer students who are (or thinking about) declaring psychology as their major. The course will explore the various careers, fields, and opportunities in the psychology field.

**PY 210. PSYCHOLOGY OF DEVELOPMENT 3 HRS.**  
(Prerequisites, PY 100, majors only.) This course focuses on describing and explaining the physical, social, and cognitive changes that take place from conception to death. Students will learn about major theories and empirical methodology used to explore developmental changes. One goal of this course is to have students think critically about developmental research; that is, to be able to evaluate information on how environment and genetics contribute to development and to behavior. A second goal is for students to become effective practitioners by applying what they learn about developmental changes to real life situations. The third goal is for students to become creative planners who can facilitate healthy development for future generations.

**PY 211. DEVELOPMENTAL PSYCHOLOGY 3 HRS.**  
(Prerequisite, PY 100.) This course examines the major life-span developmental stages. Prenatal, infancy, childhood, adolescence, adulthood, and aging are studied. The course is designed to provide an understanding of the relationship between developmental trends and human behavior.

**PY 230. APPLIED PSYCHOLOGY 2 HRS.**  
(Prerequisite, PY 100.) 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.

**PY 231. PSYCHOLOGY OF ADJUSTMENT 2 HRS.**  
(Prerequisite, PY 100.) 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.

**PY 300. DESCRIPTIVE RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 3 HRS.**  
(Prerequisite, PY 100. This course is a prerequisite for Experimental Research and Statistics in Psychology.) This course will introduce you to the scientific methodology used in the diverse yet related areas of psychology. Topics include descriptive research methods, sources of extraneous variation, internal and external validity, and descriptive statistical analyses, including measures of central tendency and variation, correlation, and simple regression. Coursework emphasizes critiquing scientific journal articles and developing individual research proposals. Research designs and methodologies are demonstrated in the laboratory with students performing statistical analysis of the collected data. This course should enable you to better understand and appreciate the necessity and difficulty of systematically studying behavior and mental processes, and prepare you for intelligently scrutinizing explanations of behavior provided by psychologists, friends, the media and others.

**PY 301. EXPERIMENTAL RESEARCH METHODS AND INFERENTIAL STATISTICS 3 HRS.**  
(Prerequisites, PY 100 and PY 300.) This course will introduce you to the scientific methodology used in the diverse yet related areas of psychology. Topics include experimental design, sources of extraneous variation, internal and external validity, and statistical analyses. Coursework emphasizes critiquing scientific journal articles and completing an individual research project. Research designs and methodologies are demonstrated in the laboratory with students performing statistical analysis of the collected data. This course should enable you to better understand and appreciate the necessity and difficulty of systematically studying behavior and mental processes, and prepare you for intelligently scrutinizing explanations of behavior provided by psychologists, friends, the media, and others.

**PY 303. SPECIAL TOPIC IN PSYCHOLOGY -- UNDERGRADUATE 1-3 HRS.**  
(Prerequisite, PY 100.) 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.

**PY 322. LEARNING 3 HRS.**  
(Prerequisite, PY 100.) Learning, and remembering what has been learned, are fundamental processes. This course is a survey of theories, principles, laws, and conclusions from a century of scientific study of these psychological phenomena. This course emphasizes what is known about learning and memory, as well as the issue of how this knowledge can be effectively applied to address human concerns. Basic research will be discussed, so that students can understand the methods used to determine principles of learning and memory. Students will then demonstrate application of these principles to real-world problems which they have helped define.

**PY 333. SOCIAL PSYCHOLOGY 3 HRS.**  
(Prerequisite, PY 100.) The basic principles and processes of human social behavior and the social consciousness of the individual and groups are covered. Contemporary interests and tendencies that grow out of community life are stressed. Topics include theories, personality, motives, abilities, attitudes, group processes and contemporary problems.

**PY 334. EDUCATIONAL PSYCHOLOGY 2 HRS.**  
(Prerequisite, PY 100 and 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.

**PY 343. COGNITIVE PSYCHOLOGY 3 HRS.**  
(Prerequisite, PY 100.) This course is a review of theories, experimental results, and methodologies that comprise the science of mind. The information is presented in a historical context and contrasted with the behavioral approach to psychology.

**PY 370. PSYCHOLOGY OF INDIVIDUALS WITH MENTAL RETARDATION 3 HRS.**  
(Prerequisite, PY 100.) 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.

**PY 401. FOUNDATIONS OF PSYCHOLOGY 3 HRS.**
(Prerequisite, PY 100 and must have completed 9 credit hours in psychology classes numbered at or above 300.) A course designed to give the student the historical background of modern psychology. Particular emphasis is given to the outstanding leaders in psychology and their contributions.

**PY 403. INDEPENDENT STUDY 1-3 HRS.**
(Prerequisite, PY 100 and consent of instructor.) A problem of special interest is selected and researched under the immediate supervision of the instructor.

**PY 427. ABNORMAL PSYCHOLOGY 3 HRS.**
(Prerequisite, PY 100.) All forms of psychological abnormality are considered against the setting in which they develop along with methods of prevention and cure.

**PY 432. INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 3 HRS.**
(Prerequisite, PY 100.) A course designed to introduce students to the work of industrial/organizational psychologists. Topics covered include job analysis, performance appraisal, test validation, training, leadership, work motivation, satisfaction and organizational theory.

**PY 440. PSYCHOLOGICAL TESTING 3 HRS.**
(Prerequisite, PY 100.) The course is designed to aid in the understanding of basic psychometric concepts and the interpretation of standardized tests used in psychology, education, business, and industry.

**PY 442. TESTS AND MEASURES 3 HRS.**
(Prerequisite, PY 100.) 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.

**PY 490. UNDERGRADUATE INTERNSHIP 1-3 HRS.**
(Prerequisite, PY 100 and consent of advisor.) This course provides an academic offering that provides work experience for students who wish to have an applied experience before graduation. Students are placed in a variety of agencies ranging from mental health and educational or correctional facilities to business and industry. Each placement is supervised through the agency in consultation with assigned faculty advisors who design job-related learning objectives and projects.

**PY 500. MULTICULTURAL PSYCHOLOGY AND SPECIAL EDUCATION 1 HR.**
(Prerequisite, PY 100.) 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.

**PY 501. INTRODUCTION TO STATISTICAL SOFTWARE 1 HR.**
(Prerequisite, PY 100.) 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.

**PY 502. THE PROFESSIONAL PSYCHOLOGIST 1 HR.**
(Prerequisite, PY 100.) This course is designed for students to learn and practice the skills for applying for graduate school or a job. Activities include producing a vita, crafting a personal statement of goals and purpose, and developing a personal time line for applying for graduate school or a job.

**PY 506. METHODS FOR TEACHING PSYCHOLOGY 3 HRS.**
(Prerequisite, PY 100 and 12 hours completed in teaching field.) Students will be trained to actively involve the learner in the psychology classroom using the data-methodology-principles approach. This course is designed to prepare teachers of psychology at the secondary level.

**PY 520. STATISTICS I 3 HRS.**
(Prerequisite, PY 100.) This course introduces students to both descriptive and inferential statistics including mean, standard deviation, variance, sum of squares, correlation, linear regression, sampling distributions, hypothesis testing, t test, and analysis of variance.

**PY 540. SPECIAL TOPICS IN PSYCHOLOGY 1-3 HRS.**
(Prerequisite, PY 100.) 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.

**PY 560. PHYSIOLOGICAL PSYCHOLOGY 3 HRS.**
(Prerequisite, PY 100.) The course introduces the student to the research methods used in physiological psychology as well as the structure and functions of the nervous system. Selected topics in behavioral neuroscience such as the psychobiology of stress, motivation (e.g., food and water intake, sexual behavior), mental processes (e.g., learning and memory), sensory systems (e.g., vision, olfaction, audition), psychopharmacology, and complex psychological processes (e.g., schizophrenia, bipolar disorder, anxiety disorders) will be covered with special emphasis on the language, basic concepts, principles, methods, research findings, models, and theories of physiological psychology. Course designed for upper level undergraduate and graduate students.

**PY 570. SENSATION AND PERCEPTION 3 HRS.**
(Prerequisite, PY 100.) This course is designed to cover basic sensory physiology and systematic methods of studying sensory and perceptual phenomena, as well as an introduction to the major concepts, principles and theories of perception.

**PY 600. ADVANCED GENERAL PSYCHOLOGY 3 HRS.**
(Prerequisite, PY 100.) Through the study of current literature the student is acquainted with new developments in the broad field of psychology.

**PY 624. THEORIES OF MOTIVATION 3 HRS.**
(Prerequisite, PY 100.) The concepts, principles, and empirical findings concerning basic factors which underlie human motivation are studied. Attention is given to both innate and acquired bases.

**PY 626. THEORIES OF PERSONALITY 3 HRS.**
(Prerequisite, PY 100.) The course is designed to give the student an understanding of the different approaches to the study of personality. Compact yet comprehensive summaries of the major personality theorists are presented.
PY 703. SPECIAL TOPIC IN PSYCHOLOGY 1-3 HRS.  
(Prerequisite, PY 100.) (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.

PY 707. MEMORY 3 HRS.  
(Prerequisite, PY 100.) This course presents an empirical approach to the exploration of memory. Results obtained from experiments are integrated to form the basis for articulating theory that provides an overall explanation for the results. Emphasis is also placed on the methodologies developed to generate the data and the role of theory for spawning hypotheses that drive experimentation and consequently the creation of knowledge.

PY 708. BRAIN FUNCTION AND DYSFUNCTION 3 HRS.  
(Prerequisite, PY 100.) This course is designed to familiarize clinicians with brain function and dysfunction and to be able to recognize when a psychiatric client has as yet undetected neurological involvement.

PY 709. INTRODUCTION TO NEUROPSYCHOLOGY 1 HR.  
(Prerequisite, PY 100.) This course is designed to acquaint students with the field of neuropsychology. This course covers basic brain functions and how these relate to behavior. Neuropsychological tests are discussed and demonstrated, including the Halstead-Reitan and Luria Nebraska batteries.

PY 714. ASSESSING YOUNG CHILDREN WITH SPECIAL NEEDS 3 HRS.  
This course provides an overview of measurement and evaluation concepts, strategies, and techniques that are appropriate for infants and young children with special needs.

PY 722. THEORIES OF LEARNING 3 HRS.  
The major theories of learning are analyzed, compared, and evaluated in light of current research.

PY 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.

PY 740. PERSONNEL SELECTION AND TESTING 3 HRS.  
This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with personnel selection and testing issues. Topics include: job analysis, validity, reliability, interviews, personality measures, assessment centers, fairness, validity generalization, utility analysis, test theory, privacy issues, and cognitive ability measures.

