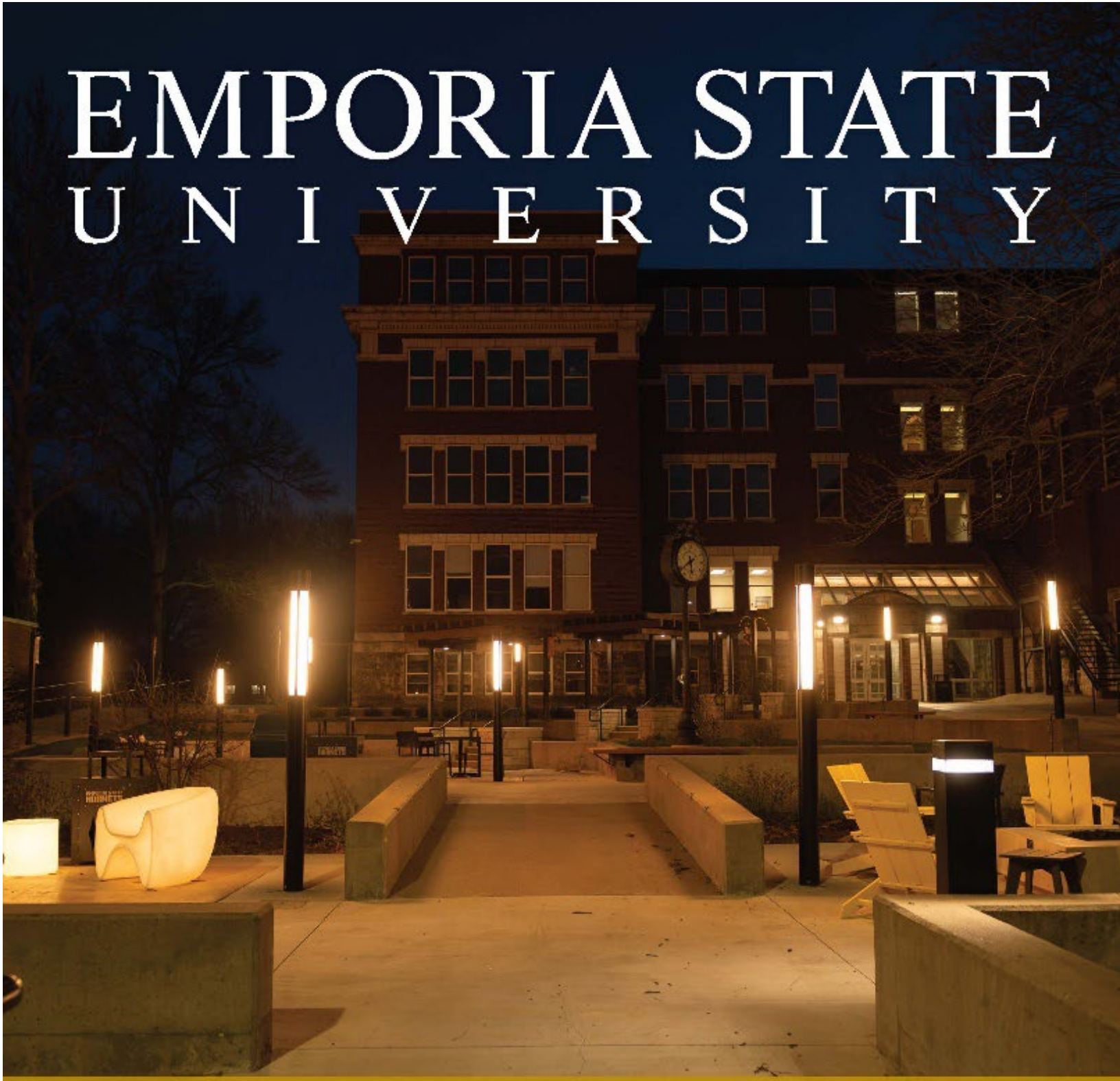
EMPORIA STATE UNIVERSITY



2025–2026 UNIVERSITY CATALOG

THIS CATALOG IS FOR INFORMATIONAL PURPOSES AND DOES NOT CONSTITUTE A CONTRACT.
MATERIAL INCLUDED HEREIN IS BASED ON INFORMATION AVAILABLE AS OF JANUARY 1, 2025

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

Emporia State University is an Equal Opportunity Employer.

Published by the Office of University Registrar

Emporia State University • 1 Kellogg Circle • Emporia, Kansas 66801-5087 • Telephone 620.341.1200 • emporia.edu

TABLE OF CONTENTS

Academic Calendar 2
University Information 3
Admissions 8
University Scholarships 11
Financial Aid..... 11
Housing..... 12
Fee Information..... 13
Student Success..... 18
Enrollment and Academic Information..... 21
Distance Education..... 32
Undergraduate Degrees 33
Other Programs 37
General Education..... 39
Graduation..... 42
Services, Special Programs, and Facilities 43
INSTITUTE OF INTERDISCIPLINARY STUDIES..... 51
APPLIED HEALTH SCIENCES, SCHOOL OF 53
Counselor Ed..... 129
Health, Physical Education & Recreation 53
Nursing..... 56
Psychology..... 58
BUSINESS & TECHNOLOGY, SCHOOL OF 60
Accounting & Technology..... 63
Business Administration..... 66
HUMANITIES & SOCIAL SCIENCES, SCHOOL OF 70
Communication …..... 71
English, Modern Languages..... .75
Social Sciences..... 79
Sociology & Criminology 84
LIBRARY & INFORMATION MANAGEMENT,
SCHOOL OF….....150
Instructional Design & Technology.....157
Library & Information Management.....150
SCIENCE & MATHEMATICS, SCHOOL OF. 88
TEACHERS COLLEGE, ...109
Elementary Education/Early Childhood &
Special Education 112
School Leadership/Middle & Secondary
Teacher Education 114
VISUAL & PERFORMING ARTS, SCHOOL OF 100
Art.....101
Music 104
Theatre.....107
GRADUATE SCHOOL 116

SPECIAL PROGRAMS AND COURSES.....176
COURSE LISTING –ALPHABETICAL ORDER.....179
Faculty.....328
Administrators 332
Index….....333

DIRECTORY

To facilitate prompt attention, inquiries should be addressed as indicated below. Please direct inquiry to appropriate office at Emporia State University, 1 Kellogg Circle, Emporia, KS 66801-5087.

Admissions
Director of Admissions

Alumni Interests
Director of Alumni Relations

Enrollment Information, Transfer of Credit
Registrar

Equal Opportunity
Affirmative Action Officer

Financial Aid, Scholarships & Veterans Services
Director of Student Financial Aid

General Education
Director of General Education

General Information, Request for Publications
Admissions Office

Graduate Study
Dean of Graduate School and Distance Education

Housing
Director of Residential Life

International Student Admissions & Advisement
Assistant Vice President, International Education

Library Information
Director of Library Services

Scholarships
Scholarship Coordinator (Financial Aid)

Student Accessibility and Support Services (SASS)
Director of Student Accessibility and Support Services

Student Support Services (TRIO)
Director of Special Services

Student Advising Center
Director

Student Employment
Director of Human Resources

Transcripts, Credit by Examination
Registrar

Veterans' Affairs
Financial Aid, Scholarships & Veterans Services

ACADEMIC CALENDAR

The Academic Calendar for current semesters can be found at https://www.emporia.edu/academics-majors/academic-calendar/

UNIVERSITY INFORMATION

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

BOARD OF REGENTS
Blake Flanders – President and CEO
Blake Benson, Pittsburg
John B. Dicus, Topeka
Carl Ice, Manhattan
Alysia Johnson, Edna
Diana Mendoza, Dodge City
Neelima Parasker, Overland Park
Jon Rolph, Wichita
Wint Winter, Lawrence

OFFICERS OF THE UNIVERSITY
Ken Hush, President
Dr. Brent Thomas, Provost and Vice President for Academic Affairs
Angela Wolgram Executive Vice President Finance
Dr. Jason Drummond, Foundation President, Vice President for University Advancement
Cory Falldine, Executive Vice President & Chief Economic Officer
Dr. Taylor Kriley, Vice President for Student Success
Kelly Heine, Executive Vice President for Operations
Kala Maxfield, Vice President for Enrollment

THE MISSION OF EMPORIA STATE UNIVERSITY
Preparing students for lifelong learning, rewarding careers, and adaptive leadership.

THE VISION STATEMENT OF EMPORIA STATE UNIVERSITY
Changing lives for the common good.

THE CORE VALUES OF EMPORIA STATE UNIVERSITY
The university has four core values: excellence, respect, responsibility, and service.

With excellence, the university values intellectual challenges, problem solving, and creative and critical thinking.

With respect, the university values integrity, collaboration, diversity, freedom of thought, freedom of inquiry, and freedom of expression.

With responsibility, the university values accountability and stewardship of the institution, the environment, human resources, and personal well-being.

With service, the university values engagement in *leadership* and *community* that positively impacts our global society.

EQUAL EMPLOYMENT OPPORTUNITY, EQUAL EDUCATIONAL OPPORTUNITY AND NON-DISCRIMINATION POLICY
Emporia State University values and welcomes the benefits of diversity, and pledges to current and prospective students, faculty, staff, administrators, and the public that we expect and demand the worth and dignity of all people be recognized without regard to any classification that might preclude a person from consideration as an individual. The University regards inappropriate behavior, unfair treatment or harassment of any individual to be inconsistent with its goals of providing an atmosphere in which students, faculty, staff and administrators may safely learn, work and live.

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

Students who feel they have been discriminated against on the basis of any item set forth in the Equal Employment Opportunity, Equal Educational Opportunity and Non-Discrimination Policy should contact Student Success at 620-341- 5267, 260 Memorial Union, 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.

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 (ESU) is committed to helping students, faculty, staff, and administrators acquire those skills necessary to enable them to think critically, to question intelligently, and to analyze complex and diverse ideas in order to become thoughtful, educated world citizens.

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

ESU has a commitment to recognize the value of diversity and the respect for individual ideas, opinions, and experiences. Students, faculty, staff, and administrators provide opportunities

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

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

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

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

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

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

In February, 1923, the name of the school was changed to the Kansas State Teachers College. In July, 1974, the name was changed to Emporia Kansas State College. On April 21, 1977, the college became Emporia State University. The Kansas Board of Regents is the governing body for ESU.

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

STATISTICS
The faculty at Emporia State University consists of 219 full-time teaching faculty qualified in their respective fields. Sixty-six percent of these faculty have terminal degrees and all have considerable teaching experience. The faculty are organized into 19 teaching areas which are grouped into eight colleges/schools. Ninety-three counties in Kansas are represented among the student body, as well as 48 other states and 37 foreign countries.

ACCREDITATION
The American Art Therapy Association, the Commission on Accreditation of Allied Health Education Programs, American Chemical Society, American Library Association, the Association to Advance Collegiate Schools of Business-International, the Council on Rehabilitation Education, Inc., the Kansas State Department of Education, the National Association of Schools of Music, the Council for the Accreditation of Educator Preparation, Accreditation Commission for Education in Nursing and the Kansas State Board of Nursing, the Council for Accreditation of Counseling & Related Educational Programs, the National Association of Schools of Art and Design, the Higher Learning Commission, and the Commission on Accreditation of Athletic Training Education all have recognized ESU as being accredited for its various programs of instruction.

The colleges, schools, disciplines 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. Vowel	1993
Shane Windmeyer	1994
Festus Obiakor	1995
Eileen L. Hogan	1996
Helen Nixon	1997
Dale Cushinberry	1998
Marie Miller	1999
Tom & Mary Bonner	2000
Nitham Hindi & A. Salim Sehlaoui	2001
Myrna Cornett-DeVito & Raffaele DeVito	2002
Cynthia Seguin	2003
Trudi Benjamin	2004
Gilbert Rodriguez	2005
James F. Harter	2006
Teresa A. Mehring	2007
John R. Schrock	2008
Nathaniel Terrel	2009
Scott Waters	2010
Ellen Hansen	2011
Sheryl Lidzy	2012
Marla Darby	2013
Phi Delta Theta	2013
Kent Weiser	2014
Joyce Zhou	2018
Ralvell Rogers II	2018

ROE R. CROSS DISTINGUISHED PROFESSOR

William R. Elkins Department of English	1979
Loren E. Pennington Department of Social Sciences	1980
DeWayne A. Backhus Department of Physical Sciences	1981
Helen McElree Department of Biological Sciences	1982
James F. Hoy Department of English	1983
Stephen F. Davis Department of Psychology & Special Education	1984
Melvin G. Storm Department of English	1985
Elaine V. Edwards Department of Music	1986
Thomas D. Isern Department of Social Sciences	1987
Carl W. Prophet Department of Biological Sciences	1988
Dan R. Kirchhefer Department of Art	1989
Cooper B. Holmes Department of Psychology & Special Education	1990
Philip L. Kelly Department of Social Sciences	1991
Teresa A. Mehring Department of Psychology & Special Education	1992
Roger C. Greer School of Library & Information Management	1993
James Aber Department of Physical Science	1994
Gaylen J. Neufeld Department of Biological Sciences	1995
Martha Hale School of Library & Information Management	1996
Ronald Q. Frederickson Department of Communication & Theatre Arts	1997
Joella Mehrhof Department of Health, Physical Education & Recreation	1998
Kenneth Weaver Department of Psychology & Special Education	1999
William Clamurro Department of Foreign Languages	2000
Marie Miller Department of Music	2001
Harvey C. Foyle Department of Instructional Design & Technology	2002
Ronald T. McCoy Department of Social Sciences	2003
Larry W. Schwarm Department of Art	2004
Donald S. Miller Business Administration & Education	2005
Herbert Achleitner School of Library & Information Management	2006
Elizabeth “Betsy” G. Yanik Department of Mathematics & Economics	2007
Gary D. Ziek Department of Music	2008
Karen Manners Smith Department of Social Sciences	2009
Jim Ryan Department of Communication & Theatre	2010
Richard Schrock Department of Biological Sciences	2011
Amy Sage Webb Department of English, Modern Languages And Journalism	2012
David Edds Biological Sciences	2013
Charles Brown Social Sciences	2014
James Persinger Department of Psychology	2015
Marshall Sundberg Biological Sciences	2016
Patrick Martin Art	2017
Kevin Rabas English	2018
Gregory Schneider Social Sciences	2019
Gaelynn Wolf Bordonaro Counselor Education	2020
Robert Catlett Department of Mathematics and Economics	2021
John Wade Department of Psychology, Learning Science & Instructional Technology	2022
Beth Dobler Elementary Education, Early Childhood, and Special Education	2023
William Jensen Wildlife Ecology	2024

UNIVERSITY SUPPORT STAFF OF THE YEAR

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

Jackie Lutz, Career Services	2014
Carleen Dvorak, Counselor Education	2015
Jacqueline Fehr, Social Sciences	2016
Mary Lopez, Music	2017
Lee Allison, University Facilities	2018

UNCLASSIFIED EMPLOYEE OF THE YEAR

John Blaufuss, Business Affairs	2003
Mark Runge, University Affairs	2004
Mary Mingenback, Business Affairs	2005
Roy Mann, Alumni Relations	2006
T.J. Rains, TCS	2007
Trudi Benjamin, TRiO Programs	2008
Nikki Barnes, TCS	2009
Shari Scribner, University Libraries and Archives	2010
Stacy Braun, Student Advising Center	2011
Bonnie Starr, Counseling Services	2012
Connie Corcoran, Financial Aid & Scholarships	2013
Kathy Landwehr, Student Advising Center	2014
Susan Aber, Science & Mathematics Education Center	2015
Anna Catterson, Information Technology	2016
Carmen Leeds, Intercollegiate Athletics	2017
Jan Gerstner, Graduate School	2018

CAMPUS AND COMMUNITY

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

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

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

ESU is comprised of eight schools: **The Institute of Interdisciplinary Studies**: which includes Interdisciplinary Studies, General Studies and Social Change ; **The School of Applied Health Sciences** which includes Psychology, Counseling, Nursing and Health, Physical Education and Recreation; **The School of Business & Technology** which houses Accounting and Technology, Business Administration, Economics and MS Informatics; **The School of Humanities & Social Sciences** which includes English, Modern Languages, Communication, Social Sciences, Sociology & Criminology and Intensive English Program; **The School of Science & Mathematics** which includes Biological Sciences, Mathematics, Physics, Earth Science, Chemistry and Forensic Science; **The School of Visual & Performing Arts** which includes Art, Music and Theatre; **The Teachers College** which includes Elementary Education/Early Childhood/Special Education, School Leadership and Middle/Secondary Education and Field Placement & Licensure; and the **School of Library and Information Management** which includes Library Science, Instructional Design & Technology and a Ph.D. Library and Information Management, all accredited by the American Library Association.

As is tradition at Emporia State, student-athletes are regularly commended for academic excellence, excellent sportsmanship, and commitment to the community. ESU has 15 exciting NCAA Division II teams.

The Emporia State men's track and field team placed 15th in the national at the NCAA indoor Championships. Football running back Landon Nault was named a First-Team Google Could Academic All-American. Emporia State was the only MIAA school to have both baseball and softball teams advance to the NCAA Tournament after both played in their respective MIAA tournament championship games. The ESU football team secured its fourth-straight winning season and won the second-annual Corsicana Bowl championship in Corsicana, Texas.

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

ESU's newest residence hall, Schallenkamp Hall, opened in fall 2019. A major feature of the building is its learning commons and other community spaces in the building. With proximity to ESU's fine and performing arts academic buildings, the learning commons include two music practice rooms, an art studio, a large collaboration space, and other study areas immediately inside the building's entrance. In addition, each wing have commons areas to support residents.

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

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

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

Emporia State University is located in the heart of the beautiful and scenic Flint Hills and along Interstate-35 halfway between Kansas City and Wichita, Kansas. ESU proudly takes its place as a community a leader both in geographic location at the head of Commercial Street and through student, faculty and staff involvement in civic organizations. Emporia is a historic but progressive city of about 25,000 people in the eastern third of Kansas, which claims roughly half of the state's total population of 2,904,021. Emporia has a diverse commercial variety of businesses, eating establishments, manufacturing, health and transportation services.

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

VISITOR PARKING AND TRAFFIC REGULATIONS

Visitors are always welcome on campus, but are requested to observe all posted regulations and to park in the OPEN Parking lots.

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 in a major area offered at ESU.

Prospective students are encouraged to visit the campus to take a tour and gain additional information from your Admission Counselor. The Office of Undergraduate Admissions is open most weekdays (except on legal holidays) from 8:00 a.m. to 5:00 p.m. Campus visits are offered weekdays and during special events. Please call 620-341-5465 or email go2esu@emporia.edu to make an appointment.

New students may begin their study during the fall semester (August), the spring semester (January), or the summer session. All admissions materials should be submitted as early as possible to the admissions office.

A student who has been admitted will receive an admissions letter indicating 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:

Emporia State University
Admissions Campus Box 4034
1 Kellogg Circle
Emporia, Kansas 66801-5087
Email: go2esu@emporia.edu
Phone: 620-341-5465
Website: https://www.emporia.edu/admissions-costs

UNDERGRADUATE ADMISSION REQUIREMENTS

FIRST YEAR STUDENTS

Freshman – First year students who graduated from an accredited high school and have not enrolled at another college or university after graduating from high school or earning a high school equivalency diploma or have fewer than 24 college credits completed.

QUALIFIED ADMISSION REQUIREMENTS

Kansas & out-of-state first year applicants under 21 years of age who graduated from an accredited high school in 2021 or after.

1. Graduate with a 2.25 or higher grade point average (GPA) on a 4.0 scale.

OR

2. ACT composite score of 21 or higher (SAT of 1060 or higher)

Graduates from an unaccredited high school or homeschool must meet the following:

1. Complete the KS precollege curriculum (or respective state precollege curriculum for non-residents) with a 2.0 (2.5 for non-residents) or higher grade point average (GPA) on a 4.0 scale.

AND

2. ACT composite score of 21 or higher (SAT of 1060 or higher).

Kansas & out-of-state first year applicants under 21 years of age who graduated from an accredited high school prior to 2021.

Complete the KS precollege core curriculum* with a 2.0 or higher grade point average (GPA) on a 4.0 scale (or the respective state precollege curriculum with a 2.5 or higher grade point average (GPA) on a 4.0 scale), and meet one of the following:

1. ACT composite of 21 or higher.
   OR
2. Rank in the top third of the graduating class.

**The core curriculum courses are four units of English, four units of math, three units of social studies, three units of natural sciences, and three units of electives. Students will be considered for provisional admission or admission by exception if they do not meet the criteria above.*

APPLICANTS 21 YEARS OR ODER

Admission to all state educational institutions will remain open for each Kansas resident who is 21 years of age or older and who has graduate from an accredited Kansas high school, graduated from a non-accredited private secondary school, or has earned a high school equivalency credential with at least the prescribed minimum scores. See Required Admission Documents section for required documents. For further information, contact the Office of Undergraduate Admissions.

Admission by Exception

Students whose academic performance falls outside the qualified admission standards may still apply and be considered for admission. Emporia State will accept by exception up to 10% of the first year student population. Students who fall within this 10% population will be required to write a Letter of Intent. All applications will be considered until the 10% window is filled.

TRANSFER STUDENTS

As defined by the Kansas Board of Regents, students who have completed at least 24 hours of transferable course work after they have completed high school will be subject to the transfer admissions requirements. Students who do not have 24 or more hours of transferable course work will follow both the Transfer Admissions requirements and the Qualified Admission Requirements.

Transfer Admission Requirement

To be considered for unconditional admission, students are required to have a 2.0 cumulative grade point average (based on all transferable college work). Official transcripts from all colleges/universities must be submitted. If official transcripts do not reflect at least 24 hours of college credit with a 2.0 cumulative gpa, an official high school transcript will be required for admission purposes.

REQUIRED ADMISSION DOCUMENTS

1. Submit your application online via https://www.emporia.edu/admissions-costs/
2. Complete and official transcripts of all high school and/or college work taken. Transcripts are considered official when they arrive at Emporia State University directly from the issuing institution via a secure electronic service or in a sealed envelope from the issuing institution. Students are encouraged to seek early admission which may necessitate the submission of an incomplete transcript. Students must have a complete application file before pre-enrollment begins for their second semester at Emporia State.

Equal Opportunity
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.

NON-DEGREE SPECIAL UNDERGRADUATE STUDENTS
Non-degree/Special undergraduate student classification is for individuals without a bachelor degree who take a few college courses without the intention of counting the credits toward a degree at Emporia State. A non-degree/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 non-degree/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 non-degree/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 a non-degree/special undergraduate students. If you wish to attend ESU as a non-degree/special undergraduate student, you should complete the non-degree/special undergraduate application found here: https://www.emporia.edu/admissions-costs/. The requirements for other admission materials such as ACT scores or transcripts are waived for non-degree/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 find information and application steps at www.emporia.edu. Financial aid is not available for concurrent students.

INTERNATIONAL STUDENT ADVISEMENT

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

The OIE also issues U.S. exchange visitor 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 and immigration certificates must be submitted through this office.

The OIE staff is available to talk with students interested in studying abroad. Information about international exchanges is available on the website.

Please direct specific questions or requests to this office. Phone: 620/341-5374; email: oisa@emporia.edu; web address: https://www.emporia.edu/office-international-education/

INTERNATIONAL STUDENT APPLICATION / ADMISSION PROCEDURE

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

1. Emporia State University international student application, which is found online https://www.emporia.edu/office-international-education/admissions-costs/
2. Transcripts and related documents.
   a. All transcripts and certificates of degrees including high school and college or university must be sent.
   b. All transcripts and certificates must either be originals or certified by a notary public to be true copies of the originals.
   c. Each transcript must have the official school seal affixed and bear the signature of the proper school official.
   d. Each transcript must list all the courses that the student has taken and show all grades or scores that the student received in each course.
   e. Transfer students and graduate students must submit a separate transcript from each college or university attended.
   f. Students may be required to provide, at their expense, evaluation of credentials from foreign institutions.
3. A financial statement indicating that the student has adequate funds for the period of stay or sufficient funds for at least one year of study in the U.S.A.
4. International student applicants whose language is not English must take a recognized English proficiency test and have the scores sent directly to ESU from the testing service. Upon arrival, all international undergraduate students who do not have the required English proficiency test scores will be required to take an English proficiency examination. Placement into intensive English courses and/or academic courses will be dependent upon the Emporia State University proficiency scores.
5. Graduate students must provide additional application documents as specified by their desired programs.
6. With the application, each prospective undergraduate student must submit a $60.00 application/processing fee. Graduate applicants must submit an $85.00 application/processing fee.
7. A photocopy of the information page on passport. This copy must show the student's picture and name.

Students will be asked to complete a medical history form and provide an immunization record during the new international student orientation. Some new international students may be required to receive certain immunizations or undergo certain health exams depending on their country of citizenship and/or living arrangements at ESU. Information will be communicated to pertinent students prior to their arrival at ESU. International students are required to have health insurance that meets the Kansas Board of Regents mandated requirements. Information on how to enroll for the university-sponsored health insurance plan or how to apply for a review of a personal insurance policy will be sent to students prior to the start of every semester.

ENGLISH PROFICIENCY TESTING & PLACEMENT REQUIREMENTS FOR INTERNATIONAL STUDENTS

Emporia State University has defined standards for English proficiency, which non-native speakers of English must meet. The university offers an Intensive English Program (IEP) designed to meet the needs of international students in preparing for academic study. For all international students whose native language is not English, the following information is pertinent.

All international undergraduate students who have been accepted for admission but who have not submitted at the time of application the required English proficiency test scores will be required to take a diagnostic test of English proficiency upon arriving to 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.

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

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

1) Submitting accepted test scores prior to the posted deadline:
   - Undergraduate students
     - Internet-based (iBT) TOEFL score of 72 or higher with no individual sub-score below 15.
     - Paper-based (pBT) TOEFL score of 530 or higher with no individual sub-score below 50.
     - IELTS scores of 6.0 or higher (Overall Band Score) with no individual sub-score below 5.5.
     - Duolingo scores of 95 or higher.
     - PTE score of 49 or higher
     - SAT Evidence Based Reading and Writing score of 500 or higher.
   - **Graduate Students**
     - Internet-based (iBT) TOEFL scores of 90 or higher with no individual sub-score below 20.
     - Paper-based (pBT) TOEFL score of 575 or higher with no individual sub-score below 55.
     - IELTS scores of 6.5 or higher (Overall Band Score) with no individual sub-score below 6.5.
     - Duolingo scores of 110 or higher.
     - PTE score of 53 or higher.
2) Providing documentation of citizenship (passport) of the following countries: Australia, Belize, Canada (except Quebec), Ghana, Ireland, Liberia, New Zealand, Nigeria, United Kingdom (England, Wales, Scotland, Northern Ireland), and the Caribbean Commonwealth.
3) Having completed a degree (Associate, Bachelor, or Master) in the U.S.A. or one of the other countries listed above.
4) Having completed four years of Cambridge International Examination (CIE) curriculum and/or having completed two years of AS and/or A level CIE curriculum.

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

Graduate students with an iBT TOEFL score between 79-89, PTE score between 49-52, a Duolingo English Test score of 105 must take the graduate level IEP course IE 075, Communication Skills for International Students. Students enrolling in this course may be subject to placement in Intensive English Program (IEP) Intermediate or Advanced Writing.

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

A graduate student with an iBT TOEFL of 90 and all subscores of minimum 20 is exempted from taking IE 075. Similarly, IELTS score of 6.5 or above and minimum subscore of 6.5 on each part of the IELTS exam, or a score of 110+ on the Duolingo English Test is exempted from IE 075.

English Proficiency Scores Deadlines:
Official English Proficiency scores must be received in the Office of International Education before the following dates in order to exempt a student from the IEP Placement Test.
Fall: August 1 Spring: December 1 Summer: May 1

Orientation Program for New International Students
New international students are required to participate in the international student orientation program provided by the Office of International Education (OIE) for new international students prior to their first semester at ESU. There is a $250 fee per student for the new international student orientation program.

UNIVERSITY SCHOLARSHIPS

Through the generosity of Emporia State University alumni, faculty, staff and friends, scholarships are available to full-time incoming first year, and transfer students. To view eligibility requirements click here.

In addition, Emporia State University offers academic discipline, talent and athletic awards. Information is available at https://www.emporia.edu/admissions-costs/admissions-and-costs/scholarships/.

FINANCIAL AID

Phone: 620/341-5453
E-mail: finaid@emporia.edu
Web: https://www.emporia.edu/financial-aid/

ATHLETIC GRANTS

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

PROGRAMS AVAILABLE

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

You can apply online at https://studentaid.gov. Complete this application to determine eligibility for federal funding. Paper applications upon request.

GRANTS

Pell and Supplemental Grants

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

Kansas Comprehensive Grants

To be considered for this grant, you must show need through the federal need analysis (FAFSA) and be an undergraduate full- time Kansas resident.

Residents of Kansas should visit this site to review eligibility for other grants offered through the Kansas Board of Regents: https://kansasregents.org/students/student_financial_aid

TEACH Grant

Certain teaching fields may be eligible for this program. Visit: https://www.emporia.edu/financial-aid/grants/ or contact the Office of Financial Aid and Scholarships for more information.

STUDENT EMPLOYMENT

On-Campus Employment

To be eligible for employment, students must maintain satisfactory academic progress. Federal Work-Study (FWS) employment, regular employment, and career-related work programs are available. For FWS employment, you must demonstrate need as determined by the federal need analysis (FAFSA).Summer employment under the FWS program is available. All summer student employees are subject to the same general academic and federal financial aid requirements.

Off-Campus Student Employment

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

Available on and off campus positions are posted online at the following website: https://sites.google.com/g.emporia.edu/student-jobs/home

STUDENT LOANS

Students who attend Emporia State may be eligible for direct loans (subsidized/unsubsidized). Federal Direct subsidized loans require a student to have financial need (determined by the FAFSA). The unsubsidized Federal Direct Loan is not based on need. Completion of the FAFSA is required for both types of loans.

During periods of enrollment, full-time students may apply for a loan of up to $250 through the Cashiers Office, 104 Plumb Hall.

MILITARY BENEFITS

Veterans and veteran's spouse/dependents who are eligible for education benefits can find more information at www.emporia.edu/finaid/veterans/.

SATISFACTORY ACADEMIC PROGRESS

Students who receive financial aid must make satisfactory academic progress toward degree completion. Financial Aid Offices are required to follow policies set forth by the Department of Education regarding satisfactory academic progress. Please read the Satisfactory Academic Progress policy located on our website under publications, click here – https://www.emporia.edu/financial-aid/forms-publications-and-resources/

STUDENT RIGHT-TO-KNOW BILL

Persistence and Graduation Rates

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

Campus Crime Statistics

For information concerning campus crime statistics and institutional policies concerning campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters, please contact the Office of Student Success 620/341- 5267. You can also access this information on the web click here.

HOUSING

Residential Life assists all students with obtaining on-campus housing and on-campus meal plans. Current rates and information regarding a variety of housing options may be found on the website, click here. To learn more about campus housing, students may visit the Residential Life office, call **(620) 341-5264,** or e-mail reslife@emporia.edu.

Fall 2025 continues the excitement and engagement of ESU's on-campus experience. Whether you live in Abigail Morse Hall, Schallenkamp Hall, or one of the four buildings in the Towers Complex, you will have unmatched opportunities to connect with ESU and build relationships. Additionally, ESU Residential Life staff work with residents to create welcoming communities and engaging experiences that reflect our vision of, "Building a home of connection, belonging, and legacy."

Emporia State University has a live-on requirement in place for new, full-time students who have either graduated from high school the December before the academic year or later, or are NOT 19 years of age before the first day of fall classes. Students can request to waive the residency requirement by submitting a residency requirement waiver to the Residential Life office. More information about the residency requirement can be found on the website, click here.

FOOD SERVICE

Food service information, including costs, meal plans, and dining options is available at: https://www.emporia.edu/student-life/mem-union-rec-center/memorial-union/dining-services/.

STUDENT ACCESSIBILITY AND SUPPORT SERVICES (SASS)

Student Accessibility and Support Services (SASS) is an integral part of the Emporia State University (ESU), committed to ensuring students with various types of disabilities (physical, mental health, visual, deaf/hard of hearing, etc.) that they will not be discriminated against, which is in accordance with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Americans with Disabilities Act Amendment Act of 2008. SASS provides support to students with disabilities to ensure full and equal access to the educational opportunities, programs, and activities ESU offers by providing accommodations which do not fundamentally alter the nature of programs or lower academic and other essential performance standards.

A student is responsible for the accommodation process and actively participates in the process by making timely and appropriate disclosures and requests. Any delay in the process on the student's part may result in limiting the ability of SASS to provide reasonable accommodation. The process has four steps:

- Self-Disclose Disability– Contact SASS and self-disclose your disability. SASS has a registration process that assists with the self-disclosure process.
- Provide Disability Documentation – Every student and each disability is unique; the type of documentation required will be different for every student. Disability documentation supports the request for accommodation.
- Request Accommodations – Accommodations ensure access to the educational opportunities, programs, and activities of ESU and must be reasonable and appropriate in a college setting. If you are unsure of your accommodation, a SASS professional will work with you to determine what may benefit you during your time at ESU.
- Actively Communicate – A student must actively and continuously communicate with SASS and their professors to assure the accommodations are effective and adjusted as needed throughout the course of the semester.

If you are a student with a disability, please contact SASS as soon as possible to request accommodation. If you are a student and you suspect you may have a disability, contact SASS. SASS can refer you to the appropriate agency or organization for evaluations.

Office Location & Information: SE Morse Hall 250
Testing Center: William Allen White Library, 209
Phone: 620-341-5222
FAX: 602-319-1017
Email: sass@emporia.edu

FEE INFORMATION

FEE SCHEDULE

The following fee schedule is for the 2024-2025 academic year and outlines the costs per semester and per summer session for both resident and nonresident students. Other expenses and costs to the student attending ESU, as well as definitions of Nonresident Status and the Procedure for Appeal, are also included in the following pages.

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

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

UNDERGRADUATE FEES –2024-2025**

1. Undergraduate students enrolled in *12 or more* credit hours with at least one (1) credit on-campus per semester are assessed a total fee of *$3,382.74 for the resident student* and *$7,539.24 for the nonresident student.* This total fee includes the following:

	Resident	Non-Resident
Tuition	$2,770.95	$6,927.45
Educational Opportunity Fund	5.75	5.75
Student Health	105.00	105.00
Student Union Operating	72.35	72.35
Student Union Improvement	66.88	66.88
Student Union Refurbishing	15.00	15.00
Student Counseling	14.33	14.33
Recreational Services/Phys. Educ. Bldg.	38.50	38.50
Recreational Facility	29.00	29.00
Athletic Activity Fee	174.53	174.53
Sports Clubs	0.50	0.50
Special Events	2.00	2.00
Associated Student Government	14.80	14.80
Performing Arts	15.85	15.85
Sunflower	12.38	12.38
Bulletin	10.25	10.25
Campus-Wide Recycling Initiative	2.75	2.75
Community Hornets	3.00	3.00
Union Activities Council	15.00	15.00
Athletic Band Stipend	12.00	12.00
Quivera	0.25	0.25
Visual Arts Board	1.67	1.67
TOTAL PER SEMESTER	**$***3,382.74*	**$***7,539.24*

An $11.00 per credit hour technology fee will be assessed to all students.

*Resident rates apply to residents of the 48 continental United States. Students from these states will receive tuition as a rate or a waiver which will be equivalent to the Kansas resident rates if enrolled in at least (1) credit hour-on campus courses.

2. Undergraduate Students enrolled in *less than 12 credit hours* per semester are assessed a per-credit hour fee of *$255.33 for the resident student* and *$532.43 for the nonresident* student for on-campus courses.

**Fees for Academic Year 2025-2026 have not yet been established.

GRADUATE FEES –2024-2025**

1. Graduate students are assessed a per-credit hour fee of *$357.04 for the resident student* and *$786.70 for the nonresident student.*

	Resident	Non-Resident
Tuition	$286.44	$716.10
Educational Opportunity Fund	0.45	0.45
Student Health	12.52	12.52
Student Union Operating	6.70	6.70
Student Union Improvement	6.77	6.77
Student Union Refurbishing	1.25	1.25
Student Counseling	2.05	2.05
Recreational Services/Phys. Educ. Bldg.	6.67	6.67
Recreational Facility	2.50	2.50
Athletic Activity Fee	19.33	19.33
Sports Clubs	0.13	0.13
Special Events	0.35	0.35
Associated Student Government	2.50	2.50
Performing Arts	2.68	2.68
Sunflower	0.95	0.95
Bulletin	1.30	1.30
Campus -Wide Recycling Initiative	0.15	0.15
Community Hornets	0.50	0.50
Union Activities Council	2.50	2.50
Athletic Band Stipend	1.00	1.00
Quivera	0.10	0.10
Visual Arts Board	0.20	0.20
TOTAL PER SEMESTER	**$357.04**	**$786.70**

An $11.00 per credit hour technology fee will be assessed to all students.

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

SUMMER SESSION FEES**

Undergraduate students enrolled during the summer session are assessed a fee of *$255.33 per credit hour for the resident on-campus student and $532.43 per credit hour for the nonresident on-campus student.* An $11.00 per credit hour technology fee will be assessed to all students.

Graduate students enrolled during the summer session are assessed a fee of *$357.04 per credit hour for the resident on-campus student and $786.70 per credit hour for the nonresident on-campus student.* An $11.00 per credit hour technology fee will be assessed to all students.

NONRESIDENT CLASSIFICATION FOR FEE PURPOSES.

NONRESIDENT STATUS

A nonresident student is defined by the laws of the State of Kansas as follows: "Persons enrolling in universities and colleges under the State Board of Regents who, if adults, have not been, or if minors, whose parents have not been residents of the state of Kansas for one year prior to enrollment for any term or session in a college or university are nonresidents for fee purposes. Notwithstanding the foregoing provision of this section, the State Board of Regents may adopt rules and regulations authorizing the following to pay an amount equal to resident fees: (l) employees of the university or college and their dependents, (2) persons in the military and their

**Fees for Academic Year 2025-2026 have not yet been established.

dependents, (3) other classes of persons having special domestic relation circumstances, (4) persons who have lost their resident status within six months of their enrollment, and (5) persons and their dependents who were recruited or transferred to full-time employment in Kansas." Application forms can be found at https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration/.

PROCEDURE FOR APPEAL

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

PARTNERSHIP/NEARR/MSEP PROGRAM FEES—2024-2025**

1. Undergraduate students enrolled in *12 or more* credit hours with at least one (1) credit hour on-campus per semester are assessed a total fee of $4,768.29. This total fee includes the following.

	Undergrad
Tuition	$4,156.50
Educational Opportunity Fund	5.75
Student Health	105.00
Student Union Operating	72.35
Student Union Improvement	66.88
Student Union Refurbishing	15.00
Student Counseling	14.33
Recreational Services/Phys. Educ. Bldg.	38.50
Recreational Facility	29.00
Athletic Activity Fee	174.53
Sports Clubs	0.50
Special Events	2.00
Associated Student Government	14.80
Performing Arts	15.85
Sunflower	12.38
Bulletin	10.25
Campus-Wide Recycling Initiative	2.75
Community Hornets	3.00
Union Activities Council	15.00
Athletic Band Stipend	12.00
Quivera	0.25
Visual Arts Board	1.67
TOTAL PER SEMESTER	**$4,768.29**

An $11.00 per credit hour technology fee will be assessed to all students.

2. Undergraduate students enrolled in *less than 12 credit hours* per semester are assessed a per-credit hour fee of *$347.70* for on-campus courses.

	Undergrad
Tuition	$277.10
Educational Opportunity Fund	0.45
Student Health	12.52
Student Union Operating	6.70
Student Union Improvement	6.77
Student Union Refurbishing	1.25
Student Counseling	2.05
Recreational Services/Phys. Educ. Bldg.	6.67
Recreational Facility	2.50
Athletic Activity Fee	19.33
Sports Clubs	0.13
Special Events	0.35
Associated Student Government	2.50
Performing Arts	2.68
Sunflower	0.95
Bulletin	1.30
Campus-Wide Recycling Initiative	0.15
Community Hornets	0.50
Union Activities Council	2.50
Athletic Band Stipend	1.00
Quivera	0.10
Visual Arts Board	0.20
TOTAL PER SEMESTER	**$347.70**

An $11.00 per credit hour technology fee will be assessed to all students.

3. Graduate students enrolled in on-campus courses are assessed a per-credit hour fee of *$500.26.*

	Graduate
Tuition	$429.66
Educational Opportunity Fund	0.45
Student Health	12.52
Student Union Operating	6.70
Student Union Improvement	6.77
Student Union Refurbishing	1.25
Student Counseling	2.05
Recreational Services/Phys. Educ. Bldg.	6.67
Recreational Facility	2.50
Athletic Activity Fee	19.33
Sports Clubs	0.13
Special Events	0.35
Associated Student Government	2.50
Performing Arts	2.68
Sunflower	0.95
Bulletin	1.30
Campus-Wide Recycling Initiative	0.15
Community Hornets	0.50
Union Activities Council	2.50
Athletic Band Stipend	1.00
Quivera	0.10
Visual Arts Board	0.20
TOTAL PER SEMESTER	**$500.26**

SUMMER SESSION FEES**

Undergraduate students enrolled during the summer session are assessed a fee of *$347.70 per credit hour* for on-campus courses.

NEARR Graduate students enrolled during the summer session are assessed a fee of *$500.26 per credit hour* for on-campus courses.

An $11.00 per credit hour technology fee will be assessed to all students.

**Fees for Academic Year 2025-2026 have not yet been established.

**Fees for Academic Year 2025-2026 have not yet been established.

CORKY PLUS TUITION**

Students are residents of Andrew, Bates, Buchanan, Caldwell, Cass, Clay, Clinton, Dekalb, Jackson, Johnson, Lafayette, Livingston, Platte and Ray counties in Missouri are eligible for the same tuition as Kansas in-state students. See the resident rate listed above. Students who are residents of Canadian, Cleveland, Cherokee, Creek, Garfield, Grady, Grant, Kay, Kingfisher, Lincoln, Logan, McClain, Muskogee, Noble, Nowata, Oklahoma, Okfuskee, Okmulgee, Osage, Pawnee, Payne, Pottawatomie, Rogers, Tulsa, Wagoner and Washington counties in Oklahoma are eligible for the same tuition as Kansas in-state students. See the resident rates listed above.

JUMP START/EHS CONCURRENT TUITION**
Students concurrently enrolled in a Kansas High School will pay $100 per credit hour plus any course fee for courses offered to these students.

SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT

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

Resident Graduate credit	$371.87 per credit hour
Nonresident Graduate credit	$515.09 per credit hour

An $11.00 per credit hour technology fee will be assessed to all students.

DISTANCE EDUCATION FEES**

Resident Undergraduate credit	$270.16 per credit hour
Resident Graduate credit	$371.87 per credit hour
Nonresident Undergraduate credit	$362.53 per credit hour
Nonresident Graduate credit	$515.09 per credit hour

An $11.00 per credit hour technology fee will be assessed to all students.

Distance education undergraduate students enrolled in *12 or more* on campus credit hours and are charged the maximum flat rate fee will not be assessed additional tuition and fees for distanced education courses.

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

Distance Education Electronic Media Fees for Telenet, Internet and ITV

(*Undergraduate and Graduate*)
Per Course $30.00

Distance Education Equipment Use Fee Off-campus

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

EMPORIA STATE UNIVERSITY –KANSAS CITY

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

WORKSHOP AND SHORT COURSE FEES

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

GRADUATE TEACHING ASSISTANTS AND GRADUATE RESEARCH ASSISTANTS

Applicable tuition up to 12 credit hours is waived for graduate teaching and graduate research assistants if working 20 hours per week. Students will be responsible for fees that apply to the courses including campus activity fees, area fees, technology fees and course 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 to 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 9 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 education 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. Some courses may have special fees. The special fees will be paid if the special fees cover the direct cost of supplies and materials. 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.

AUDITOR, VISITOR, OR NON-CREDIT COURSE FEE

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

**Fees for Academic Year 2025-2026 have not yet been established

**Fees for Academic Year 2025-2026 have not yet been established

INTENSIVE ENGLISH PROGRAM FEES**

Fall 2024/Spring 2025

	IEP Fees	CP Fees	Total
One Course	$1,012.50	$211.80	$1,224.30
Two Courses	2,025.00	423.60	2,448.60
Three Courses	3,037.50	635.40	3,672.90
Four Courses	4,050.00	611.79	4,661.79

Graduate

One Course	$1,012.50	$211.80	$1,224.30
Two Courses	2.025.00	423.60	2,448.60
Three Courses	3,037.50	635.40	3,672.90
Four Courses	4,050.00	847.20	4,897.20

Summer 2024 (Regular)

	IEP Fees	CP Fees	Total
One Course	$ 675.00	$141.20	$ 816.20
Two Courses	1,350.00	282.40	1,632.40
Three Courses	2,025.00	423.60	2,448.60
Four Courses	2,700.00	564.80	3,264.80

An $11.00 per credit hour technology fee will be assessed to all students.

DISCIPLINE FEES**

All discipline 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 will be charged each semester for those students enrolled in Professional Development School (PDS) studies.

STUDENT IDENTIFICATION CARD FEE**

Original or Replacement Card ……..…… $25.00

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 website, click here or contact the Controller's Office for a complete list of fees.

COLLECTION POLICY

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

**Fees for Academic Year 2025-2026 have not yet been established

PAYMENT OF FEES

It is Emporia State University policy that students must pay all charges in full by the due date. If a student does not expect to have their balance paid in full by this date, they must enter into a payment plan.

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

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

No students 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 enrollment withheld. (For further explanation, see "Holds on Student Records" in the Enrollment and Academic Information section of this catalog.) It is important students review the billing statements they receive as well as check their on-line student account frequently. These resources provide valuable and continuously updated information concerning student account balances.

In addition to the previously mentioned fees, students may be required to purchase textbooks, supplies, parking permits, and identification cards. For information pertaining to student loans, employment, scholarships, and grants, please refer to the "Financial Aid" section of this catalog. For further information on fee payment policies and procedures, please click here.

FEE PAYMENT PROCESS

An electronic billing statement will be sent to each pre-enrolled student via the student's emporia.edu account. Students enrolled after the billing statement date will NOT receive an electronic billing statement and must make arrangements for fee payment. THE STUDENT'S FEE PAYMENT MAY NOT BE PROCESSED UNTIL HOLDS ARE RESOLVED. Please CHECK Hornet 365 for holds.

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

Payment is due at 5:00 p.m. central time on the 5th day of class. Payment plans may be granted for any unpaid balance. A student must contact Student Accounts in Plumb Hall, Room 103P or by phone 620-31-5340 for payment plans and to avoid account holds. Administrative fees are assessed for this option.

**Fees for Academic Year 2025-2026 have not yet been established

IMPORTANT FEE PAYMENT DATES

5th Day of Class
- All students must be paid in full
- $50 administrative fee charged to students who have an account balance over $100. Students must enter into a Payment Plan Agreement to avoid account holds.

10th Day of Class
- Last day for tuition refund

NON-MILITARY REFUND POLICY

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

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

For short term classes taught in less than the regular semester, the 100% refund period will follow the policy on dropping a class. The official drop period shall be determined by the Registrar's Office. For dates of refunds for the term and/or part of term classes you may contact Cashiering Services.

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

MILITARY REFUND POLICY

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

**Fees for Academic Year 2025-2026 have not yet been established

STUDENT SUCCESS

GUIDING PRINCIPLES:

- Foster the development of individual identity and purpose
- Support academic endeavors by creating learning Laboratories and experiential learning opportunities
- Enhance career readiness through the development of transferable skills
- Recognize that each staff member has an opportunity to be an educator
- Collaborate for the benefit of all
- Nurture life-long learning
- Allocate resources strategically
- Diagnose, intervene, and assess for improvement

ALCOHOL & DRUG ABUSE PREVENTION

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

Our evidence based individual programming meets the requirements for Alcohol and Drug Information School required by the courts. Please contact the Alcohol & Drug Abuse Prevention office at 620/341-5222 or visit our website, click here.

ASSOCIATED STUDENT GOVERNMENT

The purpose of Emporia State University's Associated Student Government is to provide the means whereby the members of the student body may express themselves effectively through programs in areas which directly affect the general welfare of the student body in any aspect of the university experience in which they choose to participate. ASG establishes equitable representation and participation for the students in the governance of the university community and promotes mutually beneficial cooperation among students, faculty, staff, and administration in furthering the purposes for which the university was founded. For further information, call 620-341-5481 or visit the website, https://www.emporia.edu/student-life/student-involvement-and-organizations/emporia-state-student-government/

BIOFEEDBACK CENTER

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

STUDENT SUCCESS

Participating in co-curricular activities benefit students both personally and professionally. The skills and experience gained in a variety of organizations and roles are valuable to future employers too. Emporia State has over 80 Recognized Student Organizations. Information about current organizations, how to join or start a new organization, and information about how to get involved at Emporia State can be found online, on Hornet Central, www.esuhornetcentral.com. For more information call Student Life at 620-341-5481 or the office located on the first level of the Memorial Union.

COMMUNITY HORNETS

Community Hornets is dedicated to connecting Emporia State University students, faculty and staff to service projects in the city of Emporia and surrounding communities. Through its service programs, Community Hornets is committed to engaging campus life in the opportunity and reward of volunteerism at the local, regional, and national levels. Community Hornets is housed in Student Life, first level of the Memorial Union. To find out about upcoming events and to learn more about Community Hornets community service opportunities, visit www.emporia.edu/chornets.

CORKY'S CUPBOARD FOOD PANTRY

The mission of Corky's Cupboard is to foster a healthy university community by providing temporary food assistance in an effort to alleviate hunger. The pantry, located in the lower level of the Memorial Union. The pantry, open during the fall and spring semester, provides a variety of non-perishable food items such as canned fruits, vegetables, proteins, baking supplies , soups, meals and mixes, grains and starches. Visit the Corky's Cupboard website for up-to-date information including dates and days/hours of operation, https://www.emporia.edu/student-life/student-involvement-and-organizations/community-hornets/corkys-cupboard/

ACADEMIC TUTORING

Academic tutoring is a resource for student success. It is designed to offer an array of dynamic services to boost all ESU students' abilities to complete their undergraduate degree. Services include:

- Tutoring (peer-to-peer individual, small group, review sessions, etc.) for introductory to advanced-level courses.
- Specialized coaching for students wanting to enhance their academic success.
- Leadership opportunities for students seeking to foster the academic success of other ESU students. Tutors develop knowledge and skills that broaden and deepen their academic and career performance (Facilitating, learning, leading, mentoring, tutoring).

Tutoring also exists to serve as a recourse to faculty members, extending learning beyond the classroom. It is located on the 1*st*-floor of the Memorial Visit. For more information call Student Life at 620-341-5481.

CAREER READINESS AND INTERNSHIPS

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

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

Office of Student Life is located on the first-floor of the Memorial Union, Lower Level. For more information, call 620-341-5481, or visit the website at www.emporia.edu/careerservices.

COUNSELING SERVICES
Counseling Services offers individual, couples, and group counseling to all students at Emporia State University for a variety of mental health topics including trauma, depression, relationship problems, eating disorders, etc. Counseling helps students learn skills to enhance their academic, social, and personal lives. Services are provided to students by licensed mental health providers (counselors, social workers, etc.) and by supervised interns. Confidentiality is maintained in accordance with ethical standards and state and federal regulations. Staff are also available for programs and classroom presentations on mental health topics. Appointments can be scheduled by calling 620/341-5222 or for more information, visit our website https://www.emporia.edu/student-life/health-wellness/

Suicide Prevention Program – The Suicide Prevention Programs offers prevention training and presentations for faculty, staff, and student groups. The program also offers the Interactive Screening Program (ISP) through the American Foundation for Suicide Prevention Program at 620-341-5222 or visit our website at https://www.emporia.edu/student-life/health-wellness

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

Students or student organizations who wish to express themselves publicly on issues may use Union Square between Plumb Hall and the Memorial Union. Arrangements for such use can be made with the Union Services Office located in the Memorial Union, 620/341-5443. For more information click here.

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

FRATERNITY AND SORORITY LIFE
Fraternities and sororities are the premier values-based leadership organizations at ESU. Our fraternity and sorority members are committed to the values and principles of their individual organizations and the Fraternity and Sorority Life (FSL) values of leadership, scholarship, citizenship, stewardship, and friendship. FSL is housed in Student Life, first level of the Memorial Union. To learn more about getting involved in a fraternity or sorority, visit www.emporia.edu/fsl.

MEMORIAL STUDENT UNION
The Memorial Union is the student center on campus. A wide range of services including dining, bookstore, student government, Fraternity and Sorority Life, entertainment programming, student organizations, meeting and banquet rooms, multicultural programs and services, University ID, ATM, and recreation can be found in the Union. The Memorial Union operates with the guidance of a board of directors whose members are students, faculty, and staff of ESU.

MEMORIAL UNION BOOKSTORE
No need to worry about ordering your required books/course materials with the Hornet Textbook Bundle. All eligible students (undergraduate) will be enrolled automatically.

If your student category does not qualify for the Hornet Textbook Bundle or you choose to opt out of the Hornet Textbook Bundle order your textbooks by visiting our website http://emporia.bncollege.com/ and clicking on the textbook tab and inserting your class schedule. Textbook orders will be available for pick up at the bookstore located in the Memorial Union or shipped via UPS to your home address.

Complete information about the bookstore and textbooks can be found at. http://emporia.bncollege.com/.

RECREATION SERVICES
Recreation Services is dedicated to providing the campus community with opportunities to explore recreational interests and to engage in fitness and wellness activities. The Student Recreation and Fitness Center provides a friendly environment for a diversified population to recreate, exercise, and socialize through a variety of programs including intramural sports, sport clubs, special events and activities, and informal recreation. Personal training services and exercise classes are also offered to assist the campus community in achieving fitness goals. For more information visit our Recreation Services website at click here or call 620/341-6778.

RESIDENTIAL LIFE (See Housing)

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

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

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

The Student Conduct Officer strives to:

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

For more information, contact the Student Success Office at 620/341-5269 or click here.

STUDENT WELLNESS CENTER-HEALTH SERVICES
In addition to preventative services and treatment of illness and minor injury, Health Service staff emphasizes wellness through education and outreach. Services are partially funded by student fees, which makes medical services on campus very affordable. Appointments can be made via the Student Wellness Portal on Hornet 365, or by calling 620-341-5222. See https://www.emporia.edu/student-life/health-wellness/student-health-services/ for more information.

STUDENT HEA LTH INSURANCE
The Kansas Board of Regents offers health insurance plans for eligible students within the Regents system. The insurance carrier is ***United Healthcare Student Resources.*** **For more information about coverage, rates or open enrollment, please call** 1-888-344-6104 or visit their website at www.uhcsr.com.

STUDENT IDENTIFICATION CARDS
The Hornet Card is a student's official university identification card. The Hornet Card grants access to the following university products and services: library access, building access, meal plan access, on-campus declining balance, recreation center, 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 ID Office. The Hornet Card costs $25 and can be obtained in the ID Office, located in the Memorial Union. The 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.

THRIVE PROGRAM
The Healthy Relationship & Interpersonal Violence Education (THRIVE) program is committed to creating and promoting a safe environment for the Emporia State University community through educational initiatives and outreach. THRIVE seeks to reduce sexual violence and empower individuals to engage in healthy relationships. For more information click here.

TITLE IX COMPLAINT REPORTING
Title IX complaint reporting is handled through the Title IX Coordinator. For information please contact the Title IX Coordinator at (620) 341-5518 or report@emporia.edu.

TRADPLUS: NON-TRADITIONAL STUDENT SERVICES
ESU knows you may face different challenges as a TradPlus student. That is why we have TradPlus and Veteran Student Services embedded in a variety of offices across campus. We want you to know that you are not alone in your journey at Emporia State. To be considered a TradPlus (non-traditional) student, individuals generally meet at least one of the following criteria.

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

To learn more about resources available, www.emporia.edu/tradplus

UNION ACTIVITIES COUNCIL
The Union Activities Council (UAC) is the premiere student-led event planning organization at Emporia State responsible for providing a wide range of programs for the campus community. Committees of UAC select, plan, promote and host activities such as movies, concerts, comedians, and lectures. Membership is open to all interested students. UAC is housed in Student Life, first level of the Memorial Union. For more information visit www.emporia.edu/uac

UNION SERVICES
The Union Services Office staff provides all the services needed to schedule meetings, conferences, luncheons, and banquets in the Memorial Union. This office also schedules all of the ESU performance facilities and classrooms for non-academic functions. In order to use university facilities, all meetings and events must be scheduled through this office. To use these services call 620/341-5443 or stop by the office. Union Services is located in the lower level of the Memorial Union.

VETERANS EDUCATIONAL SERVICES
The university is approved by the Kansas State Approving Agency and operates under a contract whereby veterans and their dependents may obtain the benefits of educational assistance when eligible. Information regarding benefits is available in the Office of Financial Aid, Scholarships & Veterans Services located in Plumb Hall, Room 103 or by calling 620/341-5453.

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

When registering to vote in the state of Kansas, students are registering for national, state, and local election participation. If the student's permanent address is in a county other than Lyon County, the student can either continue their voter registration in their home county or register in Lyon County. Applications for advance voting ballots are also available. Voter registration forms can be obtained online https://kcdcinfo.ks.gov/voter-registration-and-advanced-voting. Students can check their registration status and find their polling place on the Kansas Voter View https://myvoteinfo.voteks.org/ website.

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

ENROLLMENT AND ACADEMIC INFORMATION

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

ESU ASSIGNED E-MAIL ADDRESS

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

ADDRESS AND TELEPHONE NUMBER

Students are required to provide the university with their mailing, emergency, and permanent addresses and their telephone number(s) at the time of registration. If, after registration, there are changes, students are required to report such changes promptly to the Office of the Registrar or make the change themselves via Hornet 365.

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

HORNET 365

Hornet 365 is ESU's platform for digital services including file storage, websites, software downloads, ESU news, and access to online services. Hornet 365 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 going to Hornet 365 (hornet.emporia.edu) and clicking on the Student tile.

DIRECTORY INFORMATION

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

EDUCATIONAL RECORDS

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

1. The right to inspect and review their educational records within 45 days of the day the Registrar receives a request for access.
2. The right to request an amendment of their educational record that they believe are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of education concerning alleged failures by Emporia State University to comply with the requirements of FERPA.