PY 741. MOTIVATION AND TRAINING 3 HRS.  
This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with work motivation and training. Topics include: needs assessment, learning theories, control systems, organizational culture, principles of reinforcement and transfer, multi-cultural training, re-training, needs hierarchies, value systems, and technological re-training.

PY 742. WORK ATTITUDES 3 HRS.  
This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with work attitudes. Topics include: job satisfaction, organizational commitment, participatory styles, life satisfaction, facet vs. Global measures, turnover, absenteeism, career involvement, burnout, unions, positive and negative affectivity, nature vs. nurture issues, and moderators of satisfaction.

PY 743. LEADERSHIP IN ORGANIZATIONS 3 HRS.  
This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with leadership. Topics include: executive performance, strategic decision-making, power and influence, organizational change and culture, women in leadership, total quality management, downsizing, and the primary leadership theories (behavioral, trait, situational, contingent, transformational, romantic, and attributional).

PY 744. PERFORMANCE APPRAISAL 3 HRS.  
This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with performance appraisal. Topics include: rating scales and formats, halo, rater accuracy, rating errors, rater training, gender/race/relationship issues, sources of ratings, cognitive issues in performance appraisal, feedback, the PA interview, reactions and responses to feedback, paper people, and legal issues.

PY 745. ORGANIZATIONAL ISSUES AND LEGAL ISSUES 3 HRS.  
This course is a graduate seminar course covering the relevant theory, research, concepts, and applications associated with organizational and legal issues. Topics include: Organizational change, behavior, development, interventions, theory, joint consultation, court cases, affirmative action, adverse impact, Civil Rights acts of 1964 and 1991, Americans with Disabilities Act, Title VII, business ethics, judicial interpretations of I/O psychology law, and organizational climate.

PY 800. THESIS, M.S. 1-5 HRS.  
(Prerequisite, consent of thesis chair.) The student completes an important research study appropriate to his/her area of specialization.

PY 803. RESEARCH PROBLEM IN PSYCHOLOGY 1-3 HRS.  
(Prerequisite, consent of instructor.) A problem of special interest is investigated by the student under the immediate supervision of the instructor.

PY 805. PSYCHOLOGY OF THE ADULT LEARNER 3 HRS.  
The course is designed primarily for individuals interested in community college or adult education. Identification of the nature, needs, and objectives of late adolescents and adults is emphasized. Motivation, classroom management, and application of appropriate learning concepts are stressed. Practical activities and research related to adult education are developed.

PY 806. PERSONALITY ASSESSMENT 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.

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.

**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.

**PY 811. SEMINAR IN HUMAN GROWTH AND DEVELOPMENT 3 HRS.**
Consideration is given to individual development, adjustment to social patterns, and the significance of development for learning. Special problem areas from conception through adolescence are covered.

**PY 812. 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.

**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.

**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.

**PY 827. SEMINAR IN PSYCHOPATHOLOGY 3 HRS.**
(Prerequisites, PY 427 and PY 626.) Characteristics of the various forms of mental disorder are studied. Etiological factors, theoretical positions, and current forms of treatment are covered.

**PY 830. EARLY CHILDHOOD PRACTICUM: SCHOOL PSYCHOLOGY 3 HRS.**
(Prerequisite, consent of instructor.) The practicum provides supervised experience with early childhood special education children for the practicing school psychologist. This is required for KSBE School Psychology certification at the early childhood level.

**PY 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.

**PY 832. INDUSTRIAL PERSONNEL PSYCHOLOGY 3 HRS.**
This course covers such topics as personnel selection, human resource management, performance appraisal, training, ethics, recruitment, personnel law, criteria, validation, statistical techniques, classification, and other current topics appropriate to applied personnel psychology in business and industry.

**PY 833. ORGANIZATIONAL PSYCHOLOGY 3 HRS.**
This course is a primary content course covering the relevant theory, research, concepts, and applications associated with Organizational Psychology: organizational culture, workforce diversity issues, motivation, group dynamics, leadership, power and politics, decision making, conflict and negotiation, organizational and individual change, cross-cultural differences in organizational psychology phenomena, and qualitative and quantitative research methods.

**PY 835. SEMINAR IN SCHOOL PSYCHOLOGY 3 HRS.**
(Prerequisite, consent of instructor.) The course is designed to integrate all previous course work of the student in school psychology. Consultation, additional assessment and intervention strategies, and current professional issues are covered.

**PY 836. SCHOOL-BASED PREVENTION AND INTERVENTION 3 HRS.**
The course investigates exemplary school-based prevention and intervention programs that promote the mental health and physical well-being of students, as well as school success. Criteria for determining empirically validated programs are discussed. This course also examines the history and development of crisis intervention in the schools. A focus will be developing skills and knowledge required to effectively intervene and assist children, teachers, administrators, and families during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations.

**PY 837. PSYCHOLOGICAL CASE STUDIES 3 HRS.**
(Prerequisite, consent of instructor.) Typical cases appropriate to the student’s area of specialization are analyzed and discussed. Emphasis is placed on the writing of case histories and the psychological dynamics involved in the pattern presented by diagnostic procedures.

**PY 838. SUPERVISED PRACTICE IN SCHOOL PSYCHOLOGY 6 HRS.**
(Prerequisite, consent of instructor.) The student completes 600 clock hours of supervised practice under the direct supervision of an approved, experienced, and certified school psychologist in a public school setting. A second enrollment may be in an institutional setting.

**PY 839. INTERNSHIP IN PSYCHOLOGY 1-6 HRS.**
(Prerequisite, consent of instructor.) Internship is designed as a culminating practical experience for a prescribed course of formal instruction in a professional area of psychology. In some instances, the course may be taken concurrently with professional employment.

**PY 841. ASSESSMENT OF INTELLIGENCE 3 HRS.**
(Prerequisite, one course in statistics or testing.) This is a basic course in clinical mental testing. The techniques of administering, scoring, and interpreting the Wechsler tests are covered.
PY 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.

PY 843. PSYCHOEDUCATIONAL ASSESSMENT 3 HRS. (Prerequisite, one course in statistics or testing.) This advanced assessment course is designed for students desiring to become practitioners in school, clinical, and counseling settings. Administering, scoring, and interpreting standardized intelligence tests, achievement tests, adaptive behavior measures are covered. Other topics include intelligence theory, social-emotional development, psychometric theory, assessment battery development, ethical considerations, conceptualization, and reporting information. The course goal is to integrate knowledge and skills in conducting competent psychological services in the area of assessment.

PY 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.

PY 846. CULTURE, ASSESSMENT, AND TREATMENT IN PSYCHOLOGY 3 HRS.
This course is designed to meet the growing demand for culturally competent mental health services by providing graduate students in clinical psychology with a basic foundation in multicultural counseling. Starting with the self, students are expected to comprehensively understand their own cultural upbringing and belief systems in order to be able to provide services to people from various cultural backgrounds. The class will be both didactic and experiential.

PY 847. TECHNIQUES OF PSYCHOTHERAPY 3 HRS.
This course is an introduction to the basic theories and practice of psychotherapy. Its intention is to give the student a basic overview of therapy techniques which have been used and currently are being used in the treatment of psychological and emotional difficulties. The purpose of the course is to provide candidates with an academic foundation in techniques in psychotherapy treatment prior to their practicum experiences.

PY 848. FAMILY AND GROUP SYSTEMS PSYCHOTHERAPY 3 HRS.
This course is designed to provide the opportunity to learn about family and group dynamics and how to work therapeutically with these systems. This will include clinical applications, review of relevant research, and theoretical/historical perspectives. You are expected to be an active participant rather than a passive observer/listener. Being an ‘active participant’ means that you are not only prepared for each class (completing reading, assignments, etc. ahead of time) but that you are also thinking about how the ideas in class might be translated into practice, self-improvement and understanding, etc., and are ready to learn by doing!

PY 849. ETHICS AND PROFESSIONAL PRACTICE 3 HRS.
This course is designed to ensure all master’s degree psychology graduates are thoroughly knowledgeable about the legal and ethical requirements of all aspects of the profession.

PY 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.

PY 851. SEMINAR IN BEHAVIOR MODIFICATION 3 HRS.
The course concentrates on the history, principles, procedures, and applications of behavior management techniques to settings such as schools, homes, day-care centers, hospitals, businesses, and industry. Additionally, functional behavioral assessment, behavioral intervention plans, outpatient applications, and self-management techniques are included.

PY 858. INTERDISCIPLINARY REFERRAL AND COLLABORATION IN CLINICAL PSYCHOLOGY 3 HRS.
The Clinical Psychology Internship is designed as an experience-based program, which presents students with opportunities to translate theoretical knowledge into functional skills. The first 3 credit hours of the internship (PY858) are designed to orient students who are beginning their internships, and preparing them to continue in and satisfactorily complete the remaining 6 credit hours (PY859) of their internship experience.

PY 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.

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.

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.

PY 910. INTERNSHIP IN SCHOOL PSYCHOLOGY 2 HRS. (Prerequisite, permission of instructor.) The purpose of the supervised,
full-time internship for one academic year is to allow the intern to further develop his/her competencies as a practicing school psychologist and to demonstrate appropriate ethical and professional standards as a school psychologist. The internship experience should include all levels of education, early childhood through secondary. The setting should provide a full range of services and education of both exceptional and general education children. A school setting must provide at least 50% of the approved field experience.

PY 920. INTERNSHIP IN SCHOOL PSYCHOLOGY II 2 HRS.
(Prerequisites, permission of instructor, completion of PY 910.) The purpose of the supervised, full-time internship for one academic year is to allow the intern to further develop his/her competencies as a practicing school psychologist and to demonstrate appropriate ethical and professional standards as a school psychologist. The internship experience should include all levels of education, early childhood through secondary. The setting should provide a full range of services and education of both exceptional and general education children. A school setting must provide at least 50% of the approved field experience.

SPECIAL EDUCATION
SD 303. SPECIAL TOPICS IN SPECIAL EDUCATION 3 HRS.
A sub-title will be assigned for each special topic offered. The course will be taught on demand to provide in-depth consideration of specialized topics and current issues in special education.

SD 550. SURVEY OF EXCEPTIONALITY 3 HRS.
(Prerequisite, PY 100.) This course provides an introduction to each of the following exceptionalities: gifted and talented, learning disabled, mentally retarded, behavior disordered, visually impaired, hearing impaired, communication disordered, physically disabled, and early childhood disabilities. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics, and 4) basic remediation/intervention techniques.