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

SOCIAL SECURITY NUMBER

Each entering student is asked to provide the university with a social security number. While students may choose not to provide this information as a condition of being admitted, but all students must provide the information upon enrollment. N**o student may receive financial aid from any federal funded program, state payroll or institutional funds 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. Additionally, failure to provide this information could result in a fine being imposed on the institution by the IRS. All fines can be passed on to the students.** For additional information see Section 3G of the University Policy Manual.

LOAD

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

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

FULL-TIME STATUS

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

Full-time graduate load is 9 hours in the fall, spring and summer semesters for enrollment verification and Financial Aid purposes.

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

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

CLASSIFICATION

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

COURSE NUMBERING

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

Course Levels

000-099 No credit courses. (Hours may not be included in the 120-hour requirement for a degree.)
100-299 Lower division, undergraduate. Designed as first-year 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 master's 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.

ACADEMIC ADVISING

Your Academic Advisor is your "go to" person on campus. The academic advisors represent each undergraduate discipline at the University.

Advisors:

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

FIRST-YEAR ADVISING

All first-year students are advised in the Student Advising Center located in Plumb Hall 106. Advisors will assist with resources available to aid with academic success, career planning, enrollment, drop-add of classes, selecting an appropriate major/career path. Undeclared students are advised by the Advising Center until a major is selected. The Student Advising Center hours are 8:00 a.m.-5:00 p.m., Monday through Friday. For more information, please call (620-341-5421) or email advising@emporia.edu.

UPPER-LEVEL ADVISING

All upper-level students in the School of Humanities & Social Sciences, School of Science & Mathematics, School of Applied Health Sciences, School of Visual & Performing Arts, and the Institute of Interdisciplinary Studies are advised in the Advising Center located in Plumb Hall 106. Advisors will assist with enrollment, drop-add and programming/career planning. The Student Advising Center hours are 8:00 a.m.-5:00 p.m., Monday through Friday. For more information, please call (620-341-5421) or email advising@emporia.edu.

THE SCHOOL OF BUSINESS & TECHNOLOGY (BIZHORNET ADVISING CENTER)

All Sophomore, Junior and Senior students pursuing a degree in business are advised in the BizHornet Center, 207 Cremer Hall. The Center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. For more information, please call 620-341-5523.

THE TEACHERS COLLEGE ADVISING CENTER

The Teachers College Advising Center is located in 225 Visser Hall. Advisors will work with sophomore, junior and senior students majoring in Elementary Education. Advisors will assist with long-range planning, enrollment, drop-add, and other program/career planning issues. You may contact the Advising Center Monday through Friday from 8:00 a.m. to 5:00 p.m., you may email ttac@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 Hornet 365 registration.

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

1. **Advisement** -- Academic advisors are provided to assist students in developing plans to achieve their educational goals. Students are ultimately responsible for ensuring that their plans satisfy university and program requirements for their degrees.
2. **Enrollment** -- Students may enroll any time during the continuous enrollment period each semester/term either with their advisor or through Hornet 365 using the PIN provided by their advisor. Enrollment begins in March for Fall and Summer and in October for Spring.
3. **Fee Payment** -- Students must pay their fees or make special arrangements through Business Affairs prior to the first class meeting. For further information, please refer to "Direct Fee Payment Process" in the FEE INFORMATION section of this catalog.

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

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

HOLDS ON STUDENT RECORDS

The university has the authority to withhold permission to enroll; 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 Hornet 365
2. Select View Academic Life
3. Select Student Records
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 deb.
2. Pay* in full the value of any lost material and/or equipment.
3. Satisfy any other claims by completing the specific action as required by the identified party.

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 any time during the semester with the approval of the advisor and instructor. No classes may be enrolled in or added after completion of the semester or summer session. Enrollment must be for the current or future semesters.

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

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

POLICY ON DROPPING CLASSES

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

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

WITHDRAWALS

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

WITHDRAWAL POLICY

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

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

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

FACULTY INITIATED STUDENT WITHDRAWAL

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

WITHDRAWAL OF NURSING STUDENTS

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

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

SUMMER WITHDRAWAL POLICY

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

EXCESSIVE WITHDRAWALS

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

CLASS ATTENDANCE

ABSENCES -- When a student has been absent or desires to be absent from class for any reason, it is their responsibility to consult with the instructor concerning the reason for the absence. The instructor, in turn, has the prerogative of requiring the student to make up, in some appropriate and reasonable way, the work missed during the absence. Faculty members who take students on school-sponsored trips will attempt to plan the trip to minimize the number of classes which the students must miss.

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

EFFECT ON GRADES -- Regular class attendance is crucial to the development of a student's knowledge and skills. For online classes, "attendance" will be defined by the course instructor. If excessive absences (lack of attendance) 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. An instructor who reserves the right to make such a judgment must specify in the course syllabus the manner in which lack of attendance 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. FSB 15012

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

TYPES OF UNDERGRADUATE CREDIT OFFERED

AUDIT ENROLLMENT

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

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

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

RESIDENT CREDIT

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

TRANSFER CREDIT

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

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

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

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.

SYSTEMWIDE GENERAL EDUCATION FRAMEWORK

The Kansas Board of Regents (KBOR) approved a policy for a systemwide general education package under a common framework. The goal is to provide maximum transferability and flexibility for students within the system. The six state universities, Washburn University, and the Kansas Community College will implement the Systemwide General Education Framework.

Effective Fall 2024, all new incoming students will be placed on the KBOR Systemwide General Education Framework program.

Students who complete the KBOR Systemwide General Education Framework and transfer into ESU will be recognized as meeting ESU's General Education requirements, and therefore will not be required to complete any additional General Education requirements. The transfer transcript will need to reflect the completion of the KBOR Systemwide General Education Framework.

Additional information is available in the Office of the Registrar.

UPPER-LEVEL TRANSFER COURSES

ESU will accept lower division courses (those numbered below 300) in transfer from other colleges or universities as the equivalent for our upper division courses. A course from a 2-year institution may transfer in as an upper-level course equivalent, but it will not count toward the 45 hour upper-level course requirement. A course from a 4- year institution which transfers equivalent to an ESU upper level course will count towards the 45-hour upper-level course requirement. FSB15003

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.

SENIORS TAKING COURSES FOR GRADUATE CREDIT

Students who are classified as seniors may take up to 12 hours of course work for graduate credit. Students must complete the Senior Request for Graduate Credit card and complete an application for graduate study in the Graduate School, 313 Plumb Hall. The completed Senior Request for Graduate Credit card, with all requested signatures, must be presented to Registration at the time of enrollment in the course(s). For more information, you may call 620/341-5403 or e-mail gradinfo@emporia.edu.

INDEPENDENT STUDY CREDIT

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

CREDIT FOR PRIOR LEARNING

CREDIT BY EXAMINATION

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

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

Examinations for credit are similar to final examinations given in the courses. They are given at times scheduled by the various academic disciplines; 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.

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, or on the website, click here.

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 discipline. Students are encouraged to consult with the dean or designee 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, or on the website, click here.

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

INTERNATIONAL BACCALAUREATE

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

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

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 discipline-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.

GRADES, CREDITS AND STUDENT RECORDS (TRANSCRIPTS)

DEFINITION OF A CREDIT HOUR

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

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

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

This policy notes that formal instruction may take place in a variety of modes. Other venues for student learning would generally use the definition of 4 class hours per week as equivalent to 1 class credit. These other venues might include field experiences, music ensembles, studio experiences, and practicum experiences. At least some of these class hours would be under the direct supervision of an instructor, who ultimately assigns a grade for the experience. FSB 15008

GRADES AND GRADE POINTS

Grades are assigned the following meaning: A (Superior), B (Good), C (Average), D (Poor), F (Failure), XF (Failure-Academic Dishonesty), AW (Administrative Withdrawal), W (Withdrawal), I (Incomplete), IP (In Progress), N (No Credit), P (Passing), S (Satisfactory), U (Unsatisfactory), and V (Visitor or Audit). Grade points will be computed on the following scale which features an equal number of optional plus and minus grades: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, D=1.0, F=0, and XF=0. GPA grades will be assigned at the discretion of faculty in the manner that best reflects student work and which is most appropriate for a given course. FSB 98012

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

PASS-NO CREDIT GRADING

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

PASS-NO CREDIT OPTION

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

The student electing the pass-no credit option will receive credit hours toward graduation and the grade of “P” if they successfully complete 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 Interdisciplinary 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 disciplines 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 discipline 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 discipline 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 their 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 their 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 discipline 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 dean or designee, may grant the request for an extension. An extension beyond two semesters will require the approval of the dean of the school or college in which the course was offered. (The granting of an extension will not be routine.) Individual instructors may establish earlier deadlines for completion of the work. Students who do not complete the unfinished work by the established deadline will have the grade of "F" entered on the transcript and will be required to re-enroll to earn credit in the course.

IN PROGRESS "IP" GRADE POLICY

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

COURSE REPEAT GRADE POLICY

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

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

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

MIDTERM GRADES

It is the instructor's duty to inform students of their academic performance in class. Each instructor by the end of the 8th week of each regular semester, evaluate undergraduate students' progress and make midterm grades available to undergraduate students and their academic advisors via the software designated by the university. For undergraduate classes taught in less than a full regular semester, the instructor shall make the evaluation available to the student in time to allow the student to withdraw before completion of 5/8 of the course. An instructor teaching a graduate-level course has the option of evaluating graduate students by the end of the 8th week of each regular semester. The instructor who is teaching a graduate-level course has the option to provide midterm grades via the university-designated software.

Midterm grade reports are not mailed out. To view their grades students should go to the ESU homepage www.emporia.edu and log in to Hornet 365. Select the Academic tab and then select Student Records. FSB 15013

FINAL GRADE REPORTS

The Office of the Registrar is responsible for recording and reporting student grades. Grades are not mailed out. To view their grades students should go to the ESU homepage www.emporia.edu and log in to Hornet 365. Select the Academic tab and then select Student Records.

STUDENT RECORD (TRANSCRIPT) POLICY

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

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

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

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

UNDERGRADUATE SCHOLASTIC STANDING CONDITIONS

GOOD SCHOLASTIC STANDING

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

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

PLACED ON PROBATION

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

CONTINUED ON PROBATION

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

REMOVED FROM PROBATION

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

REQUIRED WITHDRAWAL

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

READMITTANCE AFTER REQUIRED WITHDRAWAL

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

1. The student shall apply in writing to the dean or designee for the discipline in which they intend to major upon being readmitted. The dean or designee for the discipline shall institute a reinstatement committee from among the faculty to consider the request and reach a decision. For students without a declared major, the student shall apply in writing to the Director of the Student Advising Center and the director shall institute a committee to consider the student's request.
2. The reinstatement committee shall forward its decision for or against reinstatement (clearly noting its reasons) to the Registrar. The Registrar shall notify the student of the committee's decision.
3. If the request for reinstatement is denied, the applicant shall not be permitted to enroll in any class or course for the next term in any discipline. The student can reapply after one spring or fall semester has passed from the date of denial. If the student chooses to reapply, the application will follow the above procedure. FSB 84026

HONORS AND RECOGNITION OF OUTSTANDING SCHOLARSHIP

Emporia State University recognizes and encourages outstanding scholarship at all levels. The disciplines, 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 disciplines, schools, and colleges should be contacted for information concerning their particular recognition programs.

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

GRADUATION WITH HONORS

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

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

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

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

SEMESTER HONOR ROLL

The semester honor roll has the following characteristics and requirements:

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

SCHOLARSHIPS AND FELLOWSHIPS

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

HONORS COLLEGE

The Honors College at Emporia State University provides you with an extraordinary experience, one that will enrich and transform your life. If you're a student who wants to get the most out of your education, if college means more to you than simply earning credits and getting a credential, if you are passionate about learning and want to be around people who share your passion, and, if you want to work with others to make communities in Kansas and beyond more vibrant places, the Honors College is for you.

Mission Statement:
The Honors College at Emporia State University will prepare students to be agents of change for the common good in their respective communities.

Vision Statement:
The Honors College at Emporia State University aspires to be recognized as a significant catalyst for the improvement of communities in Kansas and beyond.

Honors College Components:

1. Civic Leadership Training: Faculty at ESU and at the Kansas Leadership Center will provide training to students that will enable them to join with others in addressing the challenges of the day.
2. Community Engagement: Students will engage with a variety of Kansas communities to address adaptive issues and engage in civic leadership and service learning. Students may eventually engage communities beyond Kansas to provide knowledge and perspective useful for enriching both Kansas communities and their personal lives.
3. Relationship Building: Students will have the opportunity to learn with their fellow students in a relationship-rich environment. Research shows this practice enhances student academic performance, improves retention, and creates strong nurturing relationships that can last a life-time
4. Enhanced Curriculum: Traditional honors courses and honors contract courses will be offered. These courses will provide a rich and broad educational experience to students that will assist them in achieving their academic potentials.
5. Mentoring: Students will experience, peer, faculty and community mentoring as they complete undergraduate research, scholarship, creative, and leadership activities.
6. Learning Spaces: A modern, technologically enhanced space will be provided to students that will facilitate academic achievement and social cohesion.
7. Scholarships: Students will be provided annual, renewable scholarships contingent on satisfactory progress in meeting Honors College requirements and the availability of funds.

Membership Requirements

Incoming first-year students must have a cumulative high school grade point average of 3.5 or higher, or, an ACT score of 26 or higher.

Transfer students must have a cumulative grade point average of 3.5 or higher from the community college, college or university from which they are transferring.

Honors Curriculum

Traditional honors seminars lay a foundation for the Honors College curriculum, while honors contract courses expand and enhance offerings, allowing students flexibility in their choices. Through an agreement with the professor, students may take any class at an honors level. Contact the Honors College office if you have questions about this option. The combination of traditional and honors contract courses provides an enriching and broad educational experience.

Honors College students will have the opportunity to participate in civic leadership training through a collaboration with the Kansas Leadership Center in Wichita. Students will also engage in a community setting to address adaptive issues and be directly involved in civic leadership and service learning.

Participation and Recognition For Graduation With Honors

Requirements
CW 111 Honors Seminar I, 3 credit hours
CW 311 Honors Seminar II, 1 credit hour
Civic Leadership Training Experience at Kansas Leadership Center
Four (4) honors courses (student may select from general education upper level, or contract courses)
CW 510 Community Engagement Practicum (or CW 499 Honors Thesis), 1-3 credit hours*

Students will earn at least 2 Honors College Medallions that require students to master marketable skills in a variety of areas.

Maintain a high level of activity in the Honors College including attendance at the meetings, programs and special events. A Final GPA of at least a 3.5 is required for graduation with honors.

See the Honors College Progression Policies (https://www.emporia.edu/honors-college/) for specific GPA and other requirements to maintain Honors College membership throughout enrollment.

Transfer students who have an associate degree or have at least 60 hours of course work at the time of matriculation to Emporia State University will need to consult with the Dean of the Honors College to develop a modified honors curriculum plan.

**Contact the Dean of the Honors College for more information regarding the Community Engagement Practicum or Honors Thesis.*

SPECIAL HELP OPPORTUNITIES

MATHEMATICS LABORATORY

The Mathematics Lab, located in BL 190 (Brighton Learning Center), offers tutoring to students having difficulty in mathematics classes. Lab assistants have upper-level mathematics ability or are skilled in helping remedial level math students. The Math Lab is open Monday through Thursday from 9:00 a.m. to 9:00 p.m. and Friday from 9:00 a.m. to 5:00 p.m. during fall and spring semesters. There is no charge for these services and no appointment is necessary.

Students having additional questions about the labs may call Robert Kornowski at 620-341-6764 or e-mail rkornows@emporia.edu

TRIO STUDENT SUPPORT SERVICES

Student Support Services (SSS) is a federally funded grant program for eligible ESU students to enhance their educational opportunities.

SSS offers classes, tutoring services for many general education and upper-level courses, instruction in 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, click here.

TRIO McNAIR SCHOLARS PROGRAM

The McNair Scholars Program is a federally funded grant program that provides eligible students with effective preparation for doctoral study.

McNair offers opportunities for undergraduate research and other scholarly activities under the guidance of faculty mentors, seminars, academic counseling, and individual assistance with securing admission to and financial support for graduate programs.
For more information, call 620-341-5097. You may visit our website, click here.

FINAL EXAMINATIONS

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

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

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

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

Refer to the appropriate semester class schedule for specific information.

STUDENT EVALUATION OF FACULTY

It is the policy of ESU that every faculty member shall be evaluated by their students in a manner consistent with a procedure established in the discipline.

Refer to the University Policy Manual at: https://www.emporia.edu/academics-majors/academic-affairs/university-policy-manual/

USE OF RECORDING INSTRUMENTS IN CLASS

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

ACADEMIC RECORD REVIEW (ACADEMIC BANKRUPTCY)

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

The Vice President for Academic Affairs, or an officer he 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 their 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 their case. Using such criteria as the student's maturity, purposefulness, and reasonableness in accounting for their 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 their 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 they 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 they take the additional work or after they have completed it. The student need not be enrolled to file a petition.

The granting of the exclusion of certain grades from the computation of their 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 their 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.

Applications are available from the Provost's Office.

PROCEDURE TO DECLARE MAJOR/MINOR

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 completing an electronic "Change of Student Curriculum" form and filed with the Registration Office.

APPLICATION FOR DEGREE/CONTRACT

An application for a degree is made when a student has earned 80 hours. Students should complete/submit the Intent to Graduate which is found on your Academic Life Tab in Hornet 365 under Student Records. The completed form becomes the official agreement between the University and the student regarding the work to be completed for a major, minor, double major, and second teaching field. **The Intent to Graduate is submitted approximately 15 months prior to the expected date of graduation.**

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 licensure officer 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(s). All applicants for an initial license must submit a valid fingerprint card and a $50 fee to the Kansas State Department of Education for a background check.

The application for an initial teaching license may be obtained by accessing: https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application/Initial-License-for-Kansas-Graduates. Should an applicant require a paper copy of the application, one may be obtained in the Education Licensing Office located in Room 208, Visser Hall, or via e-mail at abaldwin@emporia.edu.

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. The Kansas State Department of Education requires a processing fee for an initial Kansas teaching license.

DISTANCE EDUCATION

Distance Education is the organizational and managerial support system for extending ESU's resources beyond its campus to those who want to further their education. Distance Education provides educational opportunities for students in alternate formats, through conventional on-site instruction at off-campus sites, and via mediated delivery systems such as the Internet, web-conferencing, IP Video, lecture-capture, podcasting, and various other connective video formats. Students may pursue undergraduate and graduate degrees, seek professional development, or meet certification/recertification requirements through such courses. If you have questions or need additional information, please call 1- 877-332-4249 or 620/341-5385 or e-mail distance@emporia.edu. You may also visit our web site at https://emporia.edu/online-distance-education/

State Authorization for Distance Education

Emporia State University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). For complete information on distance education and State Authorizations please go to:
https://www.emporia.edu/online-distance-education/about-us/authorization/

UNDERGRADUATE DEGREES

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

ASSOCIATE DEGREES

Associate of General Studies

MINIMUM REQUIREMENTS FOR ASSOCIATE OF GENERAL STUDIES DEGREES

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

1. Earn at least 60 semester hours of credit in courses numbered 100 and above. (See below.)
2. Fulfill minimum residency requirement. Student must meet the resident requirement by earning 15 credit hours in residence, of which 6 of the final 12 must be in residence.
3. Fulfill minimum grade-point requirements. 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.)
4. Complete the general education program required. (see general education section)

BACHELOR DEGREES

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Interdisciplinary Studies
Bachelor of Music
Bachelor of Science
Bachelor of Science in Business
Bachelor of Science in Education
Bachelor of Science in Nursing

MINIMUM REQUIREMENTS FOR ALL BACHELOR DEGREES

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

1. Earn at least 120 semester hours of credit in courses numbered 100 and above. (See below.) Students should check their specific degree/major for minimum requirements.
2. Among those 120 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. Complete the general education program required. (See GENERAL EDUCATION section.)

TOTAL HOURS REQUIRED

No fewer than 120 semester hours of credit in courses numbered 100 and above, including at least 45 in courses numbered 300 or above, must be completed for all baccalaureate degrees. Of the total required semester hours, up to but no more than eight hours of physical activity courses may be included.

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

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

MAJOR

One major is required for all bachelor's degrees.

At the beginning of the student's first year the degree candidate may, and no 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.

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 Interdisciplinary 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 their major or teaching field and two hours in their minor, if required, in residence at this university. Disciplines may require additional resident work.

MINIMUM RESIDENT REQUIREMENT

A student must meet the resident requirement for any baccalaureate degree by earning thirty of the final forty-five hours in residence, of which six of the final twelve hours must be in residence. Course credit earned through another university as part of an ESU exchange or ESU-approved study abroad program is counted as ESU resident credit with respect to this rule.

GRADE REQUIREMENTS

A student must have a grade point average of at least 2.00 in all work entered on their 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.

SECOND BACHELOR'S DEGREE

A student may earn the same degree from ESU more than once, provided that each degree has a different major. A student should apply for a second bachelor's degree by contacting the Admissions Office. The application process includes providing official transcripts from all institutions previously attended. Students may be required to provide, at their expense, evaluation of credentials from foreign institutions. (The following regulations apply whether the second degree is conferred at the same time as the first or at a later time.)

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

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

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

Basic Skills: 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 requirements as prescribed by the university and/or the school/college offering the major or teaching field.

Other Degree Requirements: To earn the second bachelor's degree, the student must have completed all program requirements as prescribed by the university, the academic school/college, and the discipline 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.

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

BACHELOR OF ARTS

The degree Bachelor of Arts is a liberal arts degree designed to serve the student who needs a program of study that incorporates breadth of education experience, emphasis on the traditional liberal arts disciplines, and a major in one or more appropriate fields. Programs of study leading to the Bachelor of Arts degree are developed by the appropriate disciplines 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 120 semester hours of credit in courses numbered 100 or above. These may include eight hours maximum of physical activity credit unless additional work is required in the major.
2. The student must complete the general education program and stated degree requirements.
3. The student must complete 10 hours of one modern language or demonstrate proficiency at 210 level and two courses from AR 105, TH 105, MU 226.
4. The student must complete a maximum 40-hour program of study prescribed by the major discipline and also a second program of study with a minimum of 12 hours.
5. The student must complete such additional free and unrestricted electives as needed to total 120 hours for the degree. These may include additional credits in the programs of study described above.
6. The student must complete at least 45 hours of course work numbered 300 or above.

Majors For The Bachelor of Arts Degree

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

Applied Criminology
Applied Sociology
Art
Biology
Communication
Language, Literary Studies & Writing
Mathematics
Music
Psychology
Theatre

BACHELOR OF FINE ARTS

Programs of study leading to the degree Bachelor of Fine Arts are developed by the appropriate disciplines 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 120 semester hours of credit in courses numbered 100 or above.
2. The student must complete the general education program.
3. The student must complete two courses from AR 105, TH 105, MU 226.
4. The student must complete a program of study prescribed by the major discipline 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.
5. The student must complete such additional free and unrestricted electives as needed to total 120 semester hours for the degree.
6. The student must complete at least 45 hours of course work numbered 300 or above.

Majors For The Bachelor of Fine Arts Degree

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

Art
Theatre

BACHELOR OF INTERDISCIPLINARY STUDIES

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

General Studies
Interdisciplinary Studies
Social Change

Each BID student, with input from the BID advisor, will develop a unique and personalized program of study. Students must fulfill the following requirements:

1. Complete a minimum of 36 hours for the BID program. The specific academic areas of emphasis for this coursework will be specified through consultation with the BID advisor. Courses to be taken as part of the degree must be consistent with these areas of emphasis, and should be part of a plan developed by the student working with the advisor.
2. Complete ID 302, Introduction to Interdisciplinary Studies (3 credit hours), and ID 490, BID capstone (3 credit hours).
3. Of the remaining 30 hours, students must complete at least 18 after declaring the BID as their program of study.
4. Only 6 credit hours applied to the BID program of study can be at the 200 level. The remaining 30 hours must be at 300 or above.
5. Earn a minimum grade of C in each course included in the program of study.
6. Earn a minimum GPA of 2.5 in the program of study coursework

In addition, students must complete university graduation requirements, including: the general education program for the Bachelor of Science degree; 45 credit hours of upper-division coursework; a 2.0 overall GPA; 120 credit hours of total coursework.

Students should contact the Institute of Interdisciplinary Studies, Plumb Hall 015, 620-341-5594 or dis@emporia.edu with questions or for additional information about the program.

BACHELOR OF MUSIC

Concentration in Music Performance

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

1. The student must complete at least 120 semester hours of credit in courses numbered 100 or above. These may include eight hours maximum of physical activity credit unless additional work is required in the major.
2. The student must complete the general education program.
3. Music courses: The music courses total a minimum of 74 hours.
4. All degree candidates must successfully perform full junior and senior recitals in public; these must be previewed and approved by a faculty committee. Further, the candidate must complete at least one semester at the 500 level in the major instrument or voice.
5. The student must attend a prescribed number of concerts and recitals for each semester.
6. The student must complete required and elective music courses.

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

Concentration in Music Education

1. The student must complete at least 120 semester hours of credit in courses numbered 100 or above. These may include eight hours maximum of physical activity credit unless additional work is required in the major or teaching field.
2. The student must complete the general education program.
3. Music courses: The plan (instrumental or vocal emphasis), totals a minimum of 60 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 CORE competency examinations in reading (156 minimum), writing (162 minimum), and mathematics (150 minimum) with a minimum grade of "C" on selected courses before they can be formally admitted to the teacher education program and student teaching.
5. The candidate must perform a 30 minute minimum senior recital in public prior to student teaching; the recital must be previewed and approved by a faculty committee. The candidate must also complete at least one semester at the 500 level in the major instrument or voice.
6. The student must attend a prescribed number of concerts and recitals each semester prior to student teaching.

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

BACHELOR OF SCIENCE

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

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

Majors For The Bachelor of Science Degree

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

Applied Criminology
Applied Sociology
Art
Biology
Biochem. & Molecular Bio
Chemistry
Communication
Computer Science
Health & Human Performance
History & Government
Mathematics
Psychology
Sport Leadership & Recreation

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

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

1. A student earning a Bachelor of Science in Business degree must have a major. A major consists of approximately 60 hours of business courses. An outline for suggested sequences of courses and specific requirements may be obtained from the Business Advising Center or the office of the chair.
2. The student must complete the university's general education program. 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 120 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 & Technology.
3. The student must complete at least 120 semester hours of credit in courses numbered 100 or above. The 120 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 & Technology. (See School of Business & Technology admission requirements in the School of Business & Technology section.)
6. For students entering any college for the first time as a full-time student in the Fall of 2008 and thereafter, a minimum of 2.35 cumulative grade-point average is required.
7. For students admitted to the School of Business & Technology in the fall of 2008 and thereafter, a minimum cumulative grade-point average of 2.35 is required in the business core curriculum.

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.

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: https://www.emporia.edu/teachers-college/undergraduate-majors-minors/

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 Dean or designee for School Leadership/Middle and Secondary Teacher Education or Elementary Education, Early Childhood and Special Education in The Teachers College.

BACHELOR OF SCIENCE IN NURSING

Nursing, a discipline in the School of Applied Health Sciences, offers a four-year baccalaureate program that prepares graduates with the knowledge, skills, and attitudes to function as professional nurses. Students completing the 120 credit hour program receive the Bachelor of Science in Nursing degree and are eligible to take the nursing national licensure examination (NCLEX-RN).

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

OTHER PROGRAMS

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

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 advisor.

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.

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

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

PRE-OPTOMETRY

There are seventeen four-year optometry colleges in the United States that permit practitioners to measure and correct visual defects by prescribing eye glasses, contact lenses, or visual therapy. The ESU program reflects the minimum admissions requirements for Northeastern State University College of Optometry, University of Missouri, St. Louis College of Optometry, and the Southern College of Optometry, Memphis. These requirements are similar to those of other optometry schools as well. All of the optometry schools admit a few exceptional students after two to three years of pre- professional study at the college level, but most students should plan to complete the bachelor's degree, preferably in the biological or physical sciences. All optometry schools require introductory course work in biology, chemistry, physics, English, and mathematics.

Additional requirements often include courses in psychology, microbiology, statistics, and the social sciences. Because of the variability in other course requirements among the optometry schools, students are advised to contact the ESU pre-optometry advisor and to obtain catalogs from the specific schools of interest. Excellent information for pre-optometry students is available at www.opted.org.

PRE-OSTEOPATHIC MEDICINE

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

PRE-PHARMACY

The pre-pharmacy program is a two-year 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 an advisor 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.

PROGRAMS IN ALLIED HEALTH FIELDS

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

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

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

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

OTHER HEALTH-RELATED PROGRAMS

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

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

The Mission of the General Education program is:

….to enhance major programs of study through broadly shared educational experiences and academic preparation to become knowledgeable, civic-minded, culturally competent, lifelong learners, and adaptive leaders in a diverse global society.

GOVERNANCE:

The overall General Education Program is the responsibility of the Provost and Vice President for Academic Affairs and their 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

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

Students must complete the General Education Program outlined below. Students whose first enrollment occurred prior to the fall of 2024 may have the option of satisfying the requirements of the General Education Program that were in force when they previously enrolled provided that the requirements of "Reasonable Continuity" have been satisfied. Such students should check with their academic advisor, or Registration Office Personnel for a final determination of this issue.

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

GENERAL EDUCATION GOALS:

Core Skills (Goal 1): Demonstrate effective skills in written communication, speaking/presentational communication, quantitative/mathematical/ analytical reasoning, information technology, and information literacy.

Breadth of Knowledge (Goal 2): Demonstrate knowledge and understanding of the ideas, concepts, principles, and skills from a wide range of academic disciplines that can be used to inform civic, social, cultural, political, educational, scientific, health, and business decisions.

Cultural Awareness and Cultural Competence (Goal 3): Demonstrate the cultural awareness knowledge and cultural competency skills necessary to harmoniously live and successfully work as members of a diverse, global community.

Creative Thinking (Goal 4): Demonstrate the knowledge and abilities to combine or synthesize new or existing ideas, images, or expertise in original ways and the application of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Critical Thinking (Goal 5): Demonstrate the ability to define and issue, idea, or problem, gather relevant data, critically evaluate its context, conduct appropriate analyses, and use this information to develop well-reasoned arguments and make well-informed decisions.

Integrative Learning (Goal 6): Demonstrate understanding and apply skills learned across the curriculum and co-curriculum in making connections among ideas and experiences from different disciplines, to synthesize concepts, and transfer learning to complex situations and problems.

GENERAL EDUCATION REQUIREMENTS

Students whose first enrollment at Emporia State University occurred in the Fall 2024 or later must complete the general education curriculum outlined below in order to graduate from Emporia State University.

The General Education requirements are common to all students regardless of major. General Education Program requirements at Emporia State follow the KBOR system-wide General Education Program framework and are comprised of 34-35 credit hours organized in six discipline-based "buckets" and an institutionally designated bucket. A student who satisfies all seven buckets will complete the General Education Program.

Note: Some general education courses can count for both the General Education Program requirements and program/college requirements. Students should work closely with their advisor to determine the most efficient path.

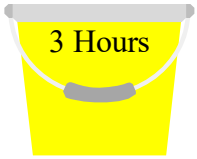
GENERAL EDUCATION PROGRAM REQUIREMENTS:

Students must complete a minimum of 34 hours.

Bucket #1: English Discipline Area

6 Hours of English Courses
EG 101 or EG 103
And
EG 102 or EG 104

Bucket #2: Communications Discipline Area



3 Hours of Communications Courses

SP 101 or SP 100

Bucket #3: Mathematics & Statistics Discipline Area

3 Hours of Math or Statistics Courses
MA 110, MA 111, MA 120,
MA 156, MA 160, MA165,
MA 161

Bucket #4: Natural & Physical Sciences Discipline Area

4-5 Hours (lecture and lab) from One Subject

Biology
GB 100/101
GB 330/331
GB 340/341
MC 315/317

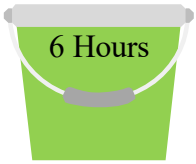
Chemistry
CH 120/121
CH 123/124
CH 126/127

Physical Science
PS 214/215

Earth Science
ES 110/111

Physics
PH 110/111
PH 140/141
PH 190/191/192
PH 343/344
PH 393/394/395

Bucket #5: Social & Behavioral Sciences Discipline Area



6 Hours in at Least Two Courses from Two Subject Areas

Anthropology
AN 210

Health
HL 150

Well-Being
PE 100

Geography
GE 101, GE 454

Business
BU 241, BU 393,
EP 301, MK 301

Psychology
PY 100, PY 200
PY 201, PY 211

Interdisciplinary Studies
ID 301

History
HI 309

Rehabilitation
RE 290

Honors
CW 111

Economics
BC 103, BC 104, EC 101

Sociology
SO, 101, SO 261, SO 302, SO 313,
SO 320, SO 370

Political Science
PO 100, PO 121, PO 322, PO 330,
PO 345

Bucket #6: Arts and Humanities Discipline Area

6 Hours in at Least Two Courses from Two Subject Areas

Art
AR 101, AR 105, AR 225, AR 235

Communication
SP 304, SP 324, SP 350

Theatre
TH 105, TH 381, TH 382

Philosophy
PI 225, PI 301, PI 325

Music
MU 124, MU 226, MU 324,
MU 326, MU 328, MU 329

History
HI 101, HI 102, HI 111
HI 112, HI 302

College Wide
CW 310

Modern Language
SA 110, SA 210, SA 313,

Literature & Writing
EG 207, EG 280, EG 300,
EG 320, EG 331, EG 340,
EG 350, EG 355, EG 360,
SA 365

NOTE: Courses can be used in only one General Education Bucket.

NOTE: Some general education courses can count for both the General Education Program requirements and program/college requirements. Students should work with their advisor to determine the most efficient path.

Bucket #7: Institutionally Designated Area

6 Hours Required. Must Include One Course from Information Technology/Information Literacy AND One Course from Cultural Awareness & Competency:

Courses used in Buckets 1-6 cannot also be used in Bucket 7.*

Information Technology/Information Literacy

AR 305	CH 377
CH 661	CS 220
CW 342	EB 351
EC 370	ED 525
ES 351	GE 351
IS 113/110	MA 374
NU 386	PE 266
SO 550	UL 100

Cultural Awareness & Competency

AN 210	CW 122
CW 310	EG 320
EG 331	EG 340
GE 101	GE 454
HI 309	ID 301
MU 324	PO 330
SA 110	SA 210
SA 313	SA 339
SA 314	SO 302
SO 320	SO 370

NOTE: The General Education Program requires a minimum of 34-35 credit hours. Excess hours from Buckets 3-6 can be used to meet the 6-hour requirement in Bucket 7 if needed.

GRADUATION

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:** https://sites.google.com/g.emporia.edu/commencement/home.

APPAREL AND ANNOUNCEMENTS

The Memorial Union Bookstore can be contacted at 620/341-5214 for information about purchasing apparel and announcements.

ATTENDANCE AT COMMENCEMENT

All graduates are encouraged to take part in commencement exercises. All participants are required to arrive on time for line-up and remain to the end of the commencement ceremony. Students completing a degree in December and who cannot attend the December ceremony, must obtain permission from the Registrar 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. Please refer to the FEE INFORMATION section of this catalog for the amount of fees assessed. *These fees are subject to change by administrative action. The paid fee covers a period of eleven months.*

GRADUATE STUDY

The Graduate School coordinates admission activities for all graduate students. It offers programs of study leading to the degrees, Master of Science (MS), Master of Arts (MA), Master of Accountancy (MACC), Master of Education (MED), Master of Library Science (MLS), Master of Nursing (MSN), Master of Business Administration (MBA), Specialist in Education (EdS), and Doctor of Philosophy (PhD) in Library and Information Management. Certificate programs in Applied Statistics & Data Analysis, Archives, Economic Education, Business Application Development, Business Fundamentals, eLearning/Online Teaching, Emerging Technology, Geospatial Analysis, Health Information Professionals, Informatics, Information Systems Management, Leadership & Administration in Information Organizations, Marketing, Math, Psychology of Learning, Quantitative Economics, Teaching with Technology, Social-Emotional Learning and Psychological Well-Being, and Youth Services are also offered. The policies governing all graduate programs are administered by the Graduate School.

Graduate programs are governed by the university's Graduate Council. Membership on the Graduate Council consists of a representative from graduate academic disciplines 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 Graduate School, its programs, and its activities may be obtained by writing or visiting the office or viewing the graduate web page at https://www.emporia.edu/graduate-school/

Numerous graduate teaching, research, and administrative assistantships are offered each year. Interested students can complete an online assistantship application located on the graduate web page.

THE ALUMNI ASSOCIATION

The Emporia State University Alumni Association traces its history back to 1880 as the official organization of graduates and former students of Emporia State University (ESU), Emporia Kansas State College (EKSC), Kansas State Teachers College (KSTC) and Kansas State Normal (KSN). Following their graduation/attendance at Emporia State, students automatically become lifetime members of the Alumni Association. At the present time, there are over 66,000 alumni on file, and these alumni may be found in all 50 states, each of the American protectorates, and in over 105 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, a magazine for alumni and friends of Emporia State University, two times a year; the association sponsors and helps coordinate reunions; organizes alumni gatherings throughout the state and nation; coordinates Homecoming activities; supports and actively supplements the University's efforts to recruit students and advocate for advantageous legislative policy; builds relationships with employers and alumni; sponsors programs for undergraduates, including Senior Week and the ESU Ambassador program; honors graduates who have distinguished themselves professionally and individuals who have served the university in a unique manner; recognizes multi-generational families of Hornets; and provides many other alumni activities, programs, and services.

Policies, programs, and services of the Alumni Association are determined by volunteer board of directors who are elected annually and serve three-year terms.

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

EMPORIA STATE UNIVERSITY FOUNDATION, INC.

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

The purpose of the Foundation is to raise, invest, account for, allocate and steward private gifts benefiting the university. The Foundation coordinates and directs all major fundraising initiatives on behalf of ESU and currently manages assets exceeding $97.3 million.

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

For more information on the Foundation, please visit this website: https://www.emporia.edu/foundation-giving/

SERVICES, SPECIAL PROGRAMS, AND FACILITIES

THE CENTER FOR ECONOMIC EDUCATION

The mission of the ESU Center for Economic Education is to deliver high-quality teacher-training programs, which facilitate knowledge of essential economic concepts, personal finance concepts, and economic reasoning ability of kindergarten through senior high school students.

The center is fortunate to have an extensive and diverse array of partner organizations donating their facilities along with their leaders and key individuals in delivering economic education workshops; these partners have included the Federal Reserve Banks of Kansas City and St. Louis and virtually every major employer in Topeka and Emporia along with many others. The center is part of the network of the Council on Economic Education (CEE), which has affiliation standards the ESU center has met or exceeded since the inception of these standards.

As part of this network, the center offers courses, workshops, and other teacher-training activities through Mathematics in the School of Science & Mathematics at ESU. Some of these courses are offered online in an exclusive partnership arrangement with the Federal Reserve Bank of St. Louis at a heavily discounted rate for tuition and fees. In addition, the ESU center is supported by the Kansas Council on Economic Education (KCEE), which frequently funds partial tuition scholarships for K-12 teachers taking other economic education courses.

CENTER FOR INSURANCE EDUCATION

The Center of Insurance Education, 126 Cremer Hall, offers current insurance materials and information, educational opportunities, and research projects to further the knowledge and understanding of insurance principles and practices. For more information call 620/341-5657.

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 Team Kansas each June. The Hall of Fame website is: http://www.ksbhf.org/

KANSAS SMALL BUSINESS DEVELOPMENT CENTER

The Kansas Small Business Development Center, located in the ESU School of Business & Technology, offers free, confidential advising services to existing and potential small business owners and entrepreneurs. The KSBDC also sponsors low-cost training programs, maintains and shares helpful business resources, and provides referrals to other small business service providers. If you have questions, or are interested in KSBDC services, please call 620-341-5308 or e-mail ksbdc@emporia.edu. To view website click here,

THE TEACHERS COLLEGE RESOURCE AND OUTREACH CENTER

The Teachers College Resource and Outreach Center (TROC), located in room 224 of Visser Hall. Formerly known as the Resource Center and the Jones Institute for Educational Excellence, TROC supports the educational needs through the lending of instructional-related materials, the demonstration of technology equipment via the learning lab, and the service of on-site consultant activities, workshops, and publications. TROC contributes to the goals and mission of The Teachers College by providing the following services and resources:

- Managing a current collection that includes new materials and resources such as manipulative, audio-visual, and print holdings that supplement classroom instruction and assessment to address the continuum of learning.
- Providing technology instruction and support to The Teachers College students and faculty via circulating technology and makerspace activities.
- Assisting The Teachers College with achieving recognition for exemplary programs, faculty, and staff through collaboration and facilitation of professional development workshops. Provides services to the Kansas public and private schools through special field-oriented projects, including collaboration with
    - The Future Teacher Academy
    - The Great Plains Center for National Teacher Certification
    - The Reading Recovery Training Center in North America
    - Other organizations provided by the Teachers College

If you have questions or need additional information, please call 620/341-5292.

INFORMATION TECHNOLOGY

Information Technology (IT), located in Cremer Hall, provides a comprehensive digital environment to support the mission of the University. This includes a network backbone that links all academic disciplines and administrative offices; a collection of resources that support meritorious intellectual pursuits; and a range of computing and telecommunications facilities and services that support academics, central administration, institutional research, data communication, information management, and other major phases and important aspects of university life.

IT is divided into several key areas: Administrative Solutions, Data Management & Analytics, Help Desk, Infrastructure, Information Security, Web & Digital Strategies, Finance and Operation and the Office of the CIO.

Administrative Solutions supports the academic and business processes of the university, including finance, human resources and payroll, financial aid, admissions, and student registration. Central to these processes are Ellucian Banner, OnBase, and TargetX. Tiles on Hornet 365 provide a single point of entry for student and employee information provided by Self Service Banner. The Administrative Solutions team is also responsible for building and maintaining the ESU app for mobile devices, which provides this information on a mobile platform.

At Emporia State University, Data Management and Analytics (DMA) provides a culture of data-informed decision-making through data sharing, data management, and data security. The DMA team facilitates a transparent model and understanding of available data across divisions allowing campus data modelers, financial analysts, data scientists, and data management specialists' access to complex data to answer key questions, promote student recruitment and success outcomes, and conduct deeper levels of analysis of enrollment, academic, and financial trends. DMA provides access to ad hoc reports, data extracts, data visualization, and analytics to campus offices on demand. Requests for such information are submitted via a analytic software to access request or data request form. The DMA team works closely with the disciplines to verify data needs and provide complete and accurate results.

The IT Help Desk is the first point of contact for technology-related questions. The team is dedicated to helping you solve technical issues and provide guidance to ensure your technology runs smoothly. Help Desk services include assisting with account passwords, hardware and software advice and troubleshooting, connectivity issues, laptop check-out services, and more.

The IT Help Desk is located in Cremer Hall and may be reached by calling 620-341-5555 or sending an email to helpdesk@emporia.edu.

Infrastructure is a multi-focus team dedicated to hardware, software and communications systems supporting the mission of the university. They provide strategic planning, design, and installation of ESU's voice, wireless and data networks, working in tandem with university disciplines, external network service providers, and internal and external architectural and construction teams to deliver an integrated, reliable communications network. Services include authentication and identity management, file and print services, directory services, email and messaging, collaboration services, server infrastructure, endpoint support, computer labs, storage area networks, disaster recovery, digital signage, web services and IT marketing communications. With the addition of the Classroom, Conference room technologies, and Athletics events to Infrastructure we now provide one cohesive service to the University. A variety of cloud-based services are offered to students, staff, and faculty with the core philosophy of being able to work from anywhere, anytime, and from most internet-connected devices. Sky, ESU's on-premises cloud platform, includes SkyLab, which is an online virtual computer lab designed to provide students access to the same software and services, regardless of where they are geographically located. Similarly, SkyPrint is a service that allows students to upload their documents from their personal computer to the cloud, and then release and print the job from any of 15 printers conveniently located across campus. The team provides Office 365 email and file storage support then management of G-Suite for student email.

Information Security provides solutions and services to protect student and employee information, supports Infrastructure by securing and auditing key systems, and maintains campus information security policies in alignment with state and federal policies and regulations. The Information Security team monitors alerts from a number of systems that detect signs of compromise, system vulnerabilities, and abuse of protected information and provides timely remediation services. Because our users are often directly targeted by malicious actors, Information Security offers awareness programs and training so that our user campus community is empowered to protect themselves and campus from these types of attacks. User defense is further reinforced with antimalware and intrusion protection software provided to campus devices. Physical security is supported through the use and administration of card activated door access and video monitoring systems. Finally, Information Security assesses new software, cloud applications, and technology for security risks before it is implemented in order to minimize security risk.

The Web & Digital Strategies team, working jointly with Information Technology and Marketing + Communication, manages the ESU web presence and comprehensive digital strategy. This includes the ESU website, Hornet 365, Hornet Sites, digital signage, mass messaging platforms and collaboration services. Hornet 365, the University portal, offers a unified experience for accessing all digital applications and forms including Outlook, Gmail, OneDrive, SharePoint and student and employee administrative services. Hornet Digital is a communication platform that provides promotional services, daily announcements, a weekly event newsletter and calendar, Hornet TV digital signage and more. The team is part of a joint communication team for IT alerts, project announcements, promotion, and other technology-focused communication.

The IT Finance and Operations team plays a critical role in the success of IT. Their duties include managing budgets, conducting long-term financial planning, providing financial reporting, overseeing asset replacement, managing projects, and corresponding reporting, providing CIO administrative support, managing timesheets, organizing professional development, and planning employee morale booster events. By ensuring the efficient and effective operation of IT services and fostering a positive work environment, this team helps drive business growth and success.

The Office of the Chief Information Officer (CIO) is charged with Strategic leadership of information and digital technology across Emporia State University. The Office of the CIO serves as a catalyst, and thought leader, in working with the campus community to leverage technology to advance and support the mission and goals of the university. The Office of the CIO is responsible for directing the operations of the Information Technology (IT) including budget and project portfolio management for technology related projects on campus, encouraging technical innovation and the development of a robust and dependable technology infrastructure, and representing the University with key local and national affiliations, such as EDUCAUSE, Regents IT Council, the Midwest Higher Education Compact, and KanREN. The Office of the CIO also supports an IT governance structure for setting campus-wide priorities for IT services, resources, facilities, and campus technology expenditures in support of ESU's mission and goals.

ATHLETIC PROGRAM

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

E-State's 15-sport intercollegiate program for men and women is affiliated with the National Collegiate Athletic Association (NCAA) and the Mid-America Intercollegiate Athletics Association (MIAA). Additionally, ESU provides the opportunity to complete in men's and women's disc golf in the College Disc Golf Association.

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. Emporia State was recently awarded the bids to host two more NCAA Outdoor Track and Field Championships in 2024 and 2026.

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 https://esuhornets.com

NORMAN R. EPPINK AND GILSON ART GALLERIES

The Norman R. Eppink Gallery and the Gilson Memorial Gallery are located on the first floor of King Hall. The Galleries exhibit work that complements the various programs offered within the discipline of Art at Emporia State University. Both galleries feature exhibitions by established artists, graduating seniors, as well as the faculty and student shows. Gallery hours are from 10:00 a.m. until 5:00 p.m., weekdays during the regular school session. For more information, please visit/contact the Art office, 11 King Hall, or call 620/341-5246.

THE EDUCATIONAL THEATRE COMPANY

Students who comprise the Educational Theatre Company serve as an academic resource pool in performing dramatic presentations of plays, poetry, stories, novels, non-fiction, and original scripts. The company also provides its services to educational groups off campus.

ESU THEATRE

A wide variety of plays and musicals for the campus and the community are offered in the university's various venues. ESU Theatre produces most of its productions on the stage of the Karl C. Bruder Theatre located in King Hall. Usually, four productions are presented during the academic year. The Ronald Q. Frederickson Theatre, located in Roosevelt Hall, is an intimate black-box theatre. Performances have also been presented in Albert Taylor Hall in Plumb Hall and The Inez Friesen Studio in Roosevelt Hall. Please contact the office, 201 King Hall or call 620/341-5256.

MUSICAL CONCERTS AND PRODUCTIONS

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

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

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

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

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

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

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

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

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

Occasionally, the university invites a composer to "live-in" on the campus for a few days for the purpose of working with students; past visiting lecturers have been Vincent Persichetti, William Schuman, Norman Dello Joio, Randall Thompson, Leonard Stein, Clifton Williams, Paul Creston, Jean Berger, Robert Russell Bennet, and Morton Subotnik.

Frequently, luminaries active in American jazz spend several days in extensive rehearsal with our jazz workshops and in lecturing to the student body; among them have been Stan Kenton, Dee Barton, Kim Richmond, Count Basie, and Clark Terry.

JOHNSTON GEOLOGY MUSEUM

Physical Sciences maintains a teaching, research, and public display of geological specimens, predominately from Kansas, in room 106 of Cram Science Hall. The museum, which was rededicated 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 Native American Artifact Collections, and a western Kansas fossil mosasaur, among other items. The museum is open Monday through Friday from 8:00 a.m. to 5:00 p.m. For more information call 620/341-5330 or see https://sites.google.com/g.emporia.edu/johnston-geology-museum/home

SCHMIDT MUSEUM OF NATURAL HISTORY

The College of Liberal Arts and Sciences maintains for teaching, research, and public display, comprehensive collections of extant vertebrates collected throughout the state of Kansas. These are housed in Breukelman Science Hall room 43. A research collection of bird and mammal skins from various parts of the world is maintained in the bird-mammal range and is used primarily by advanced students, visiting scientists, and faculty. The museum is open during normal school hours, Monday through Friday from 8:00 a.m. to 8:00 p.m. Please call 620/341-5311 or visit the website for more information, click here.

THE PETERSON PLANETARIUM

The Peterson Planetarium, located in room 31 of Cram Science Hall, is a 35 seat instructional and service facility managed by Physical Sciences. The planetarium was upgraded to a digital full dome projection system in 2012 and contains a state-of-the-art Spitz System 512 projector.

The planetarium, is capable of displaying many astronomical concepts or principles: daily and annual motion of celestial objects, astronomical coordinate systems, and stellar and constellation identification. The planetarium also offers a number of full dome shows that cover a wide range of topics from space science to biology and mathematics. Click here to see the web site for more information and check for scheduled programs or to request a show. A number of free public presentations of general interest are planned for each academic year. There is also a suggested donation for special-request private group programs. Schools are encouraged to schedule free showings.

UNIVERSITY LIBRARIES AND ARCHIVES

The University Libraries and Archives faculty and staff are here for your curriculum and research needs! The William Allen White Library building features computers and laptops for accessing the library catalog as well as online resources with full texts of articles, e-books and more. Print materials, DVDs, CDs, and other items are available for checkout as well, both to on-campus and distance education students, faculty, and staff. A highlight of the library building is our Learning Commons and 1st floor, both of which are open 24/7 for patrons currently affiliated with ESU. Scanners and SkyPrint printers are available in the Learning Commons and the 2nd floor of the library. The University Libraries and Archives are also the home of the William Allen White Children's Book Awards. Founded in 1952, the awards were established to encourage the children of Kansas to read and enjoy good books.

Special Collections and Archives houses the institutional history of ESU since its founding in 1863. Collections include the prestigious William Allen White Papers, the May Massee Collection of children's publishing materials, and the Walter M. Andersen Collection of historical photography. Learn more, access our catalog, and explore virtual exhibits via our website: https://www.emporia.edu/libraries-archives/special-collections-archives/. Access materials by visiting the Reading Room in William Allen White Library room 119, contacting us via phone at 620-341-6431, or emailing archives@emporia.edu.

For more information about the Libraries and Archives, please visit http://emporia.edu/library

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

BLUESTEM PRESS is housed in the Donald Reichardt Center for Publishing and Literary Arts. The press publishes books of poetry and other works, and offers internship and field study opportunities for students enrolled in Creative Writing courses.

THE BULLETIN is the student newspaper and is free to all enrolled ESU students. The paper serves students at the university and provides opportunities for students to gain experience in the journalism field. The paper is edited by students and supported student fees.

FLINT HILLS REVIEW an annual, national literary journal that is housed in the Donald Reichardt Center for Publishing and Literary Arts. It features work by Kansas and Midwestern writers and artists. Students enrolled in Creative Writing courses, internships, and field studies serve on the editorial staff.

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

KANSAS SCIENCE TEACHER is an electronic journal published annually by the Science and Mathematics Education Center *(SMEC)*. It is dedicated to the improvement of science and mathematics teaching and the promotion of interest in science and mathematics. The KST includes Lab Notes and Math Musings which provides reviews of science and mathematics materials of interest to K-12 teachers of these subjects and publicizes materials that can be found in the Center. *The current edition and archives are available on-line from a link on the SMEC homepage click here.* http://www.emporia.edu/scimath

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

QUIVIRA is an annual publication edited by members of the Quivira student literary organization. The journal publishes creative writing and art by ESU students. The club and journal are sponsored by the Creative Writing Program.

SPOTLIGHT, the magazine for alumni and friends of the university, is published twice a year by the ESU Alumni Association and the ESU Foundation.

THE SUNFLOWER is the yearbook published annually by university students. The book is paid for through student fees and is available to all students at no cost. The Sunflower celebrated its centennial issue in 1999.

THE TEACHERS COLLEGE NEWSLETTER is published three times per year by The Teachers College and the Jones Institute for Educational Excellence. The newsletters are distributed to all Teachers College alumni, focuses on Teachers College faculty, students, and programs and is available online from The Teachers College Web site.

TEACHING HISTORY: A JOURNAL OF METHODS is published by Social Sciences, Sociology and Criminology 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

Emporia State University established the Kansas Master Teacher awards in 1954. The awards are presented annually to long standing education professionals who exemplify attributes demonstrated by teachers who have mastered their craft. Candidates for the awards are typically recommended by local teacher associations and school faculties; self-nominations are also acceptable. A committee reviews all nominations and selects seven teachers to receive the awards. This committee is composed of two Kansas Master Teachers, who serve in the Black Endowed chair position, and representatives from educational organizations such as the Kansas Association of School Boards, Kansas State Board of Education, Kansas Congress of Parents and Teachers, American Association of University Women, Kansas-National Education Association, Kansas Association of Colleges for Teacher Education, Association of Teacher Education Kansas, Student- National Education Association, United School Administrators of Kansas.

ATHLETICS HALL OF HONOR

The Athletics Hall of Honor, located in the Physical Education Building, provides recognition of Emporia State University students, faculty, and friends for athletic achievement, coaching, athletic training, or related areas. An exhibit honoring achievements of over seventy individuals is included in the Hall of Honor.

THE NATIONAL TEACHERS HALL OF FAME

The National Teachers Hall of Fame was founded 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 recognition program, which recognizes five of the nation's most outstanding PreK-12 career teachers each year, a future teacher mentorship program which encourages excellence in teaching, and a museum that preserves the history and heritage of American education. 155 teachers have been inducted.

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 in Visser Hall, Room 114, the Hall of Fame Museum includes a gallery of honored teachers, a 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, 9:00 am to 4:00 pm and by appointment (closed holidays).

A national selection committee representing educational organizations, NTHF Members, and corporate America consider nominations from a pool of credentialed public or private school teachers, active or retired, who have at least 20 years of full-time experience teaching in grades PreK-12 and a minimum of a bachelor's degree. Individuals may obtain an application by visiting the Hall of Fame web site, www.nthf.org, or contacting the office at 620-341-5660.

The National Memorial to Fallen Educators, located at 18th Ave. and Merchant St., is a project of the NTHF to honor educators who have lost their lives "in the line of duty." An informational kiosk shares the stories of the 176 memorialized educators. The Memorial is the only national memorial in the state of Kansas.

.

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.

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.

CORA MILLER HALL, located 10 blocks west of ESU's main campus and on the grounds of Newman Regional Health, houses the Nursing discipline. 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 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 & Technology 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 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 Memorial Gallery, are features of the building.

KOSSOVER FAMILY TENNIS COMPLEX –The Kossover Family Tennis Complex opened in 2021 as the first-ever concept of this size in the MIAA. It features six new championship-quality tennis courts — two indoor and four outdoor. It also houses the tennis teams' locker rooms, coach's office, players' lounge, indoor viewing deck and outdoor patio. Most importantly it provides an on-campus, cold-weather tennis training center, a valuable resource that few NCAA Division II programs offer. Tennis alumni Greg Kossover and Ken Hush provided the inspiration and leadership gifts this privately-funded project. It is located near the 18th Avenue campus entrance adjacent to Merchant Street / KS-99 and directly west of the Health, Physical Education and Recreation building.

THE MEMORIAL UNION stands as a memorial to Emporia State students who died in service to their country and honors all who served. It is the eighth student union building in the U.S. The Union is the heart of campus life for its students outside the classroom. Student Life and the M.U. Bookstore are major elements in the state-of-the-art building. The Hornet Nest residential dining hall and conveniently located retail food venues are part of the Union. The building hosts the ESU Admissions Office and the Office of International Education. Features include the elegant KSTC Colonial Ballroom and the grand Webb Hall which anchor an array of meeting rooms for campus and community use. In 2012, an $18.5 million renovation was completed in the Memorial Union's 90th year.

THE ABIGAIL MORSE RESIDENCE HALL Abigail Morse Hall opened in 1924 and Hornets have been calling it home ever since. In August 2020, Abigail Morse Hall re-opened completely remodeled. This renovation project both modernized the building, with updates like new HVAC and Wi-Fi, and brought it back to its origins, with many nods to the architectural themes and elements of its original 1920s design. It features lounge and study space on each floor and a large kitchen for residents' use. The hall is named for one of Emporia State's historic educators, Abigail Morse, who served as an instructor and a preceptress (dean of women) in the late 1800s.

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 in1973, includes five instructional gymnasiums, six handball courts, an Olympic-size pool, an adaptive pool, and specialized rooms for combative activities. Also included are areas for dancing, physical therapy, weight conditioning, human performance study, and adaptive physical activity, as well as classrooms and offices

PROPHET AQUATIC RESEARCH & OUTREACH CENTER –The PAROC is a facility built on the shores of ESU's King Lake. The building is supported by poles that elevate the facility more than 6 feet above ground-level. The PAROC has three laboratories, a large flexible-use outreach classroom, and live animal exhibits featuring aquatic species native to our region. The largest laboratory space is designed to house experimental aquatic tanks that will provide opportunities for experimental studies on aquatic organisms. In addition, the Neosho River and a variety of outdoor learning spaces can be easily accessed via the Dale Greiner Nature Trail that winds through the ESU Campus Woods.