SD 560. COLLABORATION AND STRATEGIES FOR INCLUSIVE SETTINGS 3 HRS.
(Prerequisite, SD 550.) This course provides the elementary teacher with the attitudes, skills, and strategies to educate children with a diverse range of learning needs in the general education classroom. This would include the gifted and talented, children with learning and behavior disabilities, distractibility and/or hyperactivity, health problems, sensory impairments, children who are at risk, and the culturally diverse. The teacher will also be provided with skills to increase the desire and ability to collaborate with other professionals, paraprofessionals, and parents in a team effort.

SD 650. INSTRUCTIONAL TECHNIQUES FOR INDIVIDUALS WITH GIFTEDNESS AND LEARNING DISABILITIES 1 HR.
(Prerequisite, SD 550.) The course provides coverage of current legislation and practices regarding identification, characteristics, and instruction regarding the learning disabled/gifted. Learning strategies will be identified that are appropriate for the individual with giftedness and learning disabilities. Specific case studies will be utilized. Appropriate strategies will be explored as they relate to parents and administrators.

SD 700. CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES 3 HRS.
This course provides an introduction to the following exceptionalities: learning disabled, mentally retarded, behavior disordered and other disability categories. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics; 4) basic remediation/intervention techniques. Legislation pertaining to individuals with disabilities will also be emphasized.

SD 702. STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES 3 HRS.
This course will provide the candidate with descriptions and applications of methods and strategies for teaching students with mild and moderate disabilities in need of an adapted curriculum. Candidates will participate in a variety of activities to demonstrate knowledge and skills to meet the academic and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

SD 703. SPECIAL TOPICS IN SPECIAL EDUCATION 1-3 HRS.
(Prerequisites, permission of instructor, completion of SD 700 and SD 702.) This course provides an introduction to the following exceptionalities: gifted and talented, learning disabled, mentally retarded, behavior disordered, visually impaired, hearing impaired, communication disordered, physically disabled, and early childhood disabilities. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics, and 4) basic remediation/intervention techniques.

SD 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 a variety of roles including consultation and co-teaching.

SD 709. SUPERVISED PRACTICE SECONDARY ADAPTIVE I 3 HRS.
(Prerequisites, SD 700 and SD 702; permission of instructor.) This course provides initial organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

SD 800. CONSULTATION AND COLLABORATION 3 HRS.
(Prerequisite, SD 550.) Students will refine and practice effective communication skills. Current models of consultation/collaboration will be presented and critical.

SD 801. SEMINAR IN CURRENT ISSUES IN SPECIAL EDUCATION 3 HRS.
This course provides a format for discussing current issues, trends, and research affecting individuals with special educational needs. A pair of candidates select a topic from an array of issues, research, analyze, and summarize the topic and direct a seminar presentation, assisted by the informed discussion and questions from all others enrolled in the class.

SD 802. SEMINAR IN BEHAVIOR MANAGEMENT 3 HRS.
This course provides a practical guide to experienced teachers, teachers-in-training, parents, and paraprofessionals for applying behavior management techniques both in general and special education settings.
and in the home. The course focuses on the principles of behavior management and their application in the educational programs, as well as in the home. This course will help the student become a critical thinker, creative planner, and effective practitioner.

**SD 804. INSTRUCTING INDIVIDUALS WITH SIGNIFICANT DIFFICULTIES** 3 HRS.
(Prerequisites; SD 700, SD 702 or permission of instructor.) This course addresses the instruction of students with significant learning and adaptive behavior needs. The course provides perspective on delivering the instruction in the least restricted environment through a continuum of placements ranging from inclusion in the general education classroom to pull-out programs in special education.

**SD 805. ADVANCED BEHAVIOR INTERVENTIONS** 3 HRS.
(Prerequisites; SD 802 or PY 851.) This course provides a practical guide to experienced teachers, teachers-in-training, parents, and paraprofessionals for applying behavior management techniques both in general and special educational settings and in the home. The course focuses on the principles of behavior management and their application in the educational programs, as well as in the home.

**SD 806. FAMILY, PROFESSIONAL WORKING WITH EXCEPTIONALITY** 3 HRS.
This course focuses on a family systems perspective and emphasizes the importance of parent/family and professional collaboration and a multicultural approach. The course will cover theory, research, and best practices related to the family-professional partnership from both general and special education.

**SD 807. SECONDARY SCHOOL PROGRAMMING FOR INDIVIDUALS WITH SPECIAL NEEDS** 3 HRS.
This course provides an overview of research validated methods and materials that teachers should use while instructing adolescents with high-incidence disabilities and ways to address learning and behavioral problems that are typical of such adolescents. The content of the course is cross-categorical with emphasis on methods found to be effective with all types of youth with high-incidence disabilities.

**SD 808. SUPERVISED PRACTICE ADAPTIVE ELEMENTARY II** 3 HRS.
(Prerequisite, permission of instructor.) This course provides organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

**SD 809. SUPERVISED PRACTICE ADAPTIVE SECONDARY II** 3 HRS.
(Prerequisite, permission of instructor.) This course provides organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

**SD 810. EDUCATING INDIVIDUALS WITH GIFTS AND TALENTS** 3 HRS.
(Prerequisite, PY 850.) Methods and procedures for adapting the educational process to the gifted are studied.

**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.

**SD 855. SUPERVISED PRACTICE, ELEMENTARY GIFTS & TALENTS I** 3 HRS.
(Prerequisites, PY 850, SD 851 and consent of instructor.) The course provides directed experiences in an educational setting specifically designed for gifted children at the primary and/or elementary level.

**SD 856. SUPERVISED PRACTICE, ELEMENTARY GIFTS & TALENTS II** 3 HRS.
(Prerequisites, PY 850, SD 851, PY 864, SD 852, and SD 855.) The supervised practicum requires students to draw on knowledge and skills gained in previous gifted education courses to plan and carry out relevant, appropriate projects with gifted elementary students.

**SD 857. SUPERVISED PRACTICE, SECONDARY GIFTS & TALENTS I** 3 HRS.
(Prerequisites, PY 850, SD 851, and consent of instructor.) The course provides directed experiences in an educational setting specifically designed for gifted children at the junior and/or senior high school level.

**SD 858. SUPERVISED PRACTICE, SECONDARY GIFTS & TALENTS II** 3 HRS.
(Prerequisites, PY 850, SD 841, PY 864, SD 852, SD 857 or approval of instructor.) This supervised practicum requires a student to draw on knowledge and skills gained in previous gifted education courses to plan and carry out relevant, appropriate projects with gifted elementary students.

**SD 860. ADMINISTRATION AND SUPERVISION** 3 HRS.
Principles, practices, and problems related to administering and supervising all areas of special education are dealt with through practical experiences. Special consideration is given to communication with faculty and community, finance, legal questions, state regulations, and research development. Services for all exceptionalities are designed.

**SD 861. ISSUES IN SPECIAL EDUCATION AND ADMINISTRATION** 3 HRS.
Students will select, research, and propose a solution for current issues affecting the delivery of service in special education.

**SD 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.
The graduate programs in educational administration are designed to prepare personnel to assume leadership roles as lead teachers, building leadership team members, principals, superintendents, and other central office personnel.

*For descriptions of the programs for this department please study Emporia State University’s School Leadership/Middle and Secondary Teacher Education department's graduate catalog.

**BACHELOR OF SCIENCE IN EDUCATION**

**SECONDARY EDUCATION MAJOR**

The teacher education program available to students desiring licensure to teach at the secondary level is a joint responsibility of the Department of 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
- Health Education
- Biology
- Journalism
- Business Education
- Mathematics
- Physical Education
- Chemistry
- Physical Science
- Driver Education
- Physics
- Earth and Space Science
- Psychology
- Social Studies
- Speech/Theater
- English
- English for speakers or other Languages: (ESOL)
- Foreign Language: French/Spanish

**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:**

**Phase I -- Eligibility after 60 credit hour.**

Before being allowed to enroll in any of the following courses, ED 333, ED 334, and PY 334, 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 172: or CAAP (Collegiate Assessment of Academic Proficiency) scores or writing (equivalent to PPST writing score), reading 57, and math 55. 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 206 or 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</td>
</tr>
<tr>
<td>ED 334</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>PY 334</td>
<td>Educational Psychology</td>
<td>2</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>EL 416</td>
<td>Teaching Reading in Secondary Schools</td>
<td>2</td>
</tr>
</tbody>
</table>
Any time before beginning student teaching:
  SD 550 Survey of Exceptionality 3 hours

During one semester of the senior year:
(Phase II eligibility is required)
  LE 487 Student Teaching - Secondary *12 hours
  ED 431 Professional Relations of Teachers 2 hours

* 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):
  IT 125 Microcomputers in the Classroom 3 hours
  IT 371 Instructional Media 3 hours
  ED 535 Cultural Awareness for Educators 3 hours
  PY 442 Tests and Measures 3 hours

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.
  • Meet minimum departmental grade-point average requirements.
  • 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.
  • Be recommended by five designated instructors.

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.
small groups, or on various projects with the teachers. Placements are available for all levels of public school. This is a commitment for the entire semester and at least 50 hours of volunteer time is expected. The recommended amount of time is 2-24 hours per week. This can count toward the 100 hours contact time required to enter Phase I education classes.

**ED 431. PROFESSIONAL RELATIONS OF TEACHERS** 2 HRS.
(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.

**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.

**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.

**ED 700. CLINICAL TEACHING: TEACHER BEHAVIOR DECISIONS** 1 HR.
An introductory course focusing on elements of the teaching model developed by Dr. Madeline Hunter of UCIA. Topics covered in this class include: expectations for student success, student motivation, increasing productive student behavior, helping students remember and transfer what they have learned, practice theory, and brain function.

**ED 701. CLINICAL TEACHING: CONTENT AND LESSON DESIGN DECISIONS** 1 HR.
An introductory course focusing on elements of the teaching model developed by Dr. Madeline Hunter of UCLA. Topics covered in the course include: diagnosis of student entry levels, task analysis, grouping for effective learning, and the seven step lesson plan.

**ED 702. APPLYING CLINICAL TEACHING** 1 HR.
A course designed to help students apply their knowledge of the Madeline Hunter model to actual teaching situations and to compare the model with selected research-based teaching models with similar content.

**ED 711. INTRODUCTION TO AMERICAN EDUCATION FOR INTERNATIONAL STUDENTS** 1 HR.
An orientation to Education at Emporia State University and in the United States. Opportunity to discuss graduate procedures and requirements, comparative organization and practices of education in other nations and the United States, recent developments in some aspect of a student’s field. Each student observes concurrently, makes a report to the class, and discusses experience gained in public school settings.