THE PRESIDENT'S RESIDENCE – THE BREIDENTHAL UNIVERSITY HOUSE was completed in December of 2019. Designed by Emporia architect, Dave Emig with input from the University House Task Force, the project was launched in 2015 by then-interim president, Dr. Jackie Vietti to fulfill the Kansas Board of Regents requirement of suitable on-campus living space for the new president. The building was funded completely by private donations with lead gifts from the Breidenthal Foundation of Kansas City, Carolyn Langenwalter, and Steve and Bobbi Sauder. In addition to housing for the university president, the Breidenthal University House also features a fully separate public entertaining space for exclusive events.

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 offices. In 2002, the former gymnasium was renovated into two spaces: The Ronald Q. Frederickson Theatre, an intimate black box theatre with flexible seating configuration that seats around 120, and the Inez Friesen Rehearsal Studio, used for theatre rehearsals and performance classes.

THE SAUDER ALUMNI CENTER was constructed in 1991 as a tribute to the more than 47,000 Emporia State University alumni. The building was funded completely by private donations, including a major gift to name the building from Earl Sauder, an Emporia businessman, to honor his wife. The Sauder Alumni Center houses the University Advancement offices, including the ESU Foundation and the Alumni Association. It also is the location for major alumni functions and reunions on campus. The Sauder Alumni Center is located at 1500 Highland Street.

SCHALLENKAMP HALL opened in fall 2019 as ESU's newest residence hall construction project (and first since the 1970s). This hall is named for former ESU President Kay Schallenkamp, who was the first woman to lead a Kansas Board of Regents institution. She served as ESU's 14th president from 1997-2006. The building is home to 324 residents who reside in *cul de sac* communities of approximately 30 residents. It features comfortable rooms, advanced building and technology systems, and an incredible blend of community spaces for residents to connect and belong.

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 dean and/or designee. The School of Science & Mathematics is located in this complex. The Schmidt Natural History Museum is housed in the basement area and Bonner Mathematics Wing is on the first and second floors 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 university facilities. The building was named for Riley Stormont, who served as superintendent of the Physical Plant from 1954 through 1972.

STUDENT RECREATION CENTER opened in February of 2002. The 45,000-square-foot center features a 28,000-square-foot open recreation area with a three-lane jog/walk track around its exterior. The free weight and multipurpose exercise areas are equipped with state of the art cardiovascular, variable resistance, and free weight equipment. The cardiovascular exercise area is utilized to provide activities such as cardio kickboxing, hip-hop dance, body sculpting, and fat burning and toning. The commons area provides a social area with tables and chairs, two 70-inch big screen televisions suspended from the ceiling, and a state of the art sound system. The university also has an Olympic-sized swimming pool, racquetball courts, and locker rooms located in the nearby Physical Education Building. Outdoor facilities include softball fields, tennis courts, track, multipurpose green areas, par exercise course, King and Wilson lakes, soccer fields, flag football fields, and a rugby field.

TRUSLER SPORTS COMPLEX, located northeast of the Emporia State University campus with easy access to I-35 and Burlingame Road, is a comprehensive sports facility with three softball fields and a baseball diamond arranged in a quad configuration. In the center is a multipurpose building housing offices, concession stand, press boxes, restrooms, and storage. The baseball diamond is named in honor of former President Robert E. Glennen. The softball diamonds are named in honor of three Trusler Board Members, Joe Cannon, Tom Thomas, and Mike Turnbull. The Trusler Foundation donated more than $700,000 toward completion of the complex. Trusler was the site of the 1996 NCAA Division II Women's Softball Championships. The Hanna Clubhouse was constructed in 2006 and houses the varsity baseball and softball locker rooms on the ground level. The upper level provides a viewing area and offices.

TOWERS RESIDENTIAL COMPLEX was built in three stages during the period from 1959 to 1971. The first and second units are known as Singular-Trusler Hall, named in honor of a former registration officer and a former faculty member. The area provides space for 800 residents, two to a room. The newest unit is designed to be coeducational and may accommodate families during summer terms or workshops. Social, recreational, and study facilities are provided throughout. North and South Tower renovations were completed in 2007 to replace mechanical and electrical systems. Remodeling provided newly designed student rooms, lounges and common spaces, and restrooms/shower facilities.

VISSER HALL, named for former President John E. Visser, was completed in 1979. It provides classrooms, offices, and laboratories for The Teachers College and facilities for Information Technology. In 1995, the atrium was named in honor of former Teachers College Dean Jack Skillett. Visser Hall also houses the National Teachers Hall of Fame.

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

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

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

The **COUGHLEN NATURAL AREA**, consists of 44 acres of tall-grass prairie located nine miles southwest of Emporia along the Kansas Turnpike. Undisturbed prairie, old fields in various stages of succession, a spring, a stream, and a small impoundment makes this a useful area for class field trips and for student research.

READING WOODS, acquired by the university in 1971, is the western most penetration of a segment of the eastern deciduous forest brome in Kansas; it is located about 15 miles northeast of Emporia (2 miles 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 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 tal

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.

INSTITUTE OF INTERDISCIPLINARY STUDIES

Nyk Robertson, Assistant Dean

https://www.emporia.edu/interdisciplinary-studies/

Institute of Interdisciplinary Studies, Plumb Hall 015, 620-341-5594, dis@emporia.edu

Social Change program ethgen@emporia.edu

The Institute of Interdisciplinary Studies at Emporia State University offers programs leading to the Bachelor of Interdisciplinary Studies (BID), - a baccalaureate degree granted by the Institute of Interdisciplinary Studies which emphasizes integration of knowledge from multiple academic disciplines and provides students the opportunity to more directly design their programs of study. The Institute offers the only associate's degree at ESU, the Associate of General Studies. The institute also houses the Social Change Program which designs the curriculum for the Social Change major and minor (see About Social Change Program below).

Together, we offer the following programs of study:

- Major in Interdisciplinary Studies
- Major in General Studies
- Associate of General Studies
- Major in Social Change
- Minor in Social Change

BACHELOR OF INTERDISCIPLINARY STUDIES INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies major is an on-campus or online degree program designed to allow students the ability to construct a degree specific to their academic or professional goals using courses from multiple disciplines while learning how to approach complex issues or problems using interdisciplinary skills.

Each Interdisciplinary Studies student, with input from an advisor, will develop a unique and personalized program of study. Students must fulfill the following requirements:

1. Complete a minimum of 36 hours for the Interdisciplinary Studies program. The specific academic areas of emphasis for this coursework will be specified through consultation with the BID advisor. Courses to be taken as part of the degree must be consistent with these areas of emphasis, and should be part of a plan developed by the student working with the advisor.
2. Complete ID 302, Introduction to Interdisciplinary Studies (3 credit hours), and ID 490, Interdisciplinary Studies capstone (3 credit hours).
3. Of the remaining 30 hours, students must complete at least 18 after declaring Interdisciplinary Studies as their program of study.
4. Only 6 credit hours applied to the Interdisciplinary Studies program of study can be at the 200 level. The remaining 30 hours must be at 300 or above.
5. Earn a minimum grade of C in each course included in the program of study.
6. Earn a minimum GPA of 2.5 in the program of study coursework.

In addition, students must complete university graduation requirements, including: the University general education program; 45 credit hours of upper-division coursework; a 2.0 overall GPA; 120 credit hours of total coursework.

Students should contact the Institute of Interdisciplinary Studies, Plumb Hall 015, 620-341-5594 or dis@emporia.edu with questions or for additional information about the program.

BACHELOR OF INTERDISCIPLINARY STUDIES GENERAL STUDIES

The GRS major is an online or on-campus degree completion program that allows students to finish a bachelor's degree with the greatest flexibility possible.

Students must:

1. Complete the equivalent of two academic years of coursework (60 credit hours) in closely related subjects
2. Complete ID 492, GRS capstone.
3. Complete elective courses to reach 120 credit hours.

Students must complete all university graduation requirements, including: the University general education program; 45 credits of upper-division coursework; a 2.0 overall GPA; and meet ESU residency requirements.

ASSOCIATE OF GENERAL STUDIES

The Associate of General Studies is an online or on-campus degree completion program that allows students to finish an associate's degree with the greatest flexibility possible.

Students must:

1. Complete 60 credit hours at 100 level or above

Students must complete the following university graduation requirements: the University general education program; a 2.0 overall GPA; and meet ESU residency requirements.

BACHELOR OF INTERDISCIPLINARY STUDIES SOCIAL CHANGE

The Social Change major at Emporia State University is an interdisciplinary program designed for students in all fields to develop skills our communities and workplaces need now and in the future. Students in the program will develop leadership skills necessary to create positive change in the world; topics students will learn about are systems, historically excluded social groups, and how to consider the complexity of the world's most challenging problems. Students earn a Bachelor of Interdisciplinary Studies (BID) upon completion of the program and all university graduation requirements. The degree focuses on diverse social identities and gives students opportunities to practice social change in the world through project-based learning and internships. Courses for the major are taught by faculty from across campus in different academic units. The Social Change program has multiple distinct tracts for students to choose from; some examples are DEI officer, Advocate/Non-Profit Work, Facilitator/Trainer, and an all-encompassing track. Alternatively, students can work with their advisor and the Social Change Program director to create a unique

program that works for their career/community goals. Graduates of the Social Change major will be positioned for a variety of careers in today's diverse and rapidly changing world such as diversity officer, communication professional, or public service administrator.

Students must fulfill the following requirements:

Required Core Courses (13-15 hours):

ID 301	Issues in Social Change	3 hours
ID 302	Introduction to Interdisciplinary Studies	3 hours
ID 420	Social Change Theory	3 hours
ID 490	Interdisciplinary Studies Capstone Project	3 hours
ID 510	Interdisciplinary Studies Internship	1-3 hours

Elective Courses (31-36 hours):
Social Change elective courses are divided into two categories: Context courses and Tools of Change courses. The context courses are designated as Social Change courses; courses selected must be from at least three distinct disciplines, and a single course may not count toward more than one area. Tools of Change courses are application/skills-based courses; these are not designated, so students will work with their advisor and/or Director of the Social Change program to determine the best courses for this category.

Context Courses: 25-27 hours

Tools of Change Courses: 6-9 hours

Approved courses for this program are those with the ETHN attribute. The ETHN attribute is located on the semester course schedule. Courses not listed may be considered in consultation with the Social Change advisor and with approval by the Assistant Dean of the Institute for Interdisciplinary Studies.

MINOR IN SOCIAL CHANGE

Students are required to take ID 301, Issues in Social Change and 15 additional credit hours of Social Change program courses, at the 300-level and above, in at least three different disciplines or academic areas.

All courses chosen for the minor must be on the list of approved Social Change Courses.

NOTE: Specific courses that may be applied to the minor are listed each semester in the Social Change section of the class schedule and on the program webpage.

Students are encouraged to confer with the program advisor for guidance in course selection. Students are required to submit for approval on a pass/fail basis a portfolio (ID 491) representative of their work in Social Change classes.

In addition, students are required to attend on- or off-campus events that center on different social identities (like race, class, gender, ability), and at least four of these are to be documented in the portfolio.

ABOUT THE SOCIAL CHANGE PROGRAM

The Social Change Program at Emporia State University is an interdisciplinary program of study, that serves as an umbrella program for the distinct but often related fields of gender studies, ethnic studies, cultural studies, and identity studies. Emporia State offers a major in Social Change and a minor in Social Change.

The Social Change Program draws on courses from various disciplines including, but not limited to, communication, English, geography, history, sociology, psychology and Spanish. Courses explore the social and political problems faced by different historically excluded groups, and present analyses and interpretations of particular cultural or gender-based experiences, using methodologies and perspectives from different disciplines. ID 301, the Issues in Social Change course is an option in the cultural competency and cultural awareness (CACC) component of the general education curriculum.

The Social Change Program also sponsors or co- sponsors multiple events each academic year, bringing in speakers, performances, and workshops for a variety of constituencies, including students, faculty, staff and community members. The program, at its annual Women's History Month reception, recognizes the contributions of women/femme folx on campus and in the community, through the awarding of the Susan B. Anthony Scholarship, the Dr. Mary Headrick Award, and the Ruth Schillinger Award.

For more information, please see the Social Change webpage on the ESU website, or contact the Director of Social Change (ethgen@emporia.edu).

See Course Listing for course descriptions.

SCHOOL OF APPLIED HEALTH SCIENCES

Dean: Nicole Webb

https://www.emporia.edu/applied-health-sciences/

Professors: Mike Butler, Kari Hess, Paul Luebbers, Damara Paris, Mark Stanbrough, John Wade, Gaeylynn Wolf Bordonaro.
Associate Professors: Tyler Goad, Katelyn Haddock, Kaira Hayes, Matt Howe, E. Basil Kessler, Gina Peek, Jennifer Thomas.
Assistant Professors: Carrie Boettcher, Erin Blocker, Bridget Camien, Breanna Smith, Samuel Hughes, Kaitlin Johnson, Byron Juma, Hannah Kipfer, Luke Kriley, Karly Lauer, Autumn McCullough, Jennifer Moss, Hasaan Reeder, Shelby True, Kimi Walecki, Julie Weakley.
Instructors: Steve Blocker, Clara Corn, Sally Miller, Aaron Scott, Kylea Shoemaker, Tracy Wechselblatt, Nick Worthen.

The School of Applied Health Sciences is dedicated to fostering excellence in a variety of fields related to health, well-being, and behavior. Our goal is to prepare students to conduct high-quality research and impact the needs of communities in diverse wellness and health-related practices. With a strong emphasis on hands-on training, community engagement, and research, students positively impact the well-being of individuals, organizations, and communities. Within their respective disciplines, students gain the knowledge, skills, and abilities necessary to prepare them for rewarding careers.

HEALTH, PHYSICAL EDUCATION & RECREATION

The central purpose of Health, Physical Education and Recreation (HPER) is to provide individuals with a variety of selected movement experiences that will contribute to healthy and effective lives, and the development of a physically educated person. To be physically educated is to possess physical capacities, knowledge, and skills that contribute to one's effectiveness as a moving and thinking individual in our complex society.

FACILITIES

The HPER Building has five gymnasiums, an eight-lane swimming pool, and an adaptive pool. Also included are two handball-racquetball courts, a dance studio, a spin cycle room, a strength and conditioning room, smart classrooms, seminar rooms, specialized laboratories, and a central office suite.

Outdoor facilities include four outdoor and two indoor tennis courts, a baseball field, a softball field, a soccer pitch, and approximately forty acres of grass fields. Welch Stadium is located immediately south of the HPER Building. The stadium surrounds the varsity football field and an eight-lane polyurethane track. Various community facilities are also utilized to service the programs.

ASSUMPTION OF RISK

Due to the nature of physical activity in HPER that can involve a high level of physical stress (heart, lungs, muscles, bones, etc.) 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. It is highly recommended that each student has their physical health evaluated by a physician. The instructor assumes no responsibility for evaluating medical and/or physical readiness.

INSTRUCTIONAL PROGRAM IN HEALTH AND PHYSICAL EDUCATION FOR GENERAL EDUCATION STUDENTS

When possible, students should enroll in HL 150, Critical Health Issues and Decisions in Society in their first year, followed by PE 100, Active Living.

NON-TEACHING CAREERS IN HEALTH & HUMAN PERFORMANCE AND SPORT LEADERSHIP & RECREATION

Persons interested in non-teaching careers associated with the fields of sport, health, fitness, and/or recreation may pursue such interests through the Bachelor of Science degrees in Sport Leadership & Recreation and Health & Human Performance. These programs have an established core of classes. Examples of careers that can be pursued are sport management, athletic coaching, personal training, physical activity directors in private, public, and individual organizations, intramural directors, camp directors, worksite wellness directors, and program directors and clinicians in health agencies of all types. Additionally, the Health & Human Performance program can be considered a pre-professional program for such advanced degrees as Athletic Training, Physical Therapy, Occupational Therapy, Chiropractic, and many other types of allied health advanced degrees.

PROFESSIONAL PREPARATION PROGRAMS IN HEALTH EDUCATION AND PHYSICAL EDUCATION

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
HEALTH AND HUMAN PERFORMANCE

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 education efforts delivered at a worksite environment. Employment opportunities are available in academic, commercial, clinical/medical, for-profit businesses and recreational settings.

Health and Human Performance (58 hours):

HL	150	Critical Health Issues and Decisions in Society	3 hours
HL	155	First Aid and Personal Safety	2 hours
HL	250	Introduction to Health & Human Performance	3 hours
HL	344	Modifying Health Behavior	3 hours
HL	355	Health Promotion/Protection Management	3 hours
HL	356	Health Fitness Instruction & Leadership	2 hours
HL	435	Strength and Condition for the Personal Trainer	2 hours
HL	465	Worksite Health & Productivity Management	3 hours
HL	524	Nutrition for Sport and Performance	3 hours
HL	565	Strategies in Health & Human Performance	4 hours
HL	566	Exercise Testing and Prescription	4 hours
HL	570	Practicum in Health & Human Performance	2 hours
HL	580	Internship in Health & Human Performance	12 hours
GB	385	Nutrition	3 hours
PE	266	Technology in HPER	3 hours
PE	360	Physiology of Exercise	3 hours
PE	362	Kinesiology	3 hours

A student must have a GPA of 2.75 and no grade lower than a "C" in all of the above required courses.

In order to successfully progress through the chosen program, a student must complete and pass major assessments during the program as determined by HPER.

The student must complete the required number of hours from the program area. Forty-five of the 120 hours of credit required for graduation must be in courses numbered 300 and above.

BACHELOR OF SCIENCE

SPORT LEADERSHIP AND RECREATION

The Bachelor of Science in Sport Leadership and 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.

Recreation (63 hours):

SL	100	Foundations of Sport Leadership And Recreation	3 hours
SL	320	Cross-cultural Leadership in Sport & Recreation	3 hours
SL	360	Facility Design & Management	3 hours
SL	370	Sport Management	3 hours
SL	389	Event & Program Design in Sport Leadership & Recreation	3 hours
SL	395	Practicum I in Sport Leadership & Recreation	2 hours
SL	401	Aquatic Management	3 hours
SL	420	Leadership in the Sport Industry & Recreation	3 hours
SL	430	Revenue Management in Sport Leadership & Recreation	3 hours
SL	451	Professional Development in Sport Leadership & Recreation	2 hours
SL	470	Practicum II in Sport Leadership & Recreation	3 hours
SL	570	Internship in Sport Leadership & Recreation	12 hours
BU	353	Principles of Business Law	3 hours
HL	155	First Aid & Personal Safety	2 hours
MK	301	Principles of Marketing	3 hours
PE	266	Technology in HPER	3 hours
PE	335	Adapted Physical Activity	3 hours
PE	420	Psychology of Sport	3 hours
		Elective	3 hours

Choose either SP 303 or SP 305

Students must have a 2.7 GPA and no grade lower than a "C" in all of the above required courses.

In order to successfully progress through the chosen program, a student must complete and pass major assessments during the program as determined by HPER.

The student must complete the required number of hours from the program area. Forty-five of the 120 hours of credit required for graduation must be in courses numbered 300 and above.

BACHELOR OF SCIENCE IN EDUCATION
HEALTH AND PHYSICAL EDUCATION

Required Courses (47 hours)

HL	150	Critical Health Issues and Decisions In Society	3 hours
PE	255	Foundations of Physical Education I	3 hours
PE	265	Foundations of Physical Education II	3 hours
PE	268	Instructional Principles in Wellness Education	3 hours
PE	320	Principles of Strength and Conditioning	2 hours
PE	335	Adapted Physical Activity	3 hours
HL	350	Teaching Health Risk Behavior Content	3 hours
HL	352	Comprehensive Health Education	3 hours
PE	360	Physiology of Exercise	3 hours
PE	362	Kinesiology	3 hours
PE	365	Educational Motor Development in Wellness Education	3 hours
PE	400	Innovations in Health & Physical Education Assessment	3 hours
HL	450	Fundamentals in Health Education Curriculum	3 hours
PE	480	Curriculum and Teaching Methods in Elementary Physical Education	3 hours
PE	570	Teaching Methods in Middle/Secondary Health & Physical Education	5 hours

PE	571	Professionalism, Advocacy and Leadership In Health & Physical Education	1 hour

MINORS IN HEALTH, PHYSICAL EDUCATION, SPORT LEADERSHIP AND 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 dean or designee for the assignment of an advisor. The advisor will work with the student in the development of a minor program contract. Specific course requirements follow.

COACHING MINOR

Required Courses (18 hours):

PE	305	Theory and Principles of Coaching	3 hours
PE	320	Principles of Strength and Conditioning	2 hours
PE	345	Prevention and Care of Athletic Injuries	3 hours
PE	420	Psychology of Sport	2 hours
PE	540	Coaching Education Practicum	2 hours

Select 2 from the following fundamentals of coaching classes:

PE	350	Fundamentals of Coaching of Baseball	3 hours
PE	351	Fundamentals of Coaching of Basketball	3 hours
PE	352	Fundamentals of Coaching of Football	3 hours
PE	354	Fundamentals of Coaching of Track	3 hours
PE	355	Fundamentals of Coaching of Volleyball	3 hours
PE	356	Fundamentals of Coaching of Softball	3 hours
PE	357	Fundamentals of Coaching Soccer	3 hours
PE	358	Fundamentals of Coaching Tennis/Golf	3 hours

HEALTH MINOR

This non-teaching minor consists of 15 hours.

Required Courses (6 hours):

HL	150	Critical Health Issues and Decisions in Society	3 hours
HL	355	Health Promotion Protection Management	3 hours

Elective courses (minimum of 9 credit hours):

The remaining theory 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 and dean or designee fir the discipline. The following courses are available to choose from.

HL	155	First Aid and Personal Safety	2 hours
HL	250	Introduction to Health & Human Performance	3 hours
HL	344	Modifying Health Behavior	3 hours
HL	350	Teaching Health Risk Behavior Content	3 hours
HL	356	Health Fitness Instruction and Leadership	2 hours
HL	450	Fundamentals in Health Education Curriculum	3 hours
HL	458	Teaching Human Sexuality Education	3 hours
PE	320	Principles of Strength and Conditioning	2 hours

A student must have a GPA of 2.75 and no grade lower than a "C" in all of the above required courses.

PHYSICAL EDUCATION MINOR

This non-teaching minor consists of 15 hours.

Required Courses (8 hours):

PE	320	Principles of Strength and Conditioning	2 hours
PE	360	Physiology of Exercise	3 hours
PE	362	Kinesiology	3 hours

Select one of the following courses (3 hours):

PE	255	Foundations of Physical Education I	3 hours
PE	265	Foundations of Physical Education II	3 hours

Select one of the following courses (2-3 hours):

HL	155	First Aid and Personal Safety	2 hours
PE	268	Instructional Principles of Wellness Education	3 hours
PE	381	Health/PE for Elementary Teachers	2 hours

Elective Courses (1-2 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 dean or designee for the discipline.

ZO 200/201, Anatomy and Physiology/Lab are prerequisites for PE 360 and PE 362.

A student must have a GPA of 2.75 and no grade lower than a "C" in all of the above required courses.

SPORT LEADERSHIP AND RECREATION MINOR

This non-teaching minor consists of 15 hours.

Required Courses (9 credit hours):

SL	100	Foundations of Sport Leadership & Recreation	3 hours
SL	360	Facility Design and Management	3 hours
SL	389	Event & Program Design in Sport Leadership	3 hours

Elective Courses (6 credit hours):

The remaining courses needed to complete 15 hours are to be selected in terms of the student's area of interest and in consultation with and approval of the minor advisor.

NURSING

The School of Applied Health Sciences' Nursing, offers a four-year baccalaureate program that prepares graduates with the knowledge, skills and attitudes to function as professional nurses. Students completing the program receive the Bachelor of Science in Nursing (BSN) degree.

There are two educational tracks leading to the BSN, including the pre-licensure track and RN-BSN track. Students must complete the required 120 credit hours to earn the BSN degree. The nursing curriculum requires two years for completion once admitted into the major. A progression plan for the LPN to earn the BSN degree is available within the pre- licensure BSN educational track. Nursing graduates are eligible to take the national licensure examination for registered nurses. Contact the nursing website for information about the pre-licensure BSN educational track.

The program also offers the RN-to-BSN educational track for registered nurses seeking to earn their BSN. An individual who has completed a nursing program and is licensed as a RN may apply for admission as an articulating student to Nursing.

The program also offers the MSN Nurse Manager and Leader and Nurse Educator tracks. Individuals who have completed a BSN nursing program and are licensed may apply for admission.

Nursing faculty work with students in the classroom, laboratory, simulation, and practicum settings. Faculty members are committed to scholarly, professional, and community activities and promote student involvement.

APPLICATION STATEMENT:

Program prerequisites for the BSN nursing major include admission to Emporia State University and a minimum of 60 credit hours in required non-nursing courses. Admission prerequisite courses include all non-nursing courses listed on the recommended schedule below. An applicant may choose any course that meets general education requirements if the admission prerequisite course is marked with an asterisk (*). See admission policies.

Grades earned in the admission prerequisite courses will be used to calculate the Nursing admission GPA. A minimum 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 Nursing must be completed. Test information, including testing dates, is available from the Nursing website or office. Students are responsible for reserving a testing date and time and for paying the costs associated with the pre- admission test.

Non-native speakers of English are required to take the Test of English as a Foreign Language Internet Based Test (TOEFL iBT) and meet the minimum score requirements as described in the ESU Nursing admission policies. Contact Nursing for further information.

General education and Nursing's curriculum requirements are outlined in Nursing's admission policies. Retention and progression policies are detailed in Nursing's Student Handbook. Students enrolled Nursing should refer to the withdrawal policy regarding nursing courses. Students are required to maintain cardiopulmonary resuscitation (CPR) certification, specifically American Heart Association Basic Life Support (BLS certification), carry health insurance and professional liability insurance while enrolled in the nursing major.

Learning in clinical settings is an important aspect of the nursing program at Emporia State University. Many health care facilities require information about students engaged in clinical learning opportunities, including, but not limited to: verification of name; address and social security number; personal health information; drug and alcohol testing; criminal background checks, including fingerprint background checking; proof of vaccinations, verification of education; listing on any registered sex offender lists; listing on the Office of Inspector General's Excluded Individual's list; and listing on the U.S. General Services Administration's Excluded Parties List.

While staff may assist students in obtaining and gathering the information, the student is responsible for the cost. The information required to permit a student to participate in a clinical setting is determined by the respective health care facility.

Students with a criminal history and/or arrests for which action is still pending will be evaluated on an individual basis, with no guarantee of admission to the program or a clinical site. Any student who does not consent to required disclosure, drug testing, or background checks, or does not meet the clinical settings' eligibility requirements, may not be allowed to enter clinical settings. The School of Applied Health Sciences is not responsible for finding alternative clinical sites. If a student is unable to fulfill the clinical experiences required by their program of study, the student may be unable to graduate. The School reserves the right to request repeat background, drug testing, and/or criminal history checks at the expense of the student if deemed necessary by the dean or designee.

Nursing reserves the right to refuse admission or progression to an applicant or student who cannot meet, with reasonable accommodations, the functional abilities to practice safely and effectively as defined by the National Council of State Boards of Nursing, Inc. (1996). For questions related to special needs or accommodations, please contact directly the Emporia State University Director of Student Accessibility and Support Services.

Be advised that by current Kansas law, the Kansas State Board of Nursing may refuse licensure to applicants with certain arrests, misdemeanors, and felonies (Refer to the Kansas Nurse Practice Act https://ksbn.kansas.gov/npa/ for a full description of licensure requirements in Kansas). For more information, contact the state board of nursing in the state where you intend to practice. The Nursing 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.

Individuals convicted of a felony crime against person will not be licensed in Kansas or admitted to the nursing program.

ACCREDITATION STATEMENT:

The baccalaureate nursing program at Emporia State University is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, (404) 975-5000, https://www.acenursing.org.