**ED 725. TEACHING READING TO DIVERSE LEARNERS** 1 HR.
This course is designed to help elementary, middle, or secondary school teachers critically explore diversity issues to better prepare them to address the literacy needs of all learners. This course is also designed to help promote equality, equity, and excellence among all learners. The overall goal is helping elementary, middle, and secondary school teachers develop a deeper understanding of and respect for the multiple literacies that affect teaching and learning of the different homogenous or heterogenous students inside classrooms in the Midwest and across America.

**ED 730. COMPARATIVE EDUCATION SEMINAR** 3-6 HRS.
Historical foundations, rise and development of national educational systems of western European nations and their impact upon developing and emerging nations. Comparison and contrast of philosophic and educational components used in individual and group activities.

**ED 731. HISTORICAL FOUNDATIONS OF EDUCATION** 3 HRS.
The historical and philosophical foundations of western education emphasizing those aspects of education that have been influential in the development of education in America. Includes the critical investigation of the contributors to educational thought such as Plato, Aristotle, Quintilian, Augustine, Comenius, Rousseau, Herbart, Froebel, Pestalozzi, Locke, Spencer, Mann and Dewey.

**ED 743. SPECIAL STUDIES IN EDUCATION** 1-3 HRS.
(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.

**ED 744. SPECIAL WORKSHOPS IN EDUCATION** 1-2 HRS.
To provide in depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction, evaluation of curriculum. Topics will vary from semester to semester. This course is offered only by pass/no credit.

**ED 750. CLASSROOM MANAGEMENT, STUDENT MOTIVATION AND DISCIPLINE** 2 HRS.
This course is designed for both the practicing and pre-service teacher. It studies the problems related to classroom management, student motivation and discipline. Procedures and practices for managing school classrooms are reviewed with attention given to appropriate classroom teaching methodology and needs of the student. Some individualization of instruction will be offered to the students as they establish their personal plan for classroom and student management.
ED 805. RESTRUCTURING CLASSROOMS WITH TECHNOLOGY 2-3 HRS.
This course is designed to prepare teachers to integrate diverse educational technologies in K-12 classrooms in ways that reflect a theoretical, research-based, and practical understanding of curriculum development and the effective uses of technology. Course content will explore the role of educators as agents of reform and progress regarding uses of technology. The course emphasizes practical ways to integrate technology into everyday instruction including content-area knowledge acquisition, inquiry, communication, critical thinking, and problem solving.

ED 806. ADVANCED STUDIES IN CURRICULUM LEADERSHIP 3 HRS.
Students successfully completing this course will have conducted research or evaluative activities on some aspect of a field-based project associated with curriculum, instruction, or the assessment of student learning--or--will have created a field-based developmental program associated with the improvement of curriculum, instruction, or the assessment of student learning. Students will prepare a full report of findings (research/evaluation) or actions (developmental program), using accepted report formats (research) or a format agreed upon with the instructor (development) at the beginning of the course. Students may be required to share findings or actions with other graduate students in order to fulfill course requirements.

ED 813. SECONDARY SCHOOL CURRICULUM 3 HRS.
Foundations of secondary curriculum development, analysis of current operations and theories and projects related to personal and vocational needs of students.

ED 815. FOUNDATIONS OF CURRICULUM DEVELOPMENT, K-12 3 HRS.
Investigation of acceptable curriculum practices and patterns in the modern elementary and secondary schools. Designed 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.

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.

ED 817. IMPROVEMENT OF INSTRUCTION IN SECONDARY SCHOOLS 3 HRS.
Current materials, programs, and teaching techniques. Self-evaluation and self-improvement. Speakers on instructional evaluation, and current trends within specific disciplines included.

ED 820. CURRICULUM LEADERSHIP: MODELS AND STRATEGIES 3 HRS.
Students completing this course will, as current or future educational leaders (teachers and administrators), explain and work effectively with the design and management of academic programs, grades K-12. They will interpret past, current, and emerging reform initiatives, and describe their intended impact on school curricula, teachers, and students. Students will also explain and demonstrate in simulated settings processes for creating, implementing, and managing local academic programs in the context of those reform initiatives.

ED 833. BELIEFS, VALUES 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.

ED 836. TOPICS AND ISSUES IN EDUCATION 1-3 HRS.
The study of contemporary topics and issues of relevance to today’s educators. The instructor, guest presenters, and students will address and investigate current best practice, examine issues, and review recommendations for the improvement of education.

ED 837. BRAIN-BASED LEARNING FOR EDUCATORS 2-3 HRS.
Brain-compatible classrooms are brain-friendly places. They are classrooms in which the teaching/learning process is dictated by how the brain functions and how the mind learns. In brain-compatible classrooms or brain-based classrooms, the distinguishing feature is that these classrooms link learning to what is known about the human brain. These classrooms are set up with safe, stimuli-rich environments, and a balance between direct instruction for skill development and authentic learning that immerses the learners in challenging experiences. The brain-compatible classroom is specifically designed to teach for, of, with, and about thinking based on the emergent findings about how the brain works and how the mind remembers and learns.

ED 842. NATIONAL BOARD CERTIFICATION PORTFOLIO DEVELOPMENT 3 HRS.
This course is designed to provide teachers with the basic requirements for portfolio development as designed by the National Board for Professional Teaching Standards (NBPTS). Students will have an opportunity to review and study the current portfolio manuals and standards document in their respective disciplines/developmental levels, and examine other relevant publications from the NBPTS. Students will also receive guidance and consultation that will be helpful in gathering and organizing the supportive professional documentation required for the NBPTS assessment procedures.

ED 843. NATIONAL BOARD CERTIFICATION SCHOOL BASED PROJECT 6 HRS.
(Prerequisite, ED/EL 842.) This course is for teachers who are candidates for advanced certification as designed by the National Board for Professional Teaching Standards (NBPTS). Provides professional support and guidance for teachers during the academic year they are completing the two components of the NBPTS assessment process—the school-site portfolio, and the written assessment center exercises.

ED 845. MEETING DIVERSE LEARNING NEEDS 2-3 HRS.
This course is designed to help teachers better respond to the increasingly diverse needs of all learners to achieve maximum success in the mixed-ability classroom. This course will help teachers address students’ individual needs in standards-based instruction.
ED 853. RESEARCH PROBLEMS IN EDUCATION 1-5 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) Under individual direction, the student will select and pursue the investigation of special problems.

ED 855. THESIS, M.S. 1-6 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) The thesis is designed for graduate students working toward the degree, Master of Science, and specializing in professional education.

ED 862. ADVANCED OBSERVATION AND PARTICIPATION (SECONDARY) 2-4 HRS.
(Prerequisite, permission to enroll must be approved by the chair of the department.) Graduate students, under individual arrangements, will observe, teach, and do research work in a laboratory situation.

ED 865. ADVANCED THEORY AND PRACTICE IN TEACHING 3 HRS.
A course uniting the research on instruction with practical applications by students. It is designed to provide educational leaders with data, information on trends, innovations, and solid teaching practices while focusing on the learner and the learning process.

ED 866. SUPERVISION OF STUDENT TEACHING 1-3 HRS.
For cooperating teachers in public schools who supervise student teachers. Methods used in orientation, supervision and evaluation of student teachers at secondary school levels.

ED 872. HIGHER COGNITIVE QUESTIONING 2 HRS.
This course is a mastery learning course designed to help teachers improve the quality of student responses to questions on analysis, synthesis and evaluation taxonomical levels. Specific questioning strategies are also presented.

ED 874. ROLE PLAYING IN THE CLASSROOM 2 HRS.
This course is a mastery learning course designed to help teachers acquire the skill of facilitating role playing as a teaching strategy in the classroom.

ED 875. DISCUSSING CONTROVERSIAL ISSUES 2 HRS.
This course is a mastery learning course designed to help teachers develop moderator skills and techniques for improving student participant skills in discussing controversial issues at the secondary level.

ED 876. ORGANIZING INDEPENDENT LEARNING: INTERMEDIATE LEVEL 2 HRS.
This course is a mastery learning course designed to help teachers develop skills necessary to help a student learn independently. Focus is upon the learning contract.

ED 877. CLINICAL SUPERVISION OF STUDENT TEACHERS 1 HR.
Clinical supervision is a methodology which improves the skills and attitudes of preservice and inservice teachers. This course will apply the principles of clinical supervision to the supervision of student teachers.

ED 878. DIVERGENT THINKING 2 HRS.
This course is a mastery learning course designed to help teachers develop skills for facilitation of problem-solving through divergent-convergent techniques. Brainstorming, categorizing, setting of criteria and evaluation are covered.

ED 879. CLASSROOM MANAGEMENT THROUGH POSITIVE REINFORCEMENT 2 HRS.
This course is a mastery learning course designed to help teachers develop skills required to use positive reinforcement in the learning environment.

ED 881. STUDENT ACTIVITIES IN THE SECONDARY SCHOOL 3 HRS.
The organization, administration, growth and development of interschool activities in the secondary school. An overview of athletic, music, speech, and debate programs. The philosophy and purpose of the activities program and its governing standards. The role of sponsors, coaches, directors, and administrators working with student activities.

ED 884. DETERMINING EDUCATIONAL GOALS 3 HRS.
This course is a mastery learning course designed to develop competencies in the process of deriving curriculum and instructional objectives from an educational philosophy.

ED 885. COOPERATING TEACHER ACADEMY 2 HRS.
This is an elective course designed to prepare cooperating teachers to work effectively with student teachers. The course will improve teacher skills in assessing good teaching, recording data, conferencing with appropriate strategies, and remediation. After completing the course, cooperating teachers will be better prepared to supervise student teachers.

ED 886. DESIGNING INSTRUCTIONAL PROGRAMS 3 HRS.
This course is a mastery learning course designed to develop competencies in materials construction that facilitates individualized, criterion referenced instruction.

ED 887. DEVELOPING AUTHENTIC ASSESSMENTS 2-3 HRS.
This course focuses on authentic assessment as a means of equitable student evaluation. Students will differentiate assessment, evaluation, grading, and reporting. Approaches to assessment products, performances, processes, tests, and student self-reflection and self-evaluation are explored in this course. Through triangulation students will create a balanced assessment plan for one course they teach. Participants will create rubrics for one summative assessment and observation instruments for use in evaluating processes. Students may choose to create instructions for portfolio assessment.

ED 889. SELF AND INTERPERSONAL COMMUNICATIONS 2 HRS.
This course is a mastery learning course designed to aid teachers in developing knowledge and skills of communications. Behaviors such as face-to-face communications, style of communication and group factors which effect communication are covered.

ED 891. SUPERVISION OF INSTRUCTION 3 HRS.
This course is a mastery learning course designed to help educators improve the process of supervision. Competencies are developed using clinical supervision models.
ED 892. TEACHING/LEARNING MODELS  3 HRS.
This course is a mastery learning course designed to examine the classroom application of modern learning and teaching models. Primarily cognitive learning theories (i.e., information processing, social, etc.) and teaching models that utilize cognitive theories (i.e., Hunter, Gagne, etc.) will be examined.

ED 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.

STUDENT TEACHING / LABORATORY EXPERIENCES
All student teaching course descriptions are located in THE TEACHERS COLLEGE section under Office of Professional Education Services (OPES), page 221.

EDUCATIONAL ADMINISTRATION

EA 743. SPECIAL STUDIES IN EDUCATIONAL ADMINISTRATION  1-3 HRS.
(Prerequisite, course scheduled by arrangement and intended for use in advanced stages of a program. Consent of instructor required.) Course permits individualized approach to study of current educational administrative problems of local concern. Process includes written identification of problem, approach and findings of the study concluded by final oral examination.

EA 750. TECHNOLOGICAL APPLICATIONS IN SCHOOL LEADERSHIP  1 HR.
This course will focus on use and applications of technology in school leadership. Included in this course are several topics such as knowledge of computers and how they function, knowledge of software packages as a tool for data storage and analysis, knowledge of software packages as tools for management and organizational improvement, use of technology for time and use of technology in resource management.

EA 773. ADVANCED EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND ADMINISTRATORS  3 HRS.
An advanced course in educational psychology focusing upon those issues of particular importance to school administrators and teachers. Topics to be covered include human development, cognitive and personality development, learning theory, cognitivism, intelligence and creativity, diversity, teaching models and motivation.

EA 811. SUPERVISION AND EVALUATION  3 HRS.
Supervision and Evaluation is a required graduate level course focusing on criteria for effective instruction, techniques for effective supervision which promotes teacher professional growth, and teacher evaluation.

EA 830. SCHOOL LEADERSHIP THEORY  3 HRS.
This course contains an overview of the research, theory and practice that relate to a school leader’s responsibility to develop and maintain healthy organizations and to create an organizational culture that promotes creativity and performance. Topics include major contemporary theorists, leadership and empowerment, leadership and diversity issues, leadership for change, schools as unique social systems and complex organizations, and issues related to the changing values and attitudes of professionals and the community about schools.

EA 849. EDUCATIONAL LAW AND REGULATIONS  3 HRS.
A detailed study of Kansas school law and regulations will be made as they apply to education. Consideration is given to statutes, court decisions, and case law that effect changing administrative procedures and patterns.

EA 853. RESEARCH PROBLEMS IN EDUCATION ADMINISTRATION  1-6 HRS.
(Prerequisite, course scheduled by arrangement and intended for use in advanced stages of program. Approval of project and consent of advisor/committee is required.) With individual direction student selects and pursues the investigation of special problems in educational administration not ordinarily studied in regular courses.

EA 875. BUILDING LEADERSHIP INTERNSHIP I IN EDUCATIONAL ADMINISTRATION  1-2 HRS.
(Prerequisites, must have completed EA Building Masters or Non-Degree Leadership.) This course will present an opportunity for those in first-year, building-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 875 is the first (Fall) of a two semester practicum.

EA 876. BUILDING LEADERSHIP INTERNSHIP II IN EDUCATIONAL ADMINISTRATION  1-2 HRS.
(Prerequisites, must have completed EA 875 and EA Building Masters or Non-Degree Leadership.) This course will present an opportunity for those in first-year, building level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 876 is the second (Spring) of a two semester practicum.

EA 877. PROGRAM LEADERSHIP INTERNSHIP I IN EDUCATIONAL ADMINISTRATION  1-2 HRS.
(Prerequisite, must have completed EA Program Leadership Non-Degree.) This course will present an opportunity for those in first-year, program-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 877 is the first (Fall) of a two semester practicum.

EA 878. PROGRAM LEADERSHIP INTERNSHIP II IN EDUCATIONAL ADMINISTRATION  1-2 HRS.
(Prerequisite, must have completed EA Program Leadership Non-Degree and EA 877.) This course will present an opportunity for those in first-year, program-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be
recommended for professional licensure in the state of Kansas. This class is the second (Spring) of a two semester practicum.

EA 885. HUMAN RELATIONS AND GROUP PROCESSES IN EDUCATION 2 HRS.
This course is designed to provide educators with essential interpersonal skills for success in relating to others, encouraging productive participation in decision making, and managing conflict effectively.

EA 888. SCHOOL SYSTEMS MANAGEMENT 3 HRS.
This course will focus on methods and areas on managing today's schools. Particular attention will be given to each distinct subsystem within the school and district organization. Managerial skills that are inherent in day-to-day practices will also be studied.

EA 896. PRACTICUM I IN EDUCATIONAL ADMINISTRATION: BUILDING LEVEL--FALL 1-4 HRS.
(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.

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.

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.

EA 983. SEMINAR IN EDUCATIONAL ADMINISTRATION 1-3 HRS.
This course is designed primarily for inservice training of practicing administrators and students in advanced stages of degree work. Instruction will treat topics of current interest and concern through seminar and workshop method.

EA 984. EDUCATIONAL BUILDINGS AND FACILITIES 3 HRS.
(Prerequisite, consent of chair is required. Course required for students in district administrator preparation program.) A study of the basic principles of educational facility planning. Particular emphasis is given to the relationship between the educational facilities and the educational programs they must accommodate. An examination is made of the broad steps necessary to logically plan, construct, and occupy new educational facilities. Field trips are incorporated as an integral part of course.

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.

EA 995. DISTRICT LEADERSHIP INTERNSHIP I IN EDUCATIONAL ADMINISTRATION 1-2 HRS.
(Prerequisite, must have completed EA District Leadership Non-Degree.) This course will present an opportunity for those in first-year, district-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 995 is the first (Fall) of a two semester practicum.

EA 996. DISTRICT LEADERSHIP INTERNSHIP II IN EDUCATIONAL ADMINISTRATION 1-2 HRS.
(Prerequisite, must have completed EA District Leadership Non-Degree and EA 995.) This course will present an opportunity for those in first-year, district-level administration positions to reflect on new job experiences, interact with peers, and actively seek professional improvement on each of the six identified leadership standards. Students successfully completing all aspects of the internship will be recommended for professional licensure in the state of Kansas. EA 996 is the second (Spring) of a two semester practicum.

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.

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.

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.
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.

ER 851. RESEARCH DESIGN AND WRITING 3 HRS.
Develop competencies in designing research proposals and writing of research work. Introduction to theoretical concepts and research. Investigate, evaluate and discuss various types of research studies and designs. A study of variables related to research problems and hypotheses. Development of first three chapters of thesis or research problem.

ER 857. STATISTICS METHODS FOR EDUCATION AND PSYCHOLOGY, II 3 HRS.
(Prerequisite, an introductory course in applied statistics.) An intermediate level course in applied statistics. The major statistical methods studied are Chi square, analysis of variance (ANOVA), and the analysis of covariance (ANCOVA), as well as introduction to formal research design.

DRIVER EDUCATION

DE 703. GENERAL SAFETY EDUCATION 3 HRS.
A study of the fundamentals of safe living including the philosophy of safe human behavior, accident prevention, fire prevention and protection with special emphasis for home and family, public safety, traffic safety and school safety.

DE 713. DRIVER EDUCATION I 3 HRS.
(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.

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.

DE 740. RESEARCH PROBLEMS IN DRIVER EDUCATION 1-3 HRS.
Investigation of special problems not covered by regular courses.

SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT

Gwen Alexander, Dean

Yvonne Ballester, Director
Learning Support Services
Candace Boardman, Director
Kansas MLS Advising Center
 Lynne Cooper Chase, Coordinator
Information Management Certificate
Adriane Juarez, Director
SLIM-Utah MLS Program
Candace Kitselman, Manager
SLIM Student Records
Linda Lillard, Coordinator
School Library Media Certification
Ann O’Neill, Coordinator
Information Resource Studies Program and
Perina “Perri” Parise, Director
SLIM-Oregon MLS Program
Dan Roland, Assistant to the Dean for Administration of Academic Programs
Cecilia Salvatore, Coordinator
Archive Studies Certificate and Ph.D. program
Kelly Visnak, Director
SLIM-Colorado MLS Program
Lori Wamsley, Assistant Director
SLIM-Oregon MLS Program


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 and the Master of Library Science (MLS). SLIM is the only school in Kansas accredited by the American Library Association. SLIM offers coursework leading to school library media licensure and 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 website for additional admission requirements.

The MLS and PhD degree program are extremely flexible to fit the schedule of adult learners 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.

LI 310. INTRODUCTION TO INFORMATION SOURCES 1-3 HRS.
Characteristics of basic types of information sources, including encyclopedias, dictionaries, handbooks, yearbooks, and indexes. Criteria for evaluation and selection of printed and electronic sources will be studied and search strategies for manual and electronic searches will be employed.

LI 311. INTRODUCTION TO INFORMATION SERVICES 1-3 HRS.
Information services are introduced, beginning with an effective diagnostic interview. Other topics include user instruction, referral to other services and agencies, people as resources, philosophy of service, and service ethics.

LI 312. SPECIALIZED INFORMATION SOURCES 1-3 HRS.
A study in specialized print and electronic information sources most used in libraries. Evaluation criteria and problems in retrieval and use are explored for such specialized areas as medical, legal, business, government, educational and career education resources.

LI 330. INTRODUCTION TO COLLECTION MANAGEMENT 1-3 HRS.
An overview of collection management beginning with a needs assessment and strategies for matching community needs with resources available. Includes trends in publishing in all formats, use of basic review tools, and a study of copyright and intellectual freedom issues.

LI 331. ORGANIZING LIBRARY COLLECTIONS 1-3 HRS.
Fundamentals of systems for organizing and cataloging collections of books and other media. Includes commonly used classification and cataloging schemes for books, videos, and other nonprint media.

LI 332. MAINTAINING LIBRARY COLLECTIONS 1-3 HRS.
Essential elements for maintaining a collection in a library. Storage and maintenance issues will be explored as well as collection evaluation and preservation issues.

LI 350. LIBRARY ADMINISTRATION: PLANNING 1-3 HRS.
Students will learn the essential elements of planning for library administration, including information needs assessment and the translation of identified information needs to a plan for service.

LI 351. LIBRARY ADMINISTRATION: MANAGING HUMAN RESOURCES 1-3 HRS.
Students will learn how to manage human resources, including recruitment and hiring, supervision, and evaluation of staff, public relations, and partnering with other agencies.

LI 352. LIBRARY ADMINISTRATION: MANAGING MONEY 1-3 HRS.
Students will learn how to manage financial resources, including planning, developing budgets, and fund-raising.