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs

BACHELOR OF SCIENCE IN NURSING

Non-Nursing Courses for admission to program

EG 101	Composition I	3 hours
MA 120	Elementary Statistics	3 hours
GB 100	Biology	3 hours
GB 101	Biology Lab	1 hour
PY 100	Introductory Psychology	3 hours
SP 100 or 101	Public Speaking or Interpersonal Communication	3 hours
GB 385	Nutrition	3 hours
EG 102	Composition II	3 hours
PY 212	Developmental Psychology Nursing And Other Majors (or PY 210 or PY 211)	3 hours
CH	One Chemistry Lecture Course (120, 123, or 126)	3 hours
CH	One Chemistry Lab Course (121, 124 or 127)	2 hours
GB 330	Human Anatomy and Physiology I	3 hours
GB 331	Human Anatomy & Physiology I Lab	1 hour
GB 340	Human Anatomy & Physiology II	3 hours
GB 341	Human Anatomy & Physiology II Lab	1 hour
SO	One Sociology Course (101, 261 or 313)	3 hours
PI 301 or 225	Ethics or Introduction to Philosophy	3 hours
ZO 364	Human Pathophysiology	3 hours
MC 216	Human Health Microbiology	3 hours
MC 317	Microbiology Lab	1 hour
##	Any 3 hour General Education Arts & Humanities course from any discipline Other than PI (Philosophy)	3 hours
##	Any General Education Cultural Awareness & Competency course	3 hours
##	Remaining 3 credit hours to be Completed in any discipline outside of Nursing (NU)	3 hours
Total		**60 hours**

Nursing courses for BSN: *Admission to nursing major*

THIRD YEAR

Fall – 17 hours

NU 308	Foundations of Professional Nursing	3 hours
NU 306	Health Assessment	2 hours
NU 307	Health Assessment Lab	1 hours
NU 310	Fundamentals of Nursing	4 hours
NU 311	Fundamentals of Nursing Practicum	2 hours
NU 382	Geriatric Nursing	2 hours
NU 386	Nursing Research Using Information Literacy	3 hours

Spring – 15 hours

NU 340	Pharmacology	3 hours
NU 374	Adult Health I Nursing	3 hours
NU 375	Adult Health I Nursing Practicum	3 hours
NU 376	Mental Health Nursing	3 hours
NU 377	Mental Health Nursing Practicum	1 hour
NU 392	End of Life Care	2 hours

FOURTH YEAR

Fall – 16 hours

NU 426	Maternal Newborn Nursing	3 hours
NU 428	Pediatric and Family Nursing	3 hours
NU 429	Maternal Newborn and Pediatric Nursing Practicum	2 hours
NU 484	Adult Health II Nursing	3 hours
NU 485	Nursing Across the Lifespan Practicum	3 hours
NU 431	Decision Making in Nursing	2 hours

Spring – 12 hours

NU 454	Facing the Challenge of NCLEX-RN	1 hour
NU 486	Public, Population, and Global Health	4 hours
NU 492	Nursing Leadership	3 hours
NU 493	Transition into Professional Nursing Practicum	4 hours
Total		**60 hours**

Total BSN hours = 120

A grade of C or better is required in all non-nursing courses.

NOTE: A grade of C or better must be achieved in each required nursing theory/laboratory course. All practicum courses must be passed. Failure in a practicum course will result in termination from the nursing major with no option to be readmitted to Nursing. 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 four years.

RN to BSN CONCENTRATION

Program Narrative: The nursing program offers the RN-BSN concentration for registered nurses seeking to earn their BSN. A licensed registered nurse (RN) admitted to the program will receive 30 credit hours of nursing courses based on documentation of a current RN license, without restrictions and upon successful completion of NU 352 Role Transition. Nurses must reside in Kansas or Missouri. The RN will earn 30 credits for the following courses verified by the RN license. The BSN degree includes 60 hours of nursing courses and 60 hours of non-nursing for a total of 120 hours. Students are admitted yearly in August.

Credits Awarded for RN License (30 hours)

NU 308	Foundations of Professional Nursing	3 hours
NU 310	Fundamentals of Nursing	4 hours
NU 311	Fundamentals of Nursing Practicum	2 hours
NU 306	Health Assessment	2 hours
NU 307	Health Assessment Lab	1 hour
NU 340	Pharmacology	3 hours
NU 374	Adult Health I Nursing	3 hours
NU 375	Adult Health I Nursing Practicum	3 hours
NU 376	Mental Health Nursing	3 hours
NU 377	Mental Health Nursing Practicum	1 hour
NU 484	Adult Health II Nursing	3 hours
NU 383	Adult Medical/Surgical Nursing Practicum	2 hours
NU 426	Maternal/Newborn and Pediatric Nursing	3 hours
NU 428	Pediatric and Family Nursing	3 hours
NU 429	Maternal/Newborn and Pediatric Nursing Practicum	2 hours
NU 454	Facing the Challenge of NCLEX-RN	1 hour

During the nursing program, students will be required to complete 30 credit hours of nursing courses at Emporia State University. Courses will be completed through on-line methodologies.

Nursing Courses completed at ESU:

NU 352	Role Transition	3 hours
NU 500	Leadership & Management for the RN to BSN Practicum	4 hours

Concentration: RN to BSN Track (23 hours)

NU 468	Pharmacology for the RN to BSN	3 hours
NU 469	Health Assessment for the RN to BSN	3 hours
NU 494	Critical Thinking for the RN to BSN	3 hours
NU 495	Older Adult Nursing Care for the RN to BSN	2 hours
NU 496	Spirituality and Palliative Care for the RN to BSN	2 hours
NU 497	Nursing Research Using Information Literacy for the RN to BSN	3 hours
NU 498	Public, Population, Disaster, and Global Health Nursing for the RN to BSN	4 hours
NU 499	Leadership and Management for the RN to BSN	3 hours

See Course Listing for course descriptions.

PSYCHOLOGY

BACHELOR OF ARTS (BA)
BACHELOR OF SCIENCE (BS)
PSYCHOLOGY

Both degrees require 120 credit hours of courses numbered 100 or above, including a total of 42 credit hours of courses within the major, with 30 hours specified by the discipline and 12 hours of electives.

The Psychology program provides undergraduate training for those students who plan either to enter the work force upon graduation or pursue graduate work in Psychology and allied fields. Undergraduate preparation is also offered for students who plan to teach Psychology at the secondary level or minor in Psychology.

Required Courses (30 hours):

PY 101	Introductory Psychology Laboratory	1 hour
PY 202	Careers in Psychology	1 hour
PY 210	Developmental Psychology for the Psychology Major	3 hours
PY 300	Descriptive Research Methods and Statistics in Psychology	3 hours
PY 301	Experimental Research and Inferential Statistics	3 hours
PY 333	Social Psychology	3 hours
PY 343	Cognitive Psychology	3 hours
PY 401	History and Systems of Psychology	3 hours
PY 427	Abnormal Psychology	3 hours
PY 490	Undergraduate Psychology Internship	4 hours
	Any elective of 300-level or higher	3 hours
	AND	
PY 375	Psychology of Diversity	
	OR	3 hours
PY 535	Human Sexuality	

Electives:

PY 102	Introduction to the Psychology Major	1 hour
PY 203	Special Topics in Applied Psychology	1-3 hours
PY 303	Special Topics in Undergraduate Psychology	1-3 hours
PY 322	Principles of Learning	3 hours
PY 325	Psychology in the Real World	3 hours
PY 335	Educational Psychology	3 hours
PY 347	Emotion and Stress Management	3 hours
PY 355	Psychology of Pseudoscience	3 hours
PY 375	Psychology of Diversity	3 hours
PY 403	Independent Study	3 hours
PY 432	Introduction to Industrial/Organizational Psychology	3 hours
PY 440	Psychological Testing	3 hours
PY 502	The Professional Psychologist	1 hour
PY 503	Special Topics in Psychology	1-3 hours
PY 506	Methods for Teaching Psychology	3 hours
PY 520	Statistics I	3 hours
PY 535	Human Sexuality	3 hours
PY 560	Physiological Psychology	3 hours
PY 570	Sensation and Perception	3 hours
PY 624	Theories of Motivation	3 hours
PY 626	Theories of Personality	3 hours
PY 700	Advanced General Psychology	3 hours

PY	703	Special Topics in Graduate Psychology	3 hours
PY	707	Memory	3 hours
PY	708	Brain Function and Dysfunction	3 hours
SD	550	Survey of Exceptionality	3 hours

The student is required to complete a **second program of study** of at least 15 hours in another discipline (cognate area) for both the BA and BS psychology degree.

Bachelor of Arts majors have 10 additional credit hours in one foreign language requirements and 4 additional credit hours in art appreciation, music appreciation and theatre appreciation.

MINOR IN PSYCHOLOGY

A minor in psychology requires 18 hours (in addition to PY 100). Twelve hours are specified by the discipline, the other six hours are electives.

Required Courses (12 hours):

PY	210	Developmental Psychology for the Psychology Major	3 hours
PY	322	Principles of Learning	
		OR	3 hours
PY	343	Cognitive Psychology	
PY	333	Social Psychology	3 hours
PY	427	Abnormal Psychology	3 hours

Elective Courses (6 hours):

Six hours of electives may be selected from other required courses in the BA/BS psychology major list and/or from the same list of electives as the psychology majors.

SCHOOL OF BUSINESS & TECHNOLOGY

Interim Dean: Christopher Falldine

https://www.emporia.edu/school-business/

E-Mail: bizhornet@emporia.edu

Professors: Dipak Ghosh, Shawn Keough, Tanja Steigner, Lei Wen.
Associate Professors: Steven Lovett, William Phillips, M. Sajedur Rahman, Douglass Smith.
Assistant Professors: Suraiya Akhter, Khalid Aram, Pakanat (Polly) Kiratikosolrak Danya Mi, Lydia Njoroge, Woojong (Butch) Sim.
Instructors: Jaime Fuentes, Beth Ginter, Tommy Gober, Payson Maydew, Mahmud Rahman.

This section of the catalog includes school information and explanations of the various degrees and programs

COMPOSITION AND ORGANIZATION

The school is composed of the accounting, business education, computer science, economics, entrepreneurship, finance, information systems, management and marketing subject areas. 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.

School of Business & Technology facilities encompass all five floors of Cremer Hall. Instructional programs include the use of the latest computer equipment and software in the Thomas Learning Space (CH 416), and the computing classroom (CH 320).

Student organizations and groups include: Beta Alpha Psi-a national honor society for accounting, finance, and information systems students; Beta Gamma Sigma – a national honor society for business students at AACSB-International accredited institutions; Collegiate Entrepreneur Organization; Marketing Club; Information Systems Club; and FBLA – Collegiate.

PROGRAMS

The School of Business & Technology offers undergraduate and graduate programs of study which lead to the degrees outlined below. A description of these programs, along with requirements for each, can be found in the course sections of this catalog. The School's Bachelor of Science in Business, Master of Accountancy, Master of Science in Information Technology, and Master of Business Administration degrees are accredited by AACSB International.

Only students who are pursuing a Bachelor of Science in Business degree 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 & Technology. For more information, students should visit with their advisor.

Baccalaureate Level Programs

Bachelor of Science in Business with majors in:
- Accounting
- Business Administration
- Accounting Services (Concentration)
- E-Commerce (Concentration)
- Entrepreneurship (Concentration)
- Financial Services (Concentration)
- Human Resource Management (Concentration)
- Insurance (Concentration)
- International Business (Concentration)
- Management (Concentration)
- Marketing (Concentration)
- Marketing Communication (Concentration)
- Sales Management (Concentration)
- Information Systems and Analytics
- Business Information Systems (Concentration)
- Business Data Analytics (Concentration)
- Cybersecurity Analytics (Concentration)

Bachelor of Science in Computer Science
- Data Science (Concentration)
- Cybersecurity (Concentration)
- Application Development (Concentration)

BACHELOR OF SCIENCE IN BUSINESS

In the School of Business & Technology, theories acquired in the classroom are tested via internships, computer-based business decision simulations, case studies, seminars, and discussions with business practitioners, faculty, and students.

These sections outline each of the majors offered for the Bachelor of Science in Business along with the available minors and concentrations. Each major requires 24 hours of coursework for that major, except for the accounting major which requires 23 hours. Required courses and available electives are available in the appropriate major section.

Degree Pattern for All Majors:

General Education	34-35 hours
Business Core Requirements	52 hours
Major Requirements	24 hours
Electives	As needed
	120 hours

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 BizHornet Center or the office of the Assistant Dean.
2. The student must complete the university's general education program (45-46 hours).
3. The student must complete at least 120 semester hours of credit in courses numbered 100 or above. The 120 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 & Technology. (See School of

Business & Technology admission requirements in the School of Business & Technology section.)

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

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

Admission to the School of Business & Technology

Admission to the School of Business & Technology is required before enrolling in courses numbered 300 or above in the Bachelor of Science in Business classes (AC, BC, BU, EP, FI, IS, MG, and MK) for students pursuing a Bachelor of Science in Business, or a Bachelor of Science in Education, Business Education Teaching Field. If a student is placed on academic probation or in required withdrawal status, the student's admission to the School of Business & Technology will be rescinded.

Admission Requirements:

1. Cumulative grade-point average of 2.35, effective for students entering ESU, another four-year institution, or a community college for the first time as a full-time student in the Fall of 2008 and thereafter.
2. Completion of 51 hours.
3. Completion of the following courses:

AC 223 Financial Accounting
BC 103 Principles of Economics I
BU 102* Business Dynamics
EG 101 Composition I
EG 102 Composition II
IS 213 Management Information Systems Concepts
MA 110 College Algebra

*Based on a transcript review students may have BU 102 waived by the Dean or designee. Transfer students who have BU 102 waived must take an additional 3 credit hours of 300 level business electives.

Business Majors Online

The School of Business & Technology offers majors in business administration and accounting in the Bachelor of Science in Business degree program fully online. Students may complete all required courses without coming to Emporia. These students must meet all Emporia State University requirements. Distance students have access to placement services, advising, financial aid, and other university services.

Business Core

The common business core curriculum includes 18 courses (52 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 (52 hours):

AC	223	Financial Accounting	3 hours
AC	233	Managerial Accounting	3 hours
BC	103	Principles of Economics I	3 hours
BC	104	Principles of Economics II	3 hours
BU	102	Business Dynamics	3 hours
BU	202	Business Communication	3 hours
BU	255	Business Statistics	3 hours
BU	302	Business Professionalism***	1 hours
BU	353*	Principles of Business Law	3 hours
BU	393*	Ethical Decision-Making in Organizations	3 hours
FI	301*	Financial Management	3 hours
IS	113	Introduction to Digital Information and Applications	3 hours
IS	213	Mgmt. Information Systems Concepts	3 hours
IS	253	Introduction to Analytics	3 hours
MG	301*	Principles of Management	3 hours
MG	423*	Operations Management	3 hours
MG	473*	Strategic Management	3 hours
MK	301*	Principles of Marketing	3 hours

*Course requires a minimum of a "C" grade to fulfill BSB and major/minor program requirements.

Courses Offered by the School of Business & Technology

Prerequisite courses must be completed prior to enrollment in all business courses. Students other than those meeting the school's admission requirements, must have achieved junior status (60 credit hours) prior to enrolling in classes numbered 300 and above in the School of Business & Technology.

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.

Transfer Students

Each student who receives a Bachelor of Science in Business degree must complete from Emporia State University *at least 50 percent of the business credit hours required* for the degree. At least 15 of these credit hours must be in the student's major.

Any transfer student receiving a minor in the school must include a minimum of 9 credit hours of upper-level courses in the minor area from Emporia State.

The following general policy applies to the acceptance of credits earned at accredited community colleges toward majors and minors offered by the school.

Students entering a community college and subsequently transferring into the School of Business & Technology will be allowed to transfer the equivalent of the following courses toward a School of Business & Technology major or minor:

AC	223	Financial Accounting	3 hours
AC	233	Managerial Accounting	3 hours
BU	255	Business Statistics	3 hours
BC	103	Principles of Economics I	3 hours
BC	104	Principles of Economics II	3 hours
IS	113	Intro to Microcomputer Applications	3 hours
IS	213	Mgmt. Information Systems Concepts	3 hours
IS	253	Introduction to Analytics	3 hours
MA	110	College Algebra	3 hours
SP	101	Public Speaking	3 hours

Other Courses Numbered 100-299 at ESU

Courses from community colleges similar to other business courses numbered from 100-299 at ESU may be accepted as equivalent courses, pending a review of course information from the community college.

Courses Numbered 300-499 at ESU

Up to 6 credit hours of business courses from community colleges similar to courses numbered from 300-499 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 administrative 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 500 and above at ESU

Courses numbered 500 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 COMPUTER SCIENCE

This program is designed for students who desire a major in computer science based on a sound foundation in mathematics. The Computer Science major is designed to prepare the student for graduate work as well as career opportunities in industry, education, business, and government. See detailed information about this program in the Bachelor of Science Computer Science section. A minor in Computer Science is also available.

Minors in the School of Business & Technology

A student may complete a minor in accounting, data security, information systems, management, marketing, entrepreneurship, integrated marketing communications or general business. The general business minor is available for non-business majors only. A minor must include a minimum of 9 credit hours in upper-level courses from Emporia State in the minor area.

Students other than those pursuing a Bachelor of Science in Business 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 & Technology. For more information, students should visit with an academic advisor in the BizHornet Center (CH 128), or by phone at 620/341-5523.

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

MASTER LEVEL PROGRAMS

Master of Accountancy

The Master of Accountancy program is offered to prepare students for the 150-hour requirement to sit for the CPA exam in Kansas as well as other states. The program is designed for careers in professional accounting in the areas of government, management, and public accounting. For students with an undergraduate background in accounting, the degree typically involves 30 graduate hours. Classes are offered fully online and program has been designed so students can complete the program in one year, click here.

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 33 graduate hours. Concentrations in accounting, information systems and marketing are available as options for MBA students. The accounting concentration within the MBA prepares graduate for higher level financial roles in business. The information systems concentration prepares graduates for positions requiring significant information systems knowledge. The marketing concentration prepares graduate for higher level marketing roles in business.

The School offers the general MBA and the IS concentration on campus and the general MBA and all concentrations online.

Master of Science in Information Technology

The 33 hour MSIT program includes 27 hours of required courses covering broad technological areas, such as database management, cloud computing, electronic commerce, and enterprise architecture. The MSIT master program is a STEM program and organized in such a manner so that students will be exposed to all areas of information technology. The degree is aimed at providing a comprehensive perspective of the technology profession, and as such, will prepare students for the technological challenges in today's economy.

Master of Science in Informatics – Quantitative Economics Concentration

The M.S. in Informatics – Quantitative Economics Concentration is a 36-credit hour graduate degree program. The program can be taken entirely online or be a mixture of online and on campus courses.

Internship Programs

An internship involves the student in a business position for one or more academic terms. The work is directly related to the student's major course of study. The student intern may receive a salary from the employing firm or organization and academic credit. The internship provides an opportunity to apply the theory, practice, and strategies acquired in course work and to gain first-hand knowledge of business practices.

Consulting Services

The school will make every effort to provide personnel for workshops, institutes, conferences and other consulting services to educational, business, industry, community and social organizations in our region of Kansas. Requests for such services may be made to the Center for Business and Economic Development or dean of the School of Business & Technology.

Outreach Activities

The School of Business & Technology 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 regional economic reports, research, technical assistance, and workforce development services using faculty, staff, students, and community resources to support and develop entrepreneurship, family businesses, and small- and medium-sized business (SMEs) as well as other organizations in the extended community of the University. See the Center website; click here.

Center for Entrepreneurial Development

The Center of Entrepreneurial Development provides students with an environment that is conducive to innovation and collaboration. Students are welcome to utilize the technology to brainstorm and co-create as they develop proof of concept business opportunities. The Center also hosts events for entrepreneurship students who are participating in Collegiate Entrepreneur Organization, the Hult Prize and other entrepreneurial endeavors.

Small Business Development Center

The Small Business Development Center (SBDC) offers free, confidential advising services to existing and potential small business owners. The SBDC also sponsors low or no-cost training programs, maintains many small business resources, and provides referrals to other small business service providers, click here.

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. Our purpose is to preserve the rich business history of Kansas and to educate the people of Kansas about business History. New inductees are announced each year at the annual meeting of Team Kansas each June. The Hall of Fame website is www.ksbhf.org

Cybersecurity Research and Outreach Center

The CyROC provides technical reports, research, technical assistance, resources for youth, and workforce development services using faculty, staff, students, and community resources to support and develop students, the university, family businesses, and small- and medium-sized business (SMEs) as well as other organizations in the extended community of the University.

Scholarships

Many individuals, businesses and organizations have provided endowed scholarship funds for School of Business & Technology students.

ACCOUNTING & TECHNOLOGY

BACHELOR OF SCIENCE IN BUSINESS ACCOUNTING

The accounting program is designed to prepare students for careers in public, private or governmental accounting. An accounting internship program is an optional experience available to majors as well. Student must complete the business core and the required accounting curriculum outlined below.

Business Core Requirements (52 hours):

AC 223	Financial Accounting	3 hours
AC 233	Managerial Accounting	3 hours
BC 103	Principles of Economics I	3 hours
BC 104	Principles of Economics II	3 hours
BU 102	Business Dynamics	3 hours
BU 202	Business Communication	3 hours
BU 255	Business Statistics	3 hours
BU 302	Business Professionalism***	1 hours
BU 353*	Principles of Business Law	3 hours
BU 393*	Ethical Decision-Making in Organizations	3 hours
FI 301*	Financial Management	3 hours
IS 113	Introduction to Digital Information and Applications	3 hours
IS 213	Mgmt. Information Systems Concepts	3 hours
IS 253	Introduction to Analytics	3 hours
MG 301*	Principles of Management	3 hours
MG 423*	Operations Management	3 hours
MG 473*	Strategic Management	3 hours
MK 301*	Principles of Marketing	3 hours

*Course requires a minimum of a "C" grade to fulfill BSB and major/minor program requirements.

Accounting Courses Required (18 hours):

AC 304	Intermediate Accounting I	3 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 Taxation	3 hours

Select 2 courses from the following (6 hours)

AC 563	Advanced Financial Accounting	3 hours
BU 573	Law of Commerce	3 hours
IS 363	Introduction to Cybersecurity	3 hours
IS 453	Business Intelligence and Analytics	3 hours

Once enrolled at Emporia State University, any accounting courses transferred in to fulfill accounting major requirements must be from an AACSB-International accredited institution and be approved in advance by the college/school.

BACHELOR OF SCIENCE IN BUSINESS INFORMATION SYSTEMS & ANALYTICS

The Bachelor of Science in Business with a major in Information Systems & Analytics prepares students for careers in business and industry where the secure application of Information Systems and Analytics is essential in enabling organizations to operate digital processes and leverage data assets to support the decision-making process. The degree offers concentrations in Business Information Systems, Business Data Analytics, and Cybersecurity Analytics.

Students who complete this program will gain a solid foundation in the business curriculum, the fundamentals of business computer systems, the application of business analytics, and the security of digital information at the organization's service. Graduates from this program will have a robust professional start and contribute to organizations in areas such as data management and business analytics, systems development, IS infrastructure support, cybersecurity, and application development.

Business Core Requirements (52 hours):

AC	223	Financial Accounting	3 hours
AC	233	Managerial Accounting	3 hours
BC	103	Principles of Economics I	3 hours
BC	104	Principles of Economics II	3 hours
BU	102	Business Dynamics	3 hours
BU	202	Business Communication	3 hours
BU	255	Business Statistics	3 hours
BU	302	Business Professionalism***	1 hours
BU	353*	Principles of Business Law	3 hours
BU	393*	Ethical Decision-Making in Organizations	3 hours
FI	301*	Financial Management	3 hours
IS	113	Introduction to Digital Information and Applications	3 hours
IS	213	Mgmt. Information Systems Concepts	3 hours
IS	253	Introduction to Analytics	3 hours
MG	301*	Principles of Management	3 hours
MG	423*	Operations Management	3 hours
MG	473*	Strategic Management	3 hours
MK	301*	Principles of Marketing	3 hours

*Course requires a minimum of a "C" grade to fulfill BSB and major/minor program requirements.

Required IS Courses (9 hours):

IS	220	Introduction to Computer and Information Systems	3 hours
IS	333	Business Computer Systems Analysis	3 hours
IS	413	Database Concepts	3 hours

Students in this program will select one of the following concentrations (12 hours):

Business Information Systems Concentration

IS	343	Web-Based Business Applications	3 hours
IS	363	Introduction to Cybersecurity	3 hours
IS	453	Business Intelligence and Analytics	3 hours
IS	473	Telecommunications and Networking	3 hours

Business Data Analytics Concentration

IS	453	Business Intelligence and Analytics	3 hours
IS	504	Data Mining	3 hours
IS	514	Big Data Analytics	3 hours
IS	522	Artificial Intelligence	3 hours

Cybersecurity Analytics Concentration

IS	363	Introduction to Cybersecurity	3 hours
IS	473	Telecommunications and Networking	3 hours
IS	564	Network Security	3 hours
IS	566	Analytics for Cybersecurity	3 hours

Information Systems and Analytics Elective (3 hours)

Any IS or CS course numbered 300 or above

MINORS

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

ACCOUNTING MINOR

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

Required Courses (12 hours):

AC	223	Financial Accounting	3 hours
AC	233	Managerial Accounting	3 hours
AC	304	Intermediate Accounting I	3 hours
AC	333	Cost Accounting	3 hours

At least one of the following courses (3 hours):

AC	313	Intermediate Accounting II	3 hours
AC	353	Accounting Information Systems	3 hours
AC	423	Federal Income Taxation	3 hours
IS	453	Business Intelligence and Analytics	3 hours

Note: Any transfer student receiving this minor must have at least 9 credit hours of 300-level or above accounting courses at ESU.

BUSINESS DATA ANALYTICS MINOR

The minor in business data analytics is open to students from any discipline. The minor allows students to gain complementary skills and knowledge to collect and process data and generate actionable analyses and visualizations to support decision-making and problem-solving. The business data analytics minor is awarded to students majoring in an area other than Information Systems and Analytics who complete the required 18 hours.

Required Courses (15 hours):

IS	213	Management Information Systems Concepts	3 hours
IS	333	Business Computer Systems & Analysis	3 hours
IS	453	Business Intelligence & Analytics	3 hours
IS	504	Data Mining	3 hours
IS	514	Big Data Analytics	3 hours

Elective (3 hours):

AC	353	Accounting Information Systems	3 hours
IS	220	Introduction to Computer & Information System	3 hours
IS	413	Database Concept	3 hours
MK	510	Marketing Analytic	3 hours

Any IS or CS course numbered 300 or above

CYBERSECURITY MINOR

This minor equips students with hands-on experience preparing them for a career in cybersecurity. The degree provides a comprehensive coverage of the field, ranging from hacking and defense techniques, through management and analysis of information security, to compliance with laws and regulations. The cybersecurity minor is available to students majoring in an area other than Information Systems & Analytics with a Cybersecurity Analytics Concentration or Computer Science with a Cybersecurity concentration who completes the required 22 hours.

Required Courses (22 hours):

CS	220	Introduction to Computer and Information Systems	3 hours
CS	260	Programming and Problem Solving I + Lab	4 hours
CS	363	Introduction to Cybersecurity	3 hours
CS	473	Introduction to Computer Networks	3 hours
CS	564	Network Security	3 hours
CS	566	Analytics for Cybersecurity	3 hours
CS	569	Penetration Testing of Application And Network	3 hours

INFORMATION SYSTEMS MINOR

The minor provides students from other disciplines with complementary skills and knowledge that will empower them to collaborate with the analysis, design and implementation of solutions enabled by Information Systems. The information systems minor is awarded to students majoring in some area other than Information Systems & Analytics who complete the 18 hours required.

Required Courses (12 hours):

IS	213	Management Information Systems Concepts	3 hours
IS	220	Introduction to Computer and Information Systems	3 hours
IS	333	Business Computer Systems Analysis	3 hours
IS	453	Business Intelligence & Analytics	3 hours

Select 2 courses from the following (6 hours):

IS	343	Web-Based Business Applications	3 hours
IS	363	Introduction to Cybersecurity	3 hours
IS	393	Mobile Applications Development	3 hours
IS	413	Database Concepts	3 hours
IS	473	Telecommunications and Networking	3 hours
Or IS or CS course numbered 300 or above			3 hours

Total Hours **18 hours**

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

BACHELOR OF SCIENCE COMPUTER SCIENCE

The Bachelor of Science in Computer Science program integrates the theory and application of state-of-the-art computer technology. The program covers the core concepts of programming and problem solving, algorithms, computer organization, operating systems. Systems development, database, networks, and so forth.. It also prepares students to undertake careers in application development, data science, and/or cybersecurity, constantly ranked by industry experts among the highest-paid highest-growth jobs. Moreover, senior standing students from BSCS must complete a year-long capstone project that applies and synthesizes what they have learned in the field of Computer Science and provides them with the launchpad to initiate their career strongly.

Computer Science Core (44 hour):

CS	220	Introduction to Computer and Information Systems	3 hours
CS	260	Programming & Problem Solving I + Lab	4 hours
CS	333	Systems Analysis & Design	3 hours
CS	340	Algorithms & Data Structures I	3 hours
CS	341	Principles of Computer Organization	3 hours
CS	360	Programming & Problem Solving II + Lab	4 hours
CS	370	Design and Analysis of Algorithms	3 hours
CS	433	Operating Systems	3 hours
CS	444	Database Organization	3 hours
CS	473	Introduction to Computer Networks	3 hours
CS	552	Computer Science Capstone	6 hours
CS	561	System Programming	3 hours
CS	570	Theory of Computation	3 hours

Mathematics & Statistics (14 hours)

BU	255	Business Statistics **OR**	3 hours
MA	380	Probability and Statistics	
MA	240	Discrete Mathematics	3 hours
MA	262	Calculus II	5 hours
MA	322	Introduction to Linear Algebra	3 hours

Computer Science Electives (6 hours)

CS	386	Internship in Computer Science	3 hours
CS	410	Seminar in Computer Science	3 hours
CS	480	Independent Study Computer Science	3 hours

Note: Any 300 level or above CS/IS course (not part of the core or declared concentration) satisfy the elective requirements.

In addition to the above hours, students must choose a 12 hour concentration from the three options listed below.