LI 361. CURRENT ISSUES IN INFORMATION SERVICES 1-3 HRS.
Exploration of current issues influencing information services in libraries and other information agencies.

LI 363. CURRENT ISSUES IN COLLECTION MANAGEMENT 1-3 HRS.
Exploration of current issues influencing collection management in libraries and other information agencies.

LI 365. CURRENT ISSUES IN LIBRARY ADMINISTRATION 1-3 HRS.
Exploration of current issues influencing library administration.

LI 511. INFORMATION TECHNOLOGY SKILLS I 1 HR.
The 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.

LI 512. INFORMATION TECHNOLOGY SKILL II 1 HR.
The 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.

LI 513. TECHNOLOGY SKILLS FOR GRADUATE STUDENTS 1-2 HRS.
Technological literacy is essential to the information management professions and it is, therefore, also an essential part of the School of Library and Information Management’s (SLIM’s) curriculum. Students will develop the level of technical competence needed to progress through the program.

LI 530. INTRODUCTION TO YOUTH SERVICES: CHILD & ADOLESCENT DEVELOPMENT 3 HRS.
An overview of children’s and youth development with an emphasis of applying this knowledge to design of library services and development of library policy for youth services. The course will focus on early childhood through early adolescence (age 16).

LI 531. LIBRARY RESOURCES AND SERVICES FOR CHILDREN 3 HRS.
The study of library resources and services for children, early childhood through age 10.

LI 532. LIBRARY RESOURCES AND SERVICES FOR YOUNG ADULTS 3 HRS.
The study of library resources and services for young adults, age 11-18.

LI 570. YOUTH SERVICES PRACTICUM 3 HRS.
A supervised work experience with youth in a library. The practicum may be divided into three segments and taken at various points while working toward a Youth Services Certificate. Each part of the
practicum will require a minimum of 50 hours of work in a library. The practicum may be taken in 1 hour segments at various times in a student’s program.

LI 717. 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 requirement for all Graduate Teaching Assistants employed by SLIM.

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.

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.

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.

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.

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.

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.

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.

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.

LI 808. INTRODUCTION TO LEGAL INFORMATION MANAGEMENT 2 HRS.
An introduction to the culture and terminology in the field of law and to the role of legal information in society. Provides an overview of information management, information search patterns of individuals, and the information transfer cycle in law.

LI 809. INTRODUCTION TO ARCHIVES 3 HRS.
Students will have an opportunity to learn about the archival profession and understand how archivists manage documentary holdings. The course includes segments on archival administration, arrangement, description, reference and archival conservation, appraisal, access, outreach and education and future technologies. Enrollees will also have an opportunity to investigate career opportunities as well as look into internship prospects at area archival institutions.

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.

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.

LI 812. ONLINE INFORMATION RETRIEVAL 2 HRS.
(Prerequisites, LI 513 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.

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.

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.
LI 816. LEGAL RESEARCH 3 HRS.
An introduction to important legal research tools and techniques. Provides an overview of standard state materials, legal reference books, practice and computer-assisted legal research. Internet resources are also examined.

LI 817. ADVANCED LEGAL RESEARCH 2 HRS.
An in-depth evaluation of important legal research tools and techniques. Provides an overview of state materials, legal reference books, practice and research sets, and computer-assisted legal research. Research aids in selected subject areas and the Internet are also examined.

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.

LI 819. REPACKAGING INFORMATION 2 HRS.
(Prerequisites, LI 513 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.

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.

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.

LI 822. 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.

LI 824. ONLINE LEGAL INFORMATION RETRIEVAL 2 HRS.
This course does not require any previous law or legal background. Students will learn about the basic legal resources, such as case law, statutes, and regulations. This course will introduce students to strategies for searching electronically-accessible resources from legal online information retrieval databases and Internet resources, such as Westlaw, Lexis, Findlaw, and others.

LI 827. PRESERVATION STRATEGIES 3 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 like to serve in, whether a public, academic, or corporate library.

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.

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).

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.

LI 834. INFORMATION TRANSFER IN PRIVATE SECTOR ENTERPRISES 3 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.

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.

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.

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.

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.

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.

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.

LI 841. INFORMATION RETRIEVAL AND REPACKAGING FOR BUSINESS AND INDUSTRY 3 HRS. (Prerequisite, LI 812.) Students will have opportunities to enhance their skills and knowledge in information retrieval and repacking. These skills will be supported with the review of relevant theories of information searching behavior, information transfer, and information services.

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.

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.

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 repacking, customization and the delivery of service.

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.

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.

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.

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.

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.

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.

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.

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.

LI 853. TECHNOLOGY INSTITUTIONS, POLICIES AND OPERATIONS 2 HRS.
The course provides an overview regarding technical standards, user services, and user education for technological learning organizations and their consequences for institutional policy making.

LI 854. MANAGING LAW LIBRARIES & OTHER LEGAL INFORMATION AGENCIES 2 HRS.
An investigation of organization theory and principles of management that pertain to the people, work, interactions, sources, and resources in a law library or legal information agency. Techniques for working with these components in a legal agency also will be explored.

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.

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.

LI 860. CURRENT ISSUES IN GLOBAL INFORMATION INFRASTRUCTURE 1-3 HRS.
A special topics seminar designed to allow students to explore timely issues arising from the dynamics of global interactions of information technology, government policies, structure of knowledge, and the international marketplace.

LI 861. CURRENT ISSUES IN INFORMATION TRANSFER 1-3 HRS.
The course focuses on selected topics of current significance in the information transfer model. Elements in the model include creation, dissemination, organization, diffusion, utilization, preservation, and destruction of information.

LI 862. CURRENT ISSUES IN TECHNOLOGY 1-3 HRS.
The course focuses on selected topics of current significance within the context of information technology. Issues in hardware, software and thoughtware in the context of information studies will be analyzed. The dynamic relationship among computers, video, telecommunication, mass storage devices, and audio will be explored.

LI 863. CURRENT ISSUES IN MANAGEMENT OF INFORMATION AGENCIES 1-3 HRS.
A series of special topic seminars to be taken as electives by students desiring to enhance their basic knowledge of management of people, information resources, services and systems in library and information agencies. Each of the seminars draws on the students’ synthesis and application of knowledge in the areas of information transfer; psychology of information use, behavioral and communication theory, global information infrastructure, information technology; sociology of information, organization of information, and organization theory and management application.

LI 865. INDEPENDENT STUDY 1-2 HRS.
(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.

LI 866. INTRODUCTION TO COPYRIGHT 2 HRS.
Explores the major copyright issues posed by such categories of digital works as: software, database containing factual and other public domain content, multi-media materials, computer generated or assisted works, and audio recordings containing digital sampling.

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.

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.

LI 872. LEGAL INFORMATION MANAGEMENT PRACTICUM 3-6 HRS.
This practicum provides students with supervised, advanced professional work experience in a library or information agency providing legal information services. This work experience is intended to build student competence in addressing real world issues related to legal information agencies and legal information management. Students enrolled will also take part in a seminar.

LI 873. ARCHIVES STUDIES PRACTICUM 3-6 HRS.
This practicum provides students with supervised, advanced professional work experience in a library or information agency providing archives information services. This work experience is intended to build student competence in addressing real world issues related to archives information agencies and archives information management. Students enrolled will also take part in a seminar.

LI 878. SCHOOL LIBRARY MEDIA INTERNSHIP SEMINAR PART I 2 HRS.
Must have a Kansas provisional school library media specialist license. The Internship is designed to engage post-graduate students who are employed in school library media specialist careers. Particular emphasis will be placed on the intern’s individual situation. Learning activities
will focus on goal setting, collection analysis, and curriculum development. In particular, interns will consider the alignment of curriculum to program standards, the implementation of an information skills agenda based on a variety of instructional models. Community analysis and library management techniques will also be addressed. Learning activities in the course will contribute to the fulfillment of state requirements related to Standard 8.

LI 879. SCHOOL LIBRARY MEDIA INTERNSHIP SEMINAR PART II 2 HRS.
Must hold a Kansas provisional school library media specialist license. The Internship is designed to engage post-graduate students who are employed in school library media specialist careers. Particular emphasis will be placed on the intern’s individual situation. Learning activities will focus on curriculum alignment with assessed content, school library media, and technology standards; models for teaching information literacy skills, community analysis and programming, and library management techniques. In particular, interns will consider the budget and acquisition needs of the school; professional development. Learning activities in the course will contribute to the fulfillment of state requirements related to Standard 8.

LI 880. CAPSTONE COURSE: ASSESSING THE MLS EXPERIENCE 1 HR.
This course will give students the opportunity to reflect on their growth and development over the course of their MLS experience. This should be the last course that students take. In the course, students will analyze the artifacts collected in their assessment portfolio, discuss them with their colleagues, and write a reflective essay addressing the extent to which they demonstrate they met the goals of the MLS curriculum.

LI 882. CAPSTONE COURSE: ASSESSING THE MASTER OF LEGAL INFORMATION MANAGEMENT EXPERIENCE 1 HR.
This course will give students the opportunity to reflect on their growth and development over the course of their experience in the Master of Legal Information Management program. This should be the last course a student will take. In the course, students will analyze the artifacts collected in their assessment portfolio, discuss them with their colleagues, and write a reflecting essay addressing the extent to which they demonstrate they have met the goals of the curriculum.

LI 890. DIRECTED RESEARCH 2 HRS.
(Prerequisites, 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.

LI 895. AMERICAN LEGAL HISTORY 2 HRS.
An introductory survey of the history of American law and American legal institutions.

LI 896. INTRODUCTION TO INTERNATIONAL AND COMPARATIVE LAW 1 HR.
An introduction to the substantive law of foreign nations as well as to both public and private law.

LI 899. THESIS 1-4 HRS.
Under the direction of a faculty committee, a library/information professional problem or issue is identified and researched. Pertinent writings from the professional literature are critiqued and applied to the problem in a scholarly thesis. A total of 4 credit hours is earned.

LI 900. 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.

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.

LI 904. RESEARCH STRATEGIES: QUANTITATIVE METHODS AND THEORY 3 HRS.
This advanced course is designed for doctoral students to undertake the advanced exploration of quantitative research methodologies and statistics that the researcher might choose for various research experiences, including work on the dissertation. Rules, procedures, statistics and general research protocols are stressed as a part of the researcher’s tasks. The goal is for the students to master that statistical and methodological tools necessary to conduct independent scholarly research.

LI 905. RESEARCH STRATEGIES: QUALITATIVE METHODS AND THEORY 3 HRS.
This course is intended to advance PhD students’ competence in qualitative research. The course will work through issues related to interpreting, utilizing, and (especially) the conduct of qualitative research. As such, the course will have for LIS students pragmatic (improve critical skill) and analytic (advance the notion of problem) yield.