CONCENTRATION (Must choose a concentration) 12 hours

Data Science

CS	453	Business Intelligence and Analytics	3 hours
CS	504	Data Mining	3 hours
CS	514	Big Data Analytics	3 hours
CS	523	Artificial Intelligence	3 hours

Cybersecurity

CS	363	Introduction to Cybersecurity	3 hours
CS	564	Network Security	3 hours
CS	566	Analytics for Cybersecurity	3 hours
CS	569	Penetration Testing of Application And Network	3 hours

Application Development

CS	343	Web Application Development	3 hours
CS	460	Mobile Application Development	3 hours
CS	550	Full-Stack Application Development	3 hours
CS	590	Game Development	3 hours

Other Electives (as needed) (3-5 hours)

COMPUTER SCIENCE MINOR

The Computer Science (CS) minor program builds students' programming and problem-solving skills, allowing them to gain some of the most critical skills to facilitate career success in any discipline with a technology driven world. The CS minor covers the course concepts of programming, systems analysis, and database design. It also allows students to choose from a wide range of courses from computer science core, application development, data science, and/or cybersecurity areas.

Required Courses (20 hours):

CS	220	Introduction to Computer and Information Systems	3 hours
CS	260	Programming & Problem Solving 1 + Lab	4 hours

CS	360	Programming & Problem Solving II + Lab	4 hours
CS	343	Web Application Development	3 hours
CS	333	System Analysis and Design	3 hours
CS	444	Database Organization	3 hours

Select one Computer Science electives (3 hours):
Any course from the Computer Science Core, Concentrations, or Electives

Total Hours **23 hours**

BUSINESS ADMINISTRATION

BACHELOR OF SCIENCE IN BUSINESS BUSINESS ADMINISTRATION

The business administration major provides the student with a broad preparation in business including accounting, business law, e-commerce, economics, entrepreneurship, finance, information systems, international business, management, marketing, marketing communications, quantitative methods and sales management. This major produces a business generalist with the flexibility to qualify for entry-level employment in corporations, small businesses, non-profit institutions, and government. Student must complete the business core and the required curriculum outlined below. 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 as described below.

Business Core Requirements (52 hours):

AC	223	Financial Accounting	3 hours
AC	233	Managerial Accounting	3 hours
BC	103	Principles of Economics I	3 hours
BC	104	Principles of Economics II	3 hours
BU	102	Business Dynamics	3 hours
BU	202	Business Communication	3 hours
BU	255	Business Statistics	3 hours
BU	302	Business Professionalism***	1 hours
BU	353*	Principles of Business Law	3 hours
BU	393*	Ethical Decision-Making in Organizations	3 hours
FI	301*	Financial Management	3 hours
IS	113	Introduction to Digital Information and Applications	3 hours
IS	213	Mgmt. Information Systems Concepts	3 hours
IS	253	Introduction to Analytics	3 hours
MG	301*	Principles of Management	3 hours
MG	423*	Operations Management	3 hours
MG	473*	Strategic Management	3 hours
MK	301*	Principles of Marketing	3 hours

*Course requires a minimum of a "C" grade to fulfill BSB and major/minor program requirements.

REQUIRED COURSES - choose one from each of the four (4) areas. (12 hours)

1.	MG 343	Supervisory Management	3 hours
	MG 443	Organizational Behavior	3 hours
	MK 462	Integrated Marketing Communications	3 hours
2.	BC 450	Concepts of International Economics	3 hours
	FI 433	Concepts in International Finance	3 hours
3.	BU 543	Advanced Business Communications	3 hours
4.	BU 528	Internship in Business	3 hours
	MG 410	Internship in Management	3 hours
	MK 410	Internship in Marketing	3 hours
	IS 453	Business Intelligence and Analytics	3 hours
	EP 310	Entrepreneurial Management	3 hours
	MK 510	Marketing Analytics	3 hours
	Qualifying Study Abroad Experience		3 hours

REQUIRED ELECTIVES – choose Option A or Option B (12 hours)

OPTION A: With the advice and consent of the advisor, select one course (300 and above) from four of the seven business subjects- (AC, BC, BU, FI, IS, MG, MK).

OPTION B: Select one of the Business Administration Concentrations

Accounting Services
E-Commerce
Entrepreneurship
Financial Services
Human Resource Management
Insurance
International Business Management
Marketing
Marketing Communications
Sales Management

*No course can be counted more than once in the 24 credit hours required for the Business Administration Major.

CONCENTRATIONS

The Business Administration major requires 24 credit hours. Twelve of these hours are in "required courses". The other twelve hours are "required electives." Business Administration majors have two options for meeting the twelve hours of "required elective courses". Option A is to complete one three-hour (300 or above) course from four of the seven business subjects (AC, BC, BU, FI, IS, MG or MK). Option B is to complete one of the eight, twelve- hour concentrations. The International Business Concentration requires 10 hours of foreign language in addition to the 12 hours of business courses. ***All courses on the Concentrations require a minimum grade of "C".**

NOTE: If a concentration selected requires one or more courses that duplicate other requirements, students will need to select an additional business course(s) to fulfill BSB requirements for graduation .

Accounting Services Concentration

Required Courses (12 hours):

AC 304 *	Intermediate Accounting I	3 hours
AC 333 *	Cost Accounting	3 hours
AC 353 *	Accounting Information Systems	3 hours
AC 423 *	Federal Income Taxation	3 hours

Choose at least one of the following courses (3 hours)

AC 313*	Intermediate Accounting II	3 hours
AC 353*	Accounting Information Systems	3 hours
IS 363*	Introduction to Cybersecurity	3 hours
IS 453*	Business Intelligence and Analytics	3 hours

E-Commerce Concentration

Required Courses (12 hours):

IS 343 *	Web-Based Business Applications	3 hours
IS 373 *	Principles of Electronic Commerce	3 hours
MK 530 *	Digital Marketing	3 hours

Choose one of the following (3 hours):

IS 333 *	Business Computer Systems Analysis	3 hours
IS 453 *	Business Intelligence and Analytics	3 hours

Entrepreneurship Concentration

Required Courses (12 hours):

BU 540 *	Business and Society	3 hours
EP 310 *	Entrepreneurial Management	3 hours
MG 370 *	Small Business Management	3 hours
MK 530 *	Digital Marketing	3 hours

Financial Services Concentration

Required Courses (12 hours):

Four Finance courses (300 or above) are required including:

FI 448 *	Financial Institutions	3 hours
FI 449 *	Investment Analysis	3 hours
FI ____ *		3 hours
FI ____ *		3 hours

Human Resource Management Concentration

Required Courses (12 hours):

MG 444 *	Human Resource Management	3 hours
PY 440 *	Psychological Testing	3 hours

Plus two courses from the following (6 hours):

BE 583 *	Training and Development	3 hours
PY 432 *	Introduction to Industrial/Organization Psychology	3 hours
MG 459 *	Compensation and Benefits	3 hours

Insurance Concentration

Required Courses (9 hours):

FI 346	Risk Management	3 hours
FI 449	Investment Analysis	3 hours
MK 510	Marketing Analytics	3 hours

Elective Courses (3 hours) from the following:

FI 313	Personal Investment	3 hours
MK 455	Personal Selling	3 hours
	Internship in Insurance	3 hours

International Business Concentration

Required Business Courses (12 hours) plus Foreign Language Requirement (8-10 hours)

Business Courses (12 hours):

BU 550 *	Principles of Int'l Business Law	3 hours
FI 433 *	Concepts in International Finance	3 hours
MG 433 *	International Management	3 hours
MK 433 *	International Marketing	3 hours

Foreign Language Requirement 10 hours

If 5 hours of foreign language are used to meet the General Education Multicultural requirement, students should:

Select ONE course from the following (3 hours):

HI 300	Topics in World History	3 hours
PO 425	Politics of the Developing Areas	3 hours
PO 427	Government & Politics of Latin America	3 hours
SP 350	Intercultural Communications	3 hours

Management Concentration

Elective Courses (12 hours):

MG 305	Special Topics in Management	3 hours
MG 343	Supervisory Management	3 hours
MG 370	Small Business Management	3 hours
MG 410	Internship in Management	3 hours
MG 411	Comparative Management Studies Through Internships	3 hours
MG 433	International Management	3 hours
MG 443	Organizational Behavior	3 hours
MG 444	Human Resource Management	3 hours
MG 459	Compensation and Benefits	3 hours

MG 505	Special Topics in Management	3 hours

Marketing Communications Concentration

Required Courses (12 hours):

BE 303 *	Multimedia Applications for Business	3 hours
MK 455 *	Personal Selling	3 hours
MK 462 *	Integrated Marketing Communication	3 hours
SP 305 *	Principles of Public Relations	3 hours

Marketing Concentration

Required Courses (9 hours):

MK 451	Consumer Behavior	3 hours
MK 453	Marketing Research	3 hours
MK 464	Marketing Management	3 hours

Elective Courses (3 hours):

Any MK course numbered 400 or above	3 hours

Sales Management Concentration

Required Courses (12 hours):

MK 451 *	Consumer Behavior	3 hours
MK 455 *	Personal Selling	3 hours
MK 460 *	Sales Management	3 hours
SP 332 *	Theories of Persuasion	3 hours

MINORS

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 nonbusiness degree student even though the student is pursuing a minor in the School of Business & Technology. For more information, students should visit with their advisor.

BUSINESS MINOR

A general minor in business is available to all students with a major outside the School of Business & Technology. 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 StateUniversity.

Required Courses (12 hours):

AC 223*	Financial Accounting	3 hours
BU 353*	Principles of Business Law	3 hours
MG 301*	Principles of Management	3 hours
MK 301*	Principles of Marketing	3 hours

Electives (6 hours): Students should choose 6 hours of Business electives from the following business courses in consultation with an advisor in the Business Advising Center.

AC 233*	Managerial Accounting	3 hours
BU 255*	Business Statistics	3 hours
BU 202*	Business Communication	3 hours
IS 113*	Introduction to Digital Information and Applications	3 hours
IS 213*	Management Information Systems	3 hours
FI 301*	Financial Management	3 hours
MG 423*	Operations Management	3 hours

*Requires a minimum grade of a "C".

ECONOMICS MINOR

A minor in economics is available to all undergraduate students and it consists of 15 hours in economics. A minimum of 9 hours in upper-level courses (i.e., economics courses numbered 300 or above) is required. (Students who have earned credit in EC 101, Basic Economics, should not subsequently enroll in either BC 103 or BC 104.)

ENTREPRENEURSHIP MINOR

The entrepreneurship minor will provide students who wish to start and own their own business enterprise the opportunity to be educated and is open to all students on campus. Therefore, it will provide business and entrepreneurship education to both business students and non-business students.

Required Courses (12 hours):

EP 310*	Entrepreneurial Management	3 hours
MG 301*	Principles of Management	3 hours
MK 301*	Principles of Marketing	3 hours
MG 370*	Small Business Management	3 hours

Select 2 courses from the following (6 hours)

AC 223*	Financial Accounting	3 hours
AC 333*	Cost Accounting	3 hours
AC 423*	Federal Income Taxation	3 hours
BU 353*	Principles of Business Law	3 hours
BU 530*	Business, Law, and Sustainability	3 hours
BU 540*	Business & Society	3 hours
IS 343*	Web-based Business Applications	3 hours
IS 373*	Principles of Electronic Commerce	3 hours
FI 301*	Principles of Finance	3 hours
MG 443*	Organizational Behavior	3 hours
MK 451*	Consumer Behavior	3 hours
MK 455*	Personal Selling	3 hours
MK 462*	Integrated Marketing Communication	3 hours
MK 505*	Special Topics in Marketing	3 hours
MK 521*	Services Marketing	3 hours
MK 530*	Digital Marketing	3 hours

*Requires a minimum grade of a "C".

INTEGRATED MARKETING COMMUNICATION MINOR

The integrated marketing communication minor is awarded to students majoring in some area other than marketing who complete the 18 hours required.

Required Courses (9 hours):

MK 530*	Digital Marketing	3 hours
MK 301*	Principles of Marketing	3 hours
MK 462*	Integrated Marketing Communication	3 hours

Select 3 courses from the following:

SP 305*	Principles of PR	3 hours
SP 405*	Case & Campaign	3 hours
SP 355	PR Writing	3 hours

(Substitutions of the above communication courses are possible)

AR 102*	2-Dimensional Design	3 hours
AR 328*	Graphic Design Processes	3 hours
AR 340*	Graphic Design Systems	3 hours

*Requires a minimum grade of "C".

MANAGEMENT MINOR

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

Required Courses (15 hours):

MG 301*	Principles of Management	3 hours
MG 433*	International Management	3 hours
MG 443*	Organizational Behavior	3 hours
MG 444*	Human Resource Management	3 hours
		12 hours

Select one MG course from the following (3 hours):

EP 310*	Entrepreneurial Management	3 hours
MG 343*	Supervisory Management	3 hours
MG 370*	Small Business Management	3 hours
MG 505*	Special Topics in Management	3 hours

*Requires a minimum grade of a "C".

MARKETING MINOR

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

Required Courses (6 hours):

MK 301*	Principles of Marketing	3 hours
MK 451*	Consumer Behavior	3 hours

Select 3 courses from the following (9 hours):

MK 430*	Retail Management	3 hours
MK 433*	International Marketing	3 hours
MK 453*	Marketing Research	3 hours
MK 455*	Personal Selling	3 hours
MK 460*	Sales Management	3 hours
MK 462*	Integrated Marketing Communication	3 hours
MK 464*	Marketing Management	3 hours
MK 505*	Special Topics in Marketing	3 hours
MK 510*	Marketing Analytics	3 hours
MK 521*	Services Marketing	3 hours
MK 530*	Digital Marketing	3 hours

*Requires a minimum grade of a "C".

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

https://www.emporia.edu/humanities-social-sciences/

Dean: Mark Meister

Professors: John Barnett (Political Science), Charles Brown (Philosophy), Stephen E. Catt (Organizational Communication, Interviewing, Interpersonal Communication, and Communication Training and Development), Heidi Hamilton, (Persuasion, Gendered Communication, Social Movements), Kevin B. Kienholz (English Education, Curriculum Studies), Darla Mallein (Social Sciences Education), Kevin Rabas (American Literature & Creative Writing), Rochelle Rowley (Community Psychology). Gregory Schneider (History), Michael Smith (Political Science) and Jerald Spotswood (British Literature), and Amy Sage Webb-Baza (American Literature & Creative Writing).

Associate Professors: Deborah Hann (Geography), Maire Johnson (History), Alfredo Montalvo (Sociology), Rebecca Rodriguez-Carey (Sociology), Rachel Spaulding (Spanish and World Literature).

Assistant Professors: Mary Beth Harris (Composition, British Literature & World Literature), Adam Hughes (Communication & Emerging Technology), Juan Pablo Román Alvarado (Spanish & World Literature), Jan Todd (Sociology), David Westfall (Sociology), and Zixiao Yang (Communication & Public Relations).

Instructors: Will Austin (Intensive English & Composition, Lindsey Bartlett, Steven Bellavia (History), Kat Fox, Cate Crosby (English Linguistics & Intensive English), Randy Glidewell (Criminology), Michaela Karr, Chris Michael, Teodora Mihailova (Communication & Emerging Technology), Theresa Mix (Composition & English), Dillon O'Keefe (History), Kenna Reeves (Interpersonal and Public Communication), Kristin Rindom (Criminology), and Eunice Sandoval Roman (Spanish).

MISSION

The School of Humanities & Social Sciences is dedicated to fostering student success and mentoring students for successful careers, leadership, and community engagement. Our mission is to prepare students to think critically about human and social questions and artifacts, to conduct and apply meaningful research, and to communicate or express creatively in writing, speaking, and diverse media formats

With a strong emphasis on applied learning, community engagement, and research, students in Humanities & Social Sciences learn to positively impact the well-being of individuals, organizations, and communities. Within their respective disciplines, students gain the knowledge, skills, and abilities necessary to prepare them for rewarding careers.

COMPOSITION AND ORGANIZATION

The school is composed of the Applied Criminology, Applied Sociology, Communication, English, Intensive English, and Social Sciences subject areas, as well as education programs in English, Social Sciences, and Speech and Theatre.

School of Humanities & Social Sciences facilities include third and fourth floors in Plumb Hall, and first and second floors in Roosevelt Hall. Instructional programs include the use of the latest computer equipment and software, and the Donald Reichardt Center for Publishing and Literary Arts includes podcasting, cinematography, and publishing equipment and instruction (PH 405-A, B, & C).

Student organizations and groups include: Criminology Club, Politics & Law Club, Quivira Creative Writing Club, Spanish Club, and The Locard Society of Forensic Science.

Honor societies include: Alpha Kappa Delta (Sociology), Lambda Pi Eta (Communication), Phi Alpha Theta (History), Pi Gamma Mu (Social Sciences, Sigma Delta Pi (Spanish), and Sigma Tau Delta (English)

PROGRAMS

The School of Humanities & Social Sciences offers programs and courses to prepare students for diverse careers in advertising, business, community leadership, criminology, education, law enforcement, law and public policy, literary arts, media and social media, public relations, and government agencies.

Majors in Humanities & Social Sciences programs are also well-prepared for advanced study in graduate school or professional programs. While certain foundational courses are required for each major, the programs have considerable flexibility for students to choose concentrations, and electives. To meet students' specific career aspirations, each program offers unique opportunities such as internships, field studies, and faculty-mentored experiences in research, creativity, and directed studies. Our programs also feature community engagement and applied learning experiences.

BACHELOR OF ARTS

Applied Criminology
- *Law Enforcement and Corrections*
- *Systemic Structures*
- *Victimology*
- *Graduate School Preparation*

Applied Sociology
- *Families*
- *Intersectionality & Identities*
- *Rural and Global*
- *Graduate School Preparation*

Communication
- *Communication, Emerging Technology & Society,*
- *Leadership Communication,*
- *Organizational Communication,*
- *Public Dialogue & Advocacy,*
- *Public Relations*

Languages, Literary Studies, and Writing
- *English Language & Linguistics*
- *English Literature & Culture*
- *English Literary Arts & Publishing*
- *English Technical & Professional Writing*
- *English as a Second Language & TESOL Pedagogies*
- *Spanish Language, Linguistics, & Culture*
- *US Latino/Latin American Literary Studies & Culture*
- *Multilingual Writing & Culture*

BACHELOR OF SCIENCE

Applied Criminology
- *Law Enforcement and Corrections*
- *Systemic Structures*
- *Victimology*
- *Graduate School Preparation*

Applied Sociology
- *Families*
- *Intersectionality & Identities*
- *Rural and Global*
- *Graduate School Preparation*

Communication
- *Communication, Emerging Technology & Society,*
- *Leadership Communication,*
- *Organizational Communication,*
- *Public Dialogue & Advocacy,*
- *Public Relations*

History and Government

BACHELOR OF SCIENCE IN EDUCATION

English Teaching Field
Modern Languages Spanish Teaching Field
Social Sciences Teaching Field
Speech and Theatre Teaching Field
Middle School English Licensure

MINORS

Applied Criminology
Applied Sociology
Communication
Creative Writing
English
History
Integrated Media Studies
Legal Studies
Modern Languages
Political Science
Public Administration

CERTIFICATES

Social Media Influencing

COMMUNICATION

BACHELOR OF ARTS

COMMUNICATION

The major in communication under the Bachelor of Arts degree is a 36 semester hour program which is a broad, liberal arts experience as well as an introduction to major facets of communication theory and practice. The BA degree in communication is an appropriate degree leading to graduate school in communication, law school, or related occupational areas such as human resources, public relations, management, sales, communication media, the ministry, and public service. Students in this program complete the communication core courses (21 hours); ONE concentration (15 hours) in *Communication, Emerging Technology & Society, Leadership Communication, Organizational Communication, Public Dialogue & Advocacy, or Public Relations;* and 12 hours of a second program of study.

Required Courses (21 hours):

SP	100	Interpersonal Communication	3 hours
SP	101	Public Speaking	3 hours
SP	303	Organizational Communication	3 hours
SP	312	Theories of Communication	3 hours
SP	315	Small Group Communication	3 hours
SP	332	Theories of Persuasion	3 hours
SP	580	Capstone Course in Communication Research Methods	3 hours

AREAS OF CONCENTRATION (15 hours):
Select one concentration.

COMMUNICATION, EMERGING TECHNOLOGY, & SOCIETY

Required courses (9 hours):

SP	304	Communication & Emerging Technology	3 hours
SP	354	Social Media for Strategic Communication	3 hours
SP	504	Ethical Issues in Communication & Emerging Technology	3 hours

Electives (6 hours):

SP	334	Digital Media Production	3 hours
SP	362	Social Movements	3 hours
SP	370	Topics in Communication	3 hours
SP	444	Communication & Sports	3 hours
SP	451	Communication's Role in Civility	3 hours
SP	502	Group Leadership	3 hours

* see below

LEADERSHIP COMMUNICATION

Required courses (6 hours):

SP	360	Communication and Gender	3 hours
SP	502	Group Leadership	3 hours

Electives (9 hours):

SP	327	Strategic Planning and Coordinating Special Events	3 hours
SP	350	Intercultural Communication	3 hours
SP	362	Social Movements	3 hours
SP	370	Topics in Communication	3 hours
SP	403	Communication Training & Development	3 hours
SP	451	Communication's Role in Civility	3 hours
SP	500	Conflict Resolution	3 hours

* see below

ORGANIZATIONAL COMMUNICATION

Required Courses (6 hours):

SP 403	Communication Training & Development	3 hours
SP 500	Conflict Resolution	3 hours

Electives (9 hours):

SP 304	Communication & Emerging Technology	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	Topics in Communication	3 hours
SP 502	Group Leadership	3 hours
SP 504	Ethical Issues in Communication & Emerging Technology	3 hours

* see below

PUBLIC DIALOGUE & ADVOCACY

Required courses (6 hours):

SP 451	Communication's Role in Civility	3 hours
SP 362	Social Movements	3 hours

Electives (9 hours):

SP 304	Communication & Emerging Technology	3 hours
SP 326	Communication Theory and Reality TV	3 hours
SP 441	Health Communication	3 hours
SP 360	Communication & Gender	3 hours
SP 370	Topics in Communication	3 hours
SP 432	Consumerism & Culture: Critical Analysis of Advertising	3 hours
SP 502	Group Leadership	3 hours

* see below

PUBLIC RELATIONS

Required Courses (6 hours):

SP 305	Principles of Public Relations	3 hours
SP 355	Public Relations Writing	3 hours

Electives (9 hours):

SP 327	Strategic Planning and Coordinating Special Events	3 hours
SP 334	Digital Media Production	3 hours
SP 354	Social Media for Strategic Communication	3 hours
SP 403	Communication Training & Development	3 hours
SP 441	Health Communication	3 hours
SP 474	Field Internship I	3 hours
SP 504	Ethical Issues in Communication & Emerging Technology	3 hours

* see below

***Up to six hours of a combination of any of the following may apply:**
Independent Study
Internship

Required Second Program of Study (Minimum: 12 hours)
The student should work with an academic advisor within the discipline to complete a second program of study.

BACHELOR OF SCIENCE
COMMUNICATION

The major in communication under the Bachelor of Science degree is taken by students interested in professional and management positions which call for a high degree of oral communication skills. The BS degree in communication is an appropriate degree leading to careers in human resources, public relations, management, digital content, sales, communication consulting, training, customer service, negotiation, and public information. Students in this program complete the communication core courses (21 hours); ONE concentration (15 hours) in *Communication, Emerging Technology & Society, Leadership Communication, Organizational Communication, Public Dialogue & Advocacy, or Public Relation;* and 12 hours of communication electives.

Required Courses (21 hours):

SP 100	Interpersonal Communication	3 hours
SP 101	Public Speaking	3 hours
SP 303	Organizational Communication	3 hours
SP 312	Theories of Communication	3 hours
SP 315	Small Group Communication	3 hours
SP 332	Theories of Persuasion	3 hours
SP 580	Capstone Course in Communication Research Methods	3 hours

AREAS OF CONCENTRATION (15 hours):
Select one concentration.

COMMUNICATION, EMERGING TECHNOLOGY, & SOCIETY

Required courses (9 hours):

SP 304	Communication & Emerging Technology	3 hours
SP 354	Social Media for Strategic Communication	3 hours
SP 504	Ethical Issues in Communication & Emerging Technology	3 hours

Electives (6 hours):

SP 334	Digital Media Production	3 hours
SP 362	Social Movements	3 hours
SP 370	Topics in Communication	3 hours
SP 444	Communication & Sports	3 hours
SP 451	Communication's Role in Civility	3 hours
SP 502	Group Leadership	3 hours

* see below

LEADERSHIP COMMUNICATION

Required courses (6 hours):

SP 360	Communication and Gender	3 hours
SP 502	Group Leadership	3 hours

Electives (9 hours):

SP 327	Strategic Planning and Coordinating Special Events	3 hours
SP 350	Intercultural Communication	3 hours
SP 362	Social Movements	3 hours
SP 370	Topics in Communication	3 hours
SP 403	Communication Training & Development	3 hours
SP 451	Communication's Role in Civility	3 hours
SP 500	Conflict Resolution	3 hours

* see below

ORGANIZATIONAL COMMUNICATION

Required Courses (6 hours):

SP	403	Communication Training & Development	3 hours
SP	500	Conflict Resolution	3 hours

Electives (9 hours):

SP	304	Communication & Emerging Technology	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	Topics in Communication	3 hours
SP	502	Group Leadership	3 hours
SP	504	Ethical Issues in Communication & Emerging technology	3 hours

* see below

PUBLIC DIALOGUE & ADVOCACY

Required courses (6 hours):

SP	451	Communication's Role in Civility	3 hours
SP	362	Social Movements	3 hours

Electives (9 hours):

SP	304	Communication & Emerging Technology	3 hours
SP	326	Communication Theory and Reality TV	3 hours
SP	441	Health Communication	3 hours
SP	360	Communication & Gender	3 hours
SP	370	Topics in Communication	3 hours
SP	432	Consumerism & Culture: Critical Analysis of Advertising	3 hours
SP	502	Group Leadership	3 hours

* see below

PUBLIC RELATIONS

Required Courses (6 hours):

SP	305	Principles of Public Relations	3 hours
SP	355	Public Relations Writing	3 hours

Electives (9 hours):

SP	327	Strategic Planning and Coordinating Special Events	3 hours
SP	334	Digital Media Production	3 hours
SP	354	Social Media for Strategic Communication	3 hours
SP	403	Communication Training & Development	3 hours
SP	441	Health Communication	3 hours
SP	474	Field Internship I	3 hours
SP	504	Ethical Issues in Communication & Emerging Technology	3 hours

* see below

Required Communication Electives (12 hours)

Choose Option A or Option B

Option A

Select 12 hours of Communication electives with approval of your advisor

Option B

Substitute a second concentration in Communication (15 hours) in lieu of the 12 hours.

***Up to six hours of a combination of any of the following may apply:**

Independent Study
Internship

BACHELOR OF SCIENCE IN EDUCATION

SPEECH AND THEATRE TEACHING FIELD

The BSE in Speech and Theatre is a comprehensive teaching degree which prepares students to teach speech, theatre, debate, forensics, and radio/television at the secondary level, grades 6 through 12, in Kansas schools. Students must maintain an overall Cumulative GPA of 2.75, complete a sequence of required courses, and apply to the discipline of Communication for official admittance to the program.

See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the School Leadership/Middle & Secondary Teacher Education section of this catalog. Please contact Kenna Reeves, coordinator of teacher education for speech and theatre at (620) 341-5711 or kreeves@emporia.edu for further information.

OPTION A – Two Teaching Fields

Required Courses (40 hours):

SP	100	Interpersonal Communication	3 hours
SP	101	Public Speaking	3 hours
SP	315	Small Group Communication	3 hours
SP	312	Theories of Communication	3 hours
SP	324	Media and Society	3 hours
SP	332	Theories of Persuasion	3 hours
SP	470	Teaching of Speech	3 hours
TH	101	Introduction to Theatre	1 hour
TH	131	Stagecraft	3 hours
TH	132	Stagecraft Lab OR	1 hour
TH	134	Stagecraft Scale Lab	
TH	133	Makeup	2 hours
TH	222	Acting: Methods	3 hours
TH	340	Play Production	3 hours
TH	426	Play Directing	3 hours
TH	440	Drama in Education	3 hours

OPTION B - One Teaching Field

Required Courses:

40 hours of courses as required by *Option A*.

Electives (8 hours):

The student with the approval of the Speech & Theatre BSE coordinator 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 School of Humanities & Social Sciences will normally take the minor with the liberal arts option; those whose academic major falls outside the School of Humanities & Social Sciences may choose to take the minor with the business option. Either minor is an appropriate choice for students whose academic program requires a minor as well as for students who are required to have a second program of study under the degree Bachelor of Arts.

LIBERAL ARTS OPTION (21 HOURS)

Required Courses (9 hours):

SP	100	Interpersonal Communication	
		OR	3 hours
SP	101	Public Speaking	

(whichever course is not used to meet the General Education requirement)

SP	312	Theories of Communication	3 hours
SP	315	Small Group Communication	3 hours

Electives (12 hours):

Students select in consultation with their advisor 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: Communication Internship (SP 473, SP 474, or SP 475); and Independent Study(SP 471).