LI 912. INFORMATION PSYCHOLOGY SEMINAR 3 HRS.
An interdisciplinary investigation of theories, models, and research in human information processing in complex environments.

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?

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?

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.

LI 922. DIRECTED READINGS IN INFORMATION PSYCHOLOGY 3 HRS.
(Prerequisite, LI 912.) A seminar to engage in focused and informed
discussion of information psychology. Students will read and discuss materials from the area of information psychology as selected by the instructor as well as materials of their own choosing within the area.

LI 923. DIRECTED READINGS IN INFORMATION TRANSFER 3 HRS. (Prerequisite, LI 913.) A seminar to engage in focused and informed discussion of information transfer. Students will read and discuss materials from the area of information transfer as selected by the instructor as well as materials of their own choosing within the area.

LI 924. DIRECTED READINGS IN THE ORGANIZATION OF INFORMATION 3 HRS. (Prerequisite, LI 914.) A seminar to engage in focused and informed discussion of information organization. Students will read and discuss materials from the area of information organization as selected by the instructor as well as materials of their own choosing within the area.

LI 925. DIRECTED READINGS IN ADMINISTRATIVE THEORY 3 HRS. (Prerequisite, LI 915.) A seminar to engage in focused and informed discussion of administrative theory. Students will read and discuss materials from the area of administrative theory as selected by the instructor as well as materials of their own choosing within the area.

LI 926. DIRECTED READINGS IN RESEARCH PHILOSOPHY 3 HRS. (Prerequisite, LI 903.) A seminar to engage in focused and informed discussion of research philosophy. Students will read and discuss materials from the area of research philosophy as selected by the instructor as well as materials of their own choosing within the area.

LI 927. DIRECTED READINGS IN QUANTITATIVE METHODS 3 HRS. (Prerequisite, LI 904.) A seminar to engage in focused and informed discussion of quantitative methods. Students will read and discuss materials from the area of quantitative methods as selected by the instructor as well as materials of their own choosing within the area.

LI 928. DIRECTED READINGS IN QUALITATIVE METHODS 3 HRS. (Prerequisite, LI 905.) A seminar to engage in focused and informed discussion of qualitative methods. Students will read and discuss materials from the area of qualitative methods as selected by the instructor as well as materials of their own choosing within the area.

LI 940. TEACHING AND LEARNING IN ORGANIZATIONS 3 HRS. This course will focus on graduate learning/teaching, curriculum development, methods, the roles of the faculty member in the university and in the profession, as well as the structure of educational institutions for adults.

LI 946. INDEPENDENT READING 1-3 HRS. (Prerequisites, students may enroll in this course three times. Consent of instructor is required and student must complete course agreement form.) Preparation for dissertation research to deepen understanding and knowledge in a specific area.

LI 947. DISSERTATION PROPOSAL 3 HRS. Student will produce a dissertation proposal during this course.

LI 949. CONTINUOUS ENROLLMENT 1 HR. The student will work with a faculty member who will supervise his or her progress through a particular part of the doctoral program, which will take faculty time and use university resources. Faculty will direct and assist students with appropriate areas of research and reading.

LI 950. DISSERTATION 3-15 HRS. Students must complete at least 15 hours of dissertation credit and enroll in at least three credits each semester until the dissertation is completed or until eight years after admission to the doctoral program has expired. Dissertations are expected to contribute new knowledge to the field through quality research. Dissertations will be supervised by a committee of at least three qualified members of the graduate faculty, one of whom must be from outside the School of Library and Information Management and may be from a different university. Upon completion of the dissertation, all students will defend their research during an oral examination conducted and evaluated by the dissertation committee and open to the public.
SPECIAL PROGRAMS AND COURSES

INTERDEPARTMENTAL COURSES

COLLEGE WIDE

CW 001. WRITING COMPETENCY EXAMINATION 0 HRS.
The examination is part of the University-Wide Basic Skills Assessment Program. All students of junior classification (60-89 hours) are required to pass the Writing Competency Examination. Counseling, tutoring, and course offerings are available for students who wish to improve their writing skills.

CW 002. READING COMPETENCY EXAMINATION 0 HRS.
The examination is part of the University-Wide Basic Skills Assessment Program. All students of junior classification (60-89 hours) are required to pass the Reading Competency Examination. Counseling, tutoring, and course offerings are available for students who wish to improve their reading skills.

CW 003. MATHEMATICS COMPETENCY EXAMINATION 0 HRS.
The examination is part of the University-Wide Basic Skills Assessment Program. All students of junior classification (60-89 hours) are required to pass the Mathematics Competency Examination. Counseling, tutoring, and course offerings are available for students who wish to improve their mathematics skills.

CW 099. PRINCIPLES OF LEARNING AND TEACHING EXAMINATION 0 HRS.
Passing this examination is a graduation requirement for teacher education students.

CW 101. FRESHMAN SEMINAR 1 HR.
This course will help orient Freshmen to an academic environment, including such aspects as the value of the general education program, learning resources, and support services. It will also include such topics as time and money management, study skills, self-exploration, wellness, decision making, and career planning.

CW 109. KANSAS REGENTS HONORS ACADEMY (I) 3 HRS.
Enrollment limited to students selected for and participating in the Kansas Regents Honors Academy. Broad, innovative, interdisciplinary course work in the liberal arts and sciences that is approachable without extensive prerequisite background. Accepted as general education and honors program credit.

CW 110. KANSAS REGENTS HONORS ACADEMY (II) 3 HRS.
Enrollment limited to students selected for and participating in the Kansas Regents Honors Academy. Broad, innovative, interdisciplinary course work in the liberal arts and sciences that is approachable without extensive prerequisite background. Accepted as general education and honors program credit.

CW 111. HONORS PROGRAM SEMINAR 3 HRS.
The Honors Program Seminar is required of all incoming freshmen accepted into the Honors Program. The course (offered in the fall semester only) is interdisciplinary in structure and the topic will be changed each year. Professors from various disciplines will discuss how the selected topic applies to his/her particular field.

CW 130. SPECIAL TOPICS 1-5 HRS.
A course for the study of special topics and experimental course offerings designed for a general audience.

CW 186. COOPERATIVE EDUCATION PREPARATION 1 HR.
(Prerequisite, completion of a minimum of 15 semester hours, GPA of 2.5, and consent of instructor.) This course is designed to prepare students with the transition from classroom environment to the Cooperative Education work environment. An overview of the career development process including self-assessment, career investigation, job search skills and professional behavior.

CW 201. INTRODUCTION TO LATIN AMERICA 3 HRS.
The course examines various topics that are important to students gaining an understanding of Latin America. Students will learn about the physical characteristics of the region and the diversity of landscapes within Latin America, explore the extraordinary variety of cultural expressions, and examine how the region’s history shapes the possibilities for its future. The course focuses mainly on Mexico, Central America and South America.

CW 209. INTRODUCTION TO LATIN AMERICA 3 HRS.
A survey of cinematic images of the Great Plains. The course will focus on the variety of ways in which the Great Plains has been portrayed in films. From early westerns to such contemporary works as The Last Picture Show, the course will attempt to distinguish between stereotypical and accurate presentations of the region.

CW 280. PARAPROFESSIONAL IN STUDENT RECRUITMENT 1-3 HRS.
(Required for students selected to be ESU Ambassadors.) This course is designed to train and educate students about the history, traditions, and current procedures of ESU departments and offices so that they can better inform alumni, prospective students and their parents. Students will be required to research assigned office(s) on campus, present the information to the class and be tested on their reports. Instructors will facilitate discussion and will teach time management, teamwork, and leadership skills.

CW 286. INTERNSHIP 1-6 HRS.
(Prerequisite, completion of 24 hours earned at Emporia State University at a 2.5 GPA or better or at the discretion of the course instructor.) This course provides students the opportunity to: 1. gain practical work experience under professional supervision, 2. apply theories and principles to specific situations in a business setting, 3. observe and analyze professional behavior and 4. identify and develop marketable skills for long-term employment.

CW 261. THE GREAT PLAINS IN FILMS 3 HRS.
A course designed to induct students, through attendance at cultural events of the university, into the variety of intellectual experiences integral to the university; and to encourage students, through the keeping of a journal, to reflect and write on those experiences.

CW 285. THE GREAT PLAINS IN FILMS 3 HRS.
CW 300. SPECIAL STUDIES IN: ( ) 1-3 HRS.
This interdisciplinary course is designed for the study of various special topics and for experimental course offerings at the undergraduate level.

CW 444. HONORS INTERDISCIPLINARY SEMINAR 2 HRS.
(Prerequisites, strictly designed and targeted for junior and senior Honors.) An interdisciplinary seminar on various topics providing an opportunity for advanced students to participate in an exchange with students and faculty from other disciplines on a topic of common interest. A minimum of two faculty members, from different disciplines will instruct. May be taken for credit a maximum of three times if each of the topics is different.

CW 486. INTERNSHIP 1-6 HRS.
(Prerequisite, completion of 60 hours or demonstrated work experience at the discretion of the course instructor with a GPA of 2.5 or better.) This course provides students the opportunity to: 1. gain practical work experience under professional supervision, 2. apply theories and principles to specific situations in a business setting, 3. observe and analyze professional behavior and 4. identify and develop marketable skills for long-term employment.

CW 490. BIS CAPSTONE PROJECT 1-6 HRS.
(Prerequisite, Must be student of Integrated Studies program whose portfolio has been evaluated.) Students will demonstrate a synthesis of knowledge and skills in a portfolio project based on their educational and professional experiences. The portfolio will provide the basis for evaluation by the advisor and others. No more than 6 credit hours per semester up to a maximum of 12 hours on the Program of Study.

CW 499. SENIOR HONORS THESIS 3-6 HRS.
This course is the capstone intellectual experience for the honors student. The thesis is a one year, independent project guided by two faculty mentors. A proposal is prepared, and once approved by the Honors Council, the work/research is conducted.

CW 500. GREAT PLAINS WORKSHOP 1 HR.
An intense capsule view of a topic which has contributed to the culture and heritage of the Great Plains. Topics from literature, biology, geography, geology, politics, economics, etc. will be presented with the needs of the target audience dictating what the topic will be. Each workshop consists of a minimum of five five-hour days. Evaluation based on active participation and written assignments.

CW 501. SPECIAL STUDIES: ( ) 1-3 HRS.
This interdisciplinary course is designed for the study of various special topics and for experimental course offerings at the 500 level. Not for graduate credit.

CW 740. COLLEGE TEACHING FOR GTA’S 2 HRS.
This course is designed for graduate teaching assistants who teach independent courses, discussion or lab sections of larger course units, or facilitate sections in the freshman seminar. The course will focus on a small number of topics that are relevant to the student’s current work at ESU and for possible teaching assignments in the future. This is a basic introduction to college teaching skills that relies on the student’s own initiative for perfecting those skills.

CW 786. GRADUATE INTERNSHIP 1-6 HRS.
(Prerequisite, graduate standing with a 3.0 or better.) This course provides students the opportunity to: 1. gain practical work experience under professional supervision, 2. apply theories and principles to specific situations in a business setting, 3. observe and analyze professional behavior and 4. identify and develop marketable skills for long-term employment.

GREAT PLAINS
Additional Great Plains-related courses are included with the listings of various departments.

GP 200. CULTURES OF THE GREAT PLAINS 2 HRS.
This course entails the study of the diversity of Great Plains society with selected units on minorities that have contributed to the cultural texture of the region. The antecedents, migration, and influence of minorities on regional life are presented in the course. Great Plains minorities are examined in both a historical and contemporary context through the perspectives of history, sociology, anthropology, and literature.

GP 701. SEMINAR IN REGIONAL GEOGRAPHY 1-3 HRS.
A seminar on the physical and cultural patterns and interrelationships existing in selected political regions with emphasis upon the distribution of human activities and effects of various environments upon man and national economic development.

GP 722. PRO-SEMINAR IN AMERICAN HISTORY 1-3 HRS.
(Prerequisite, consent of instructor.) Selected main events, trends, and interpretations in American history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

CW 261. THE GREAT PLAINS IN FILMS 3 HRS.
A survey of cinematic images of the Great Plains. The course will focus on the variety of ways in which the Great Plains has been portrayed in films. From early westerns to such contemporary works as The Last Picture Show, the course will attempt to distinguish between stereotypical and accurate presentations of the region.

CW 500. GREAT PLAINS WORKSHOP 1 HR.
An intense capsule view of a topic which has contributed to the culture and heritage of the Great Plains. Topics from literature, biology, geography, geology, politics, economics, etc. will be presented with the needs of the target audience dictating what the topic will be. Each workshop consists of a minimum of five five-hour days. Evaluation based on active participation and written assignments.

UNIVERSITY LIBRARIES & ARCHIVES

UL 242. RESEARCH SKILLS IN THE INFORMATION AGE 2 HRS.
This course will introduce information literacy concepts and provide foundational skills for library-based research across the disciplines. Students will learn the concepts of access, retrieval, utilization, and evaluation of information in a variety of electronic, print and other formats.

UL 742. DISCIPLINE-BASED INFORMATION LITERACY 2 HRS.
Students will receive an overview of the way in which information is disseminated, retrieved, utilized, and evaluated in the different disciplines. Subject-specific resources in print and electronic forms will be examined in terms of their relative value, use, and future roles in their respective disciplines. Basic and advanced search strategies will be covered, as well as the ethical use of information and influence of the Internet.
INTERDISCIPLINARY PROGRAM

INFORMATION RESOURCE STUDIES

Ann O’Neill, 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
INFORMATION RESOURCE STUDIES MAJOR

Program Overview:

<table>
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<tr>
<th>Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>General Education</td>
<td>48</td>
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<tr>
<td>Major Requirements</td>
<td>60</td>
</tr>
<tr>
<td>General Electives</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
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General Education (48 hours)

Students pursuing the Information Resource Studies major will follow the Liberal Arts & Sciences general education program located in the General Education section of this catalog, unless otherwise noted.
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
- 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.

IR 302. INFORMATION USE IN TODAY’S SOCIETY 3 HRS.
The impact of culture and other social differences on individual use of information is studied, along with theories of learning and information use. Examines our information society and how information is created, recorded, mass produced, disseminated, and used by individuals and groups.

IR 410. INTRODUCTION TO INFORMATION SOURCES AND SERVICES 3 HRS.
A study of the processes necessary to select, acquire, and use appropriate information sources. An overview of administration of information services.

IR 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.

FACULTY
(FULL-TIME)

MICHAEL R. LANE, Ph.D., Texas A&M University, President (Professor, Accounting & Information Systems), 2006.

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, Ph.D., University of Kansas, Associate 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.

GWENDOLYN J. ALEXANDER, Ph.D., University of Arizona, Dean/Associate Professor, Library & Information Management, 2007.

SHERRY S. ALQUIST, Ph.D., Kansas State University, Assistant Professor, Counselor Education & Rehabilitation Programs, 2004.

KHALED A. ALSHARE, Ph.D., University of Texas at Arlington, Associate Professor, Accounting & Information Systems, 2001.

M. ROBERT AMAN, M.S., Emporia State University, Instructor, Psychology & Special Education, 2006.

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.

JORGE L. BALLESTER, Ph.D., University of Texas, Professor, Physical Sciences, 1990.

TERRY J. BARHAM, Ph.D., University of Oklahoma, Professor, Music, 1987.


JOHN H. BARNETT, Ph.D., University of Arkansas, Assistant Professor, Social Sciences, 2006.


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, Associate Professor, School Leadership/Middle & Secondary Teacher Education, 2000.
ALICE M. FROST, M.S., Emporia State University, Instructor, Counselor Education & Rehabilitation Programs, 2007.

DEBORAH E. GERISH, Ph.D., University of California, Associate Professor, Social Sciences, 2000.
DIPAK GHOSH, Ph.D., Tulane University, Associate Professor, Accounting & Information Systems, 1997.
ALLISON J. GILMORE, M.S., Emporia State University, Instructor, Health, Physical Education, & Recreation, 2005.
CATHY A. GROVER, Ph.D., Texas A&M University, Professor, Psychology & Special Education, 2001.
ROBERT J. GROVER, Ph.D., Indiana University, Accreditation Director/Professor, Library & Information Management, 1990. (Phased Retirement)

HEIDI E. HAMILTON, Ph.D., University of Iowa, Assistant Professor, Communication & Theatre, 2004.
ELLEN R. HANSEN, Ph.D., University of Arizona, Chair/Associate Professor, Social Sciences, 1999.
MARVIN E. HARRELL, Ph.D., University of Missouri–Kansas City, Professor, Mathematics, Computer Science & Economics, 1990.
DALENE HAWTHORNE, M.L.I.S., San Jose State University, Assistant Professor, University Libraries & Archives, 2005.
ELAINE O. HENRY, M.F.A., Southern Illinois University, Chair/Associate Professor, Art, 1996.
NANCY HITE, Ed.D., University of Nebraska, Director/Professor, MBE Program/Business Administration & Education, 1976.
ROBERT E. HITE, Ph.D., University of Arkansas, Dean & Jones Distinguished Professor/Professor, School of Business/Business Administration & Education, 2003.
JEFFREY P. HODAPP, D.M.A., Mankato State University, Associate Professor, Music, 2001.
EILEEN L. HOGAN, Ph.D., University of Missouri, Professor, Early Childhood/Elementary Teacher Education, 1990.
GARY E. HOLCOMB, Ph.D., Washington State University, Associate Professor, English, 2000.
JANET L. HOLLAND, Ph.D., University of Kansas, Assistant Professor, Instructional Design & Technology, 2006.
BRIAN D. HOLLENBECK, Ph.D., University of Missouri-Columbia, Associate Professor, Mathematics, Computer Science & Economics, 2001.
COOPER B. HOLMES, Ph.D., University of Toledo, Professor, Psychology & Special Education, 1971.
FRANCES DREEANN HOLMES, M.S., Emporia State University, Instructor, Early Childhood/Elementary Teacher Education, 1990.
ANDREW HOUCHINS, D.M., Florida State University, Associate Professor, Music, 1998.
MATTHEW A. HOWE, M.S., Emporia State University, Instructor, Health, Physical Education & Recreation, 2006.

DUSTI D. HOWELL, Ph.D., University of Wisconsin, Associate Professor, Instructional Design & Technology, 1997.
JAMES F. HOY, Ph.D., University of Missouri-Columbia, Professor/Director, English/Center for Great Plains Studies, 1970.
R. SCOTT IRWIN, Ph.D., University of Texas, Professor, Early Childhood/Elementary Teacher Education, 1981. (Phased Retirement)

ARTHUR J. JANSEN, M.A., University of Missouri-Columbia, Assistant Professor, Mathematics, Computer Science & Economics, 1976.
WILLIAM E. JENSEN, Ph.D., Kansas State University, Assistant Professor, Biological Sciences, 2006.
KEVIN B. JOHNSON, J.D., Washburn University, Associate Professor, Business Administration & Education, 1999.
ROBERT W. JONES, Ph.D., Stevens Institute of Technology, Professor, Physical Sciences, 1986.
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, 2001.
RICHARD D. KELLER, Ph.D., Northern Illinois University, Professor, English, 1970.
PHILIP L. KELLY, JR., Ph.D., University of Nebraska, Associate Chair/Professor, Political Science/Social Sciences, 1980.
DENA S. KENDRICK, Ph.D., University of Oklahoma, Assistant Professor, English, 2001.
DANNY L. KENNEDT, D.B.A., Mississippi State University, Associate Professor, Accounting & Information Systems, 1988.
KEVIN B. KIENHOLZ, Ed.D., Oklahoma State University, Associate Professor, English, 2000.
JEONGHYUN KIM, Ph.D., Rutgers University, Assistant Professor, Library & Information Management, 2006.
DAN R. KIRCHHEFER, M.F.A., University of Kansas, Professor, Art, 1980.
MONICA KJELLMAN, Ph.D., Boston University, Assistant Professor, Art, 2004.
BRENDA A. KOERNER, B.A., University of Colorado, Instructor, Biological Sciences, 2005.
MARVIN E. KUEHN, Ph.D., University of Missouri-Columbia, Professor, Accounting & Information Systems, 1974.
OBYUNG KWUN, Ph.D., University of Mississippi, Assistant Professor, Accounting & Information Systems, 2001.

ARTHUR M. LANDIS, Ph.D., Georgetown University, Associate Professor, Physical Sciences, 1987.
PEGGY L. LANE, Ph.D., University of Arkansas, Associate Professor, Accounting & Information Systems, 2007.
MATTHEW J. LANG, M.A., University of Kansas, Instructor, Modern Languages & Literatures, 2006.
MICHAEL J.T. LEFTWICH, Ph.D., Oklahoma State University, Associate Professor, Psychology & Special Education, 2001.
DAMON P. LEISS, M.S., Emporia State University, Instructor, Health, Physical Education & Recreation, 2001.
SHERYL D. LIDZY, Ph.D., University of Oklahoma, Assistant Professor, Communication & Theatre, 2006.
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