BUSINESS OPTION (21 HOURS)

Required Courses (12 hours):

SP	100	Interpersonal Communication	
		OR	3 hours
SP	101	Public Speaking	

(whichever course is not used to meet the General Education requirement)

SP	303	Organizational Communication	3 hours
SP	313	Interviewing: Principles & Techniques	3 hours
SP	403	Communication Training & Development	3 hours

Electives (9 hours):

Students select in consultation with their advisor an additional nine (9) hours of courses in communication to complete the minor.

INTEGRATED MEDIA STUDIES MINOR

The Minor in Integrated Media Studies offers coursework in media studies, media arts, and media literacy education. It is designed for students who seek a comprehensive understanding of media in contemporary society and a specialized emphasis on fostering critical media literacy skills. This interdisciplinary program supports the students as they combine their study of theoretical knowledge with practical skills, providing them with the tools to navigate, analyze, and create media content responsibly. The course work supports an integrated approach that provides students with the opportunity to develop and apply their skill in the areas of critical literacy, popular culture, and creative production. The program prepares students to be informed, critical, and ethical media consumers and creators, empowering them to navigate the complex media landscape with confidence. Students become well-equipped for roles in education, media production, journalism, public relations, and digital marketing. Additionally, the focus on media literacy education opens avenues for careers as media educators, curriculum developers, and advocates for media literacy in various educational settings.

A minor in Integrated Media Studies consists of a minimum of 18 credit hours of coursework.

Required Courses (6 hours):

SP 324	Media and Society	3 hours
EG 400	Literary Arts & Publishing Capstone	3 hours

Electives (12 hours):

Students should complete their plan of study in consultation with a faculty member. The plan of study should include courses from the following disciplines: (EG) English, (JO) Journalism, (SP) Communication. Coursework may include cross-listed courses, independent studies, and internships. Students select four courses at the 300-level or above from one of the following areas:

- Media Literacy & Journalism
- Digital & Emerging Tech Comm
- Applied Media Studies

CERTIFICATE IN SOCIAL MEDIA INFLUENCING

The Communication program provides an undergraduate certificate in Social Media Influencing. This is a stand-alone program which does not require enrollment in a specific degree plan. This certificate is an option for non-traditional, non-degree seeking, on- or off-campus students that might want to acquire these skills.

Required Courses (12 hours):

SP 305	Principles of Public Relations	3 hours
SP 354	Social Media for Strategic Communication	3 hours
SP 504	Ethical Issues in Communication & Emerging Technology	3 hours
SP 554	Social Media Influencer Applied Project	3 hours

ENGLISH/MODERN LANGUAGES

BACHELOR OF ARTS
LANGUAGES, LITERARY STUDIES, & WRITING

The program of studies in Languages, Literary Studies, and Writing for the degree Bachelor of Arts provides a well-rounded liberal arts education, and it is designed to provide students opportunities to professionalize their skills in areas of literary analysis, writing, and publishing. Students cultivate their skills as critical readers, thinkers, and writers in both course work and internship/filed studies experiences. The major provides various concentrations that support students to develop and strengthen their core skills in written and oral communication and information literacy, which provides a foundation for success in such fields as corporate or government service, law, and communication. Teacher licensure may be attained while pursuing a Bachelor of Arts degree.

The Languages, Literary Studies, & Writing major offers various concentrations for English or Spanish Language Arts.

Each concentration may apply any combination of the following courses to satisfy both concentration elective and major elective requirements:

- Any 300-500 level course offered in EG, SA or FL
- Internships, field studies, and/or study abroad experiences
- Related courses offered by other academic units may also be accepted with faculty advisor approval

Requirements:
For the Languages, Literary Studies, & Writing major, the student, with the active advice and consent of a professional advisor in the program, selects a tentative list of courses.

Students must complete 33 hours to create a coherent academic program

- Students should complete core requirements
- Complete ONE area of concentration
- AND additional major electives

It is strongly recommended that all majors participate in an approved study abroad, and internship/field experiences.

Students must have a minimum of a 2.6 GPA in the major to complete the degree.

The BA degree in Languages, Literary Studies, & Writing requires that the student also complete a second program of study for a minimum of 12 credit hours.

CORE REQUIREMENTS (9 HOURS)
English Language Arts Option Requirements:

EG 300	Foundations in Language & Literary Studies	3 hours
EG 320	World Literature Survey	3 hours
	OR	
EG 331	British Literature Survey	3 hours
	OR	
EG 340	American Literature Survey	3 hours
EG 400	Literary Arts & Publishing Capstone	3 hours

Spanish Language Arts Option Requirements (9 hours)

SA 339	Reading & Conversation	3 hours
SA 359	Advanced Grammar & Composition	3 hours
FL 499	Foreign Language Capstone	3 hours

Areas of concentrations: (18 hours)
Select one concentration.

<u>English Language & Linguistics</u>
Required Courses (6 hours)

EG 301	Advanced Composition	3 hours
EG 370	Language & Grammars	3 hours

Concentration Electives (12 hours) of such courses as:

EG 375	Grammar for Writers	3 hours
EG 515	Studies in Rhetoric	3 hours
EG 570	Studies in Languages & Linguistics	3 hours

<u>English Literature & Culture</u>
Required Courses (6 hours):

EG 310	Literary Criticism	3 hours
EG 355	Comparative Mythology	3 hours

Concentration Electives (12 hours) of such courses as:

EG 360	Topics in Literature by Women	3 hours
EG 365	Diverse & Multicultural Literature	3 hours
EG 515	Studies in Rhetoric	3 hours

<u>English Literary Arts & Publishing</u>
Required Courses (6 hours)

EG 310	Literary Criticism	3 hours
EG 594	Studies in Literary Genres	3 hours
	OR	
EG 596	Studies in Literary Traditions	3 hours

Concentration Electives (12 hours) of such courses as:

EG 383	Fiction Writing	3 hours
EG 385	Poetry Writing	3 hours
EG 587	Topics in Creative Writing	3 hours

<u>English Technical & Professional Writing</u>
Required Courses (6 hours)

EG 301	Advanced Composition	3 hours
EG 305	Professional & Technical Writing	3 hours

Concentration Electives (12 hours) of such courses as:

EG 375	Grammar for Writers	3 hours
EG 501	Topics in Professional Writing	3 hours
EG 587	Topics in Creative Writing	3 hours

<u>English as a Second Language & TESOL Pedagogies</u>
Required Courses (7 hours)

FL 301	Topics in Global Language & Culture	4 hours
EG 490	Teaching English in Middle Level & Secondary School	3 hours

Concentration Electives (11 hours) of such courses as:

FL 479	Foreign Language Acquisition	3 hours
FL 513	Hispanic Culture & Its Educational Implications	3 hours
FL 540	Foreign Language Teaching & Methodology	3 hours

Spanish Language, Linguistics, & Culture

Required Courses (11 hours)

SA 313	Spanish Language & Culture III	5 hours
	OR	
SA 314	Spanish Heritage Language & Culture	5 hours
SA 365	Introduction to Hispanic Literature	3 hours
SA 379	Civilizations of Spanish-Speaking Countries	3 hours

Concentration Electives (7 hours) of such courses as:

CW 310	Intro to Latin America	3 hours
SA 349	Studies in Spanish in the Professions	3 hours
SA 389	Studies in the Culture of Spain	3 hours
SA 379	Civilizations of Spanish-speaking Countries	3 hours
SA 410	Phonetics & Conversation	3 hours

US Latino/Latin American Literary Studies & Culture

Required Courses (11 hours)

SA 313	Spanish Language & Culture III	5 hours
	OR	
SA 314	Spanish Heritage Language & Culture	5 hours
SA 365	Introduction to Hispanic Literature	3 hours
SA 379	Civilizations of Spanish-Speaking Countries	3 hours

Concentration Electives (7 hours) of such courses as:

CW 310	Intro to Latin America	3 hours
SA 399	Studies in Culture of Latin America	3 hours
SA 415	Survey in Hispanophone Language & Culture	3 hours
FL 513	Hispanic Culture & Its Educational Implications	3 hours

Multilingual Writing & Culture

Required Courses (11 hours)

SA 313	Spanish Language & Culture III	5 hours
	OR	
SA 314	Spanish Heritage Language & Culture	5 hours
SA 365	Introduction to Hispanic Literature	3 hours
SA 379	Civilizations of Spanish-Speaking Countries	3 hours

Concentration Electives (7 hours) of such courses as:

CW 310	Intro to Latin America	3 hours
SA 349	Studies in Spanish in the Professions	3 hours
FL 479	Foreign Language Acquisition	3 hours
FL 513	Hispanic Culture & Its Educational Implications	3 hours

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. The coursework represents ethnic diversity and multiple perspectives, including works authored by women and writers of color. Coursework includes the study of a range of literary movements from before and after the Romantic and Modern periods, including contemporary works in literary arts. A breadth of English and Literary Arts supports and prepares the future teacher in the theory and practice of teaching literature, culture, media, writing and language.

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

See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the School Leadership/Middle & Secondary Teacher Education section of this catalog.

A 2.6 GPA in the courses listed below is required for admission to teacher education and student teaching.

Required Courses (30 hours):

EG 300	Foundations Language & Literary Studies	3 hours
EG 490	Teaching English in the Middle-Level & Secondary School	3 hours

Students must take at least (1) **one course** that considers works from the Romantic period or a prior literary movement, and (1) **one course** that considers works from Modern period or thereafter. Literature survey courses satisfy these requirements.

At least one course in each of the following areas:

- American Literature 3 hours
- British Literature 3 hours
- World Literature 3 hours
- Media Literacy (mass media/non-print) 3 hours
- Young Adult Literature 3 hours
- Literary Criticism/Rhetoric 3 hours
- Language & Linguistics 3 hours
- Writing 3 hours

Elective Courses in the major **9 hours**

Coursework totals 39 credit hours, with at least 27 hours at the 300-level or above.

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 300	Foundations Language & Literary Studies	3 hours
EG 490	Teaching English in the Middle-Level & Secondary School	3 hours

At least one course in each of the following areas:

- Media Literacy (mass media/non-print) 3 hours
- Young Adult Literature 3 hours
- Language & Linguistics 3 hours
- Writing 3 hours

Elective Courses in major (6 hours):

Additional courses to make a total of 24 hours.

BACHELOR OF SCIENCE IN EDUCATION
–SECONDARY
MODERN LANGUAGE TEACHING FIELD

The program of study in Spanish for the degree Bachelor of Science in Education prepares the student to enter the teaching profession. In addition to secondary teaching, this degree is excellent preparation for entry into various training programs in business and industry, government positions, and graduate school. The credit hours include work in language, literature, culture, and composition.

There are two options available in this degree program. Option A requires two teaching fields (example: History-Spanish). Option B requires a teaching field in only a language. (It is also possible to attain teaching licensure while pursuing a BA degree.) The core curriculum general education requirements are outlined in the General Education section of this catalog. See the Professional Education requirements for the Bachelor of Science in Education – Secondary Education Major, in the School Leadership/Middle & Secondary Teacher Education section of this catalog.

Option A – Requirements:
Twenty-two hours (beyond SA 210). Moreover, a student in good standing must maintain a 2.8 grade point average in the modern language.

Option B – Requirements:
Thirty-one hours (beyond SA 210). An oral interview is required upon entering the program and before graduation to evaluate progress and proficiency. Students should contact the Director of Modern Languages to schedule their oral interview. Graduates must attain an ACTFL Oral Proficiency rating of "Advanced Low." (This assessment may be included in the methods course FL 540). Moreover, a student in good standing must maintain a 2.8 grade point average in the modern language. Students must complete 15 credit hours of coursework in Spanish at the 300 level or above as a prerequisite for FL 479 or FL 540 or must obtain the permission of the Director of Modern Languages.

Recommendation:
It is strongly recommended that all majors participate in an acceptable program of study abroad in which they are exposed to the target language and culture.

SPANISH EMPHASIS

OPTION A – Two Teaching Fields
Prerequisites:

SA 110	Spanish Language & Culture I(or equiv.)	5 hours
SA 210	Spanish Language & Culture II(or equiv.)	5 hours

Required courses:

SA 313	Spanish Language & Culture III (or equiv.)	5 hours
	OR	
SA 314	Spanish Heritage Language & Culture	5 hours
SA 339	Reading & 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 499	Foreign Language Capstone Seminar	1-3 hours
FL 540	Foreign Language Teaching Methodology	3 hours

Electives:
Select additional Spanish or Foreign Language courses to fulfill the 22-credit hour requirement for Option A Emphasis, which may include Summer Study Abroad courses.

OPTION B – One Teaching Field
Prerequisites:

SA 110	Spanish Language & Culture I (or equiv.)	5 hours
SA 210	Spanish Language & Culture II (or equiv.)	5 hours

Required courses:

SA 313	Spanish Language & Culture III(or equiv.)	5 hours
	OR	
SA 314	Spanish Heritage Language & Culture	5 hours
SA 339	Reading & 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 499	Foreign Language Capstone Seminar	1-3 hours
FL 540	Foreign Language Teaching Methodology	3 hours

Electives:
Select additional Spanish or Foreign Language courses to fulfill the 31-credit hour requirement for Option B Emphasis, which may include Summer Study Abroad courses.

CREATIVE WRITING MINOR

The Creative Writing minor is a 15-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 opportunities in podcasting and film. Students have opportunities to share their work in workshops and public events. Outlets for student writing, media, and performances work include *Quivira* (the region's oldest continuously published campus literary magazine) and the Quivira literary club, which sponsors writing activities, readings, and other events. Career-oriented opportunities in publishing and literary arts are available to students through internships and field studies as well as opportunities to work on ESU's national literary journal, *Flint Hills Review*.

Required: 9 credit hours

EG 280	Introduction to Creative Writing	3 hours
EG 383	Fiction Writing	
	OR	3 hours
EG 385	Poetry Writing	
EG 680	Undergraduate Seminar in Creative Writing	3 hours

Electives: 6 credit hours

EG 583	Advanced Fiction Writing	3 hours
EG 585	Advanced Poetry Writing	3 hours
EG 587	Topics in Creative Writing	3 hours
EG 588	Studies in Creative Writing	3 hours
EG 589	Internship/Field Study in Creative Writing	1-3 hours

ENGLISH MINOR

The English minor provides students with opportunities to professionalize their skills in areas of literary analysis, writing, and publishing. Students cultivate their skills as critical readers, thinkers, and writers in both course work and apprenticeship experiences. The minor supports students in their major fields of study by helping them develop and strengthen their core skills in written communication and information literacy, which provides a foundation for success in such fields as corporate or government service, law, and communication.
A minor in English consists of a minimum of 15 credit hours of coursework beyond Composition II.

Required Courses (3 hours)
EG 400 Literary Arts and Publishing Capstone 3 hours

Students select four courses (12 hours) at the 300-level or above from one of the following areas:

- Literature & Culture
- Publishing & Literary Arts
- Professional & Technical Writing

Electives (12 hours)

Students should complete their plan of study in consultation with a professional advisor. Coursework may include cross-listed classes, independent studies, and internships.

MODERN LANGUAGE MINOR

The program in Spanish for students completing a minor consists of 14 hours of credit in one language (beyond SA 210).

Students may fulfill prerequisites with the placement test or interview with a faculty member in Modern Languages. Students who take the placement test may place into a higher level of foreign language and be concurrently enrolled in the Test Placement section (TP) for the lower levels (i.e., SA 110TP, SA210TP or SA313TP). When students pass the higher-level course, they will earn the credit for the lower-level courses as well.

This program of study is intended to provide students an in-depth familiarity with Spanish language and culture.

Based on semester offerings, it may be possible to complete minor requirements online and concentrate coursework in Spanish in the Professions, including Medical and Business Spanish.

Requirements:
Fourteen hours beyond first year courses which are a part of the general education component of the degree requirement.

Prerequisites:
SA 110 Spanish Language & Culture I (or equiv) 5 hours
SA 210 Spanish Language & Culture II (or equiv) 5 hours

Required Courses:
SA 313 Spanish Language & Culture III
OR 5 hours
SA 314 Spanish Heritage Language & Culture
SA 339 Reading and Conversation 3 hours
AND
SA 359 Advanced Grammar & Composition 3 hours

Electives:
Select one Spanish or Foreign Language 3 credit hour course at the 300 level or above to fulfill the 14-hour requirement for Spanish concentration.

DUPLICATION OF HIGH SCHOOL CREDIT

Ordinarily, one year of high school language is evaluated as being the equivalent of one semester of college language and persons with two years of high school credit in one language. However, students who have had one year of high school credit in Spanish may enroll in a Language & Culture I language course in that language; persons with two years of high school credit in one language may enroll in a Language & Culture II language course in the language. All students are encouraged to take the placement exams in Spanish available via the Director of Modern Languages. No Placement tests or duplication of high school credit are available for either Chinese or Arabic.

INTENSIVE ENGLISH

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.

SOCIAL SCIENCES

BACHELOR OF SCIENCE
HISTORY AND GOVERNMENT

The History and Government major offers students an interdisciplinary approach to understanding the political, historical, and societal forces that shape our world. This major combines the study of history, geography, philosophy, political science, law, and public policy to provide students with a deep understanding of both the historical context of political systems. Through critical analysis, research, and engagement with primary sources, students develop skills in analytical thinking, argumentation, and writing.

Graduates with a degree in History and Government are equipped with skills that are highly valued across a wide range of industries. Possible career paths include:

Government and Public Service:
- Policy Analyst
- Legislative Assistant
- Foreign Service Officer
- City or State Government Official
- Intelligence Analyst
- Public Administrator

Law and Legal Services:
- Lawyer (with further study in law school)
- Paralegal
- Legal Consultant
- Court Administrator

Research and Archives:
- Historian
- Archivist
- Researcher for think tanks or NGOs
- Library or Information Specialist

Nonprofit and International Organizations:
- Human Rights Advocate
- Program Manager for International NGOs
- Peace Corps Volunteer
- International Development Specialist

Business and Consulting:
- Corporate Social Responsibility Specialist
- Business Analyst
- Management Consultant
- Market Research Analyst

This degree cultivates critical thinking, cultural awareness, and practical research skills, enabling graduates to navigate and address the social and cultural challenges of the 21st century. The program also prepares students for advanced studies in law, political science, international relations, and history.

The History & Government major offers various concentrations for the options of History & Geography or Politics & Law.

REQUIREMENTS

For the History & Government major, the student with the active advice and consent of the program faculty, selects a tentative list of courses. Students must complete 48 hours to create a coherent academic program.

Students should complete CORE REQUIREMENTS (12 hours); complete required courses from ONE OPTION (9 hours); complete courses for ONE concentration, including electives (27 hours).

Coursework may include courses from the following disciplines: history, geography, philosophy, political science, or additional areas of study with faculty approval. Elective courses must be at the 300 level or above. Courses may not satisfy more than one CORE, OPTION, and CONCENTRATION, including electives requirement.

CORE REQUIREMENTS (12 hours):

HI 302 Professional Historian	3 hours
PO 300 Political Science in the New Century	3 hours
GE 454 Cultural Geography	3 hours
PO 502 Political Science Capstone	3 hours
OR	
HI 506 History Capstone	3 hours

History & Geography OPTION REQUIREMENTS (9 hours):

HI 503 Research Seminar in History	3 hours
HI 304 Pivotal Themes in World History	3 hours
OR	
HI 305 Pivotal Themes in U.S. History	3 hours
AND	
GE 430 Geography & Gender	3 hours
OR	
GE 455 Food, Culture, & Place	3 hours

OR

Politics & Law OPTION REQUIREMENTS (9 hours):

PI 225 Introduction to Philosophy	3 hours
PO 322 State and Local Government	3 hours
PO 405 Development of Political Thought	3 hours

Areas of concentrations (27 hours):

Select ONE concentration

US HISTORY

Required courses (9 hours):

HI 304 Pivotal Themes in World History	3 hours
ONE (1) Early America History course from the following:	3 hours
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
ONE (1) Modern America History course from the following:	3 hours
HI 344 Reconstruction & The Gilded Age, 1865-1900	3 hours
HI 345 United States, 1900-1945	3 hours
HI 346 United States, 1945-1974	3 hours
HI 347 United States Since 1974	3 hours

Elective courses (18 hours):

Any TWO (2) World History courses, such as: 6 hours
- HI 309 Medieval Magic in Modern Culture 3 hours
- HI 310 Pre-Classical Age, 3000-500 BCE 3 hours
- HI 308 World History 1200-1500 3 hours
- HI 316 Age of Revolutions, 1760-1848 3 hours
- HI 319 The World Since 1945 3 hours
- HI 459 History of Aviation 3 hours

Any FOUR (4) US History courses, such as: 12 hours
- HI 435 American Military History 3 hours
- HI 436 Cold War Culture 3 hours
- HI 451 History and Popular Culture 3 hours
- HI 454 Cultural Pluralism 3 hours
- HI 457 History of Immigration 3 hours
- HI 550 Constitutional History 3 hours

WORLD HISTORY

Required courses (9 hours):

HI 305 Pivotal Themes in U.S. History 3 hours

ONE (1) Early World History course from the following: 3 hours
- HI 310 Pre-Classical Age, 3000-500 B.C.E. 3 hours
- HI 311 Ancient Greece, 800-200 B.C.E. 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

ONE (1) Modern World History course from the following: 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

Elective courses (18 hours), such as the following:

Any TWO (2) US History courses, such as: 6 hours
- HI 343 Civil War Era, 1848-1877 3 hours
- HI 346 United States, 1945-1974 3 hours
- HI 440 Gender in the Roaring Twenties 3 hours
- HI 451 History and Popular Culture 3 hours
- HI 454 Cultural Pluralism 3 hours
- HI 457 History of Immigration 3 hours

Any FOUR (4) World History courses, such as:12 hours
- HI 308 World History 1200-1500 3 hours
- HI 309 Medieval Magic in Modern Culture 3 hours
- HI 425 World War II 3 hours
- HI 426 The History and Structures Of Genocide 3 hours
- HI 427 Vietnam 3 hours
- HI 459 History of Aviation 3 hours

HISTORY & GEOGRAPHY

Required courses (9 hours):

GE 460 History of Cartography 3 hours

ONE (1) US History course from the following: 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 Reconstruction & The Gilded Age, 1865-1900 3 hours
- HI 345 United States, 1900-1945 3 hours
- HI 346 United States, 1945-1974 3 hours
- HI 347 United States Since 1974 3 hours

ONE (1) World History course from the following: 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
- 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

Elective courses (18 hours), such as the following:

Any TWO (2) Geography courses, such as: 6 hours
- GE 325 Geography of the US & Canada 3 hours
- GE 405 World in Film 3 hours
- GE 430 Geography & Gender 3 hours
- GE 455 Food, Culture, & Place 3 hours
- GE 457 Political Geography 3 hours

Any FOUR (4) History courses, such as: 12 hours
- HI 308 World History 1200-1500 3 hours
- HI 411 Medieval Crusades and Crusaders 3 hours
- HI 424 World War I 3 hours
- HI 426 The History and Structures of Genocide 3 hours
- HI 452 History, Myth, and Memory 3 hours
- HI 457 History of Immigration 3 hours

HISTORY & PHILOSOPHY

Required courses (9 hours):

PI 325 Social & Political Philosophy 3 hours

ONE (1) US History course from the following: 3 hours
- 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 Reconstruction & the Gilded Age, 1865-1900 3 hours
- HI 345 United States, 1900-1945 3 hours
- HI 346 United States, 1945-1974 3 hours
- HI 347 United States Since 1974 3 hours

ONE (1) World History course from the following: 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
- 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

Elective courses (18) hours, such as the following:

Any ONE (1) Philosophy course, such as: 3 hours
- PI 301 Ethics 3 hours
- PI 400 Development of Political Philosophy 3 hours

Any ONE (1) Political Philosophy course,
such as: 3 hours
PO 405 Development of Political Thought 3 hours
PO 406 Enlightenment Political Theory 3 hours
PO 407 Contemporary Political Thought 3 hours

Any FOUR (4) History courses, such as: 12 hours
HI 411 Medieval Crusades and Crusaders 3 hours
HI 414 Western Thought, 800-1500 3 hours
HI 423 War and Society 3 hours
HI 426 The History and Structures of Genocide 3 hours
HI 428 Rise and Fall of Communism 3 hours
HI 436 Cold War Culture 3 hours
HI 452 History, Myth, and Memory 3 hours

HISTORY & POLITICS
Required courses (9 hours):
ONE (1) US History course from the following: 3 hours
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 Reconstruction & The Gilded Age, 1865-1900 3 hours
HI 345 United States, 1900-1945 3 hours
HI 346 United States, 1945-1974 3 hours
HI 347 United States Since 1974 3 hours

ONE (1) World History course from the following: 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
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

ONE (1) Political Science Research Methods course: 3 hours
PO 500 Quantitative Research Methods 3 hours
OR
PO 501 Qualitative Research Methods 3 hours

Electives courses (18 hours), such as the following:
Any TWO (2) History courses, such as: 6 hours
HI 435 American Military History 3 hours
HI 426 The History and Structures of Genocide 3 hours
HI 428 Rise and Fall of Communism 3 hours
HI 429 Modern Europe 3 hours
HI 452 History, Myth, and Memory 3 hours
HI 550 Constitutional History 3 hours

Any TWO (2) Political Science courses, such as: 6 hours
PO 322 State and Local Government 3 hours
PO 323 Urban and Metropolitan Politics 3 hours
PO 330 International Relations 3 hours
PO 333 American Foreign Policy 3 hours
PO 345 Comparative Politics 3 hours
PO 405 Development of Political Thought 3 hours
Any TWO (2) History or Political Science
courses, such as: 6 hours
HI 436 Cold War Culture 3 hours
HI 459 History of Aviation 3 hours
HI 454 Cultural Pluralism 3 hours
PO 425 Politics of Developing Areas 3 hours
PO 441 Campaigns and Elections 3 hours
PO 444 Constitutional Law I: Governmental Institutions 3 hours
PO 445 Constitutional Law II: Civil Liberties 3 hours
PO 448 The American Judiciary 3 hours
PO 449 Government Agencies 3 hours

AMERICAN POLITICS
Required courses (9 hours):
PO 323 Urban & Metropolitan Politics 3 hours
PO 500 Quantitative Research Methods 3 hours
PO 501 Qualitative Research Methods 3 hours

Electives courses (18 hours) such as the following:
ONE (1) International Politics course, such as: 3 hours
PO 330 International Relations 3 hours
PO 333 American Foreign Policy 3 hours
PO 426 Southeast Asian Governments 3 hours
PO 428 Government of Vietnam 3 hours

Any FIVE (5) Political Science courses, such as: 15 hours
PO 322 State and Local Government 3 hours
PO 405 Development of Political Thought 3 hours
PO 407 Contemporary Political Thought 3 hours
PO 441 Campaigns and Elections 3 hours
PO 444 Constitutional Law I: Governmental Institutions 3 hours
PO 445 Constitutional Law II: Civil Liberties 3 hours
PO 446 American Legislatures 3 hours
PO 447 The American Presidency 3 hours
PO 448 The American Judiciary 3 hours
PO 449 Government Agencies 3 hours

INTERNATIONAL POLITICS
Required courses (9 hours):
PO 330 International Relations 3 hours
PO 500 Quantitative Research Methods 3 hours
PO 501 Qualitative Research Methods 3 hours

Electives courses (18 hours), such as the following:
Any ONE (1) American Government course, such as: 3 hours
PO 441 Campaigns and Elections 3 hours
PO 444 Constitutional Law I: Governmental Institutions 3 hours
PO 445 Constitutional Law II: Civil Liberties 3 hours
PO 446 American Legislatures 3 hours
PO 447 The American Presidency 3 hours
PO 448 The American Judiciary 3 hours
PO 449 Government Agencies 3 hours

Any FIVE (5) International Politics courses, such as: 15 hours
PO 330 International Relations 3 hours
PO 333 American Foreign Policy 3 hours
PO 335 International Law and Organization 3 hours
PO 345 Comparative Politics 3 hours
PO 325 Politics of Developing Areas 3 hours
PO 426 Southeast Asian Governments 3 hours

LEGAL STUDIES
Required courses (9 hours):
PO 480 Introduction to Law 3 hours
PO 444 Constitutional Law I: Governmental Institutions 3 hours

PO 445 Constitutional Law II: Civil Liberties 3 hours

Electives courses (18 hours), such as the following:
Any SIX (6) courses from the following: 18 hours
PO 335 International Law and Organization 3 hours
PO 446 American Legislatures 3 hours
PO 447 The American Presidency 3 hours
PO 448 The American Judiciary 3 hours
PO 449 Government Agencies 3 hours
SO 309 Law and the Legal System 3 hours
SO 310 Law Enforcement 3 hours
SO 335 Criminal Court Process 3 hours
SP 322 Theories of Argument 3 hours
SP 332 Theories of Persuasion 3 hours
BU 353 Principles of Business Law 3 hours
BU 573 Law of Commerce 3 hours
BU 550 Principles of International Business Law 3 hours

POLITICS & PHILOSOPHY
Required courses (9 hours):
PI 325 Social & Political Philosophy 3 hours
PO 500 Quantitative Research Methods 3 hours
PO 501 Qualitative Research Methods 3 hours

Electives courses (18 hours), such as the following:
Any ONE (1) Philosophy course, such as: 3 hours
PI 301 Ethics 3 hours
PI 400 Development of Political Philosophy 3 hours

Any ONE (1) Political Philosophy course, such as: 3 hours
PO 405 Development of Political Thought 3 hours
PO 406 Enlightenment Political Theory 3 hours
PO 407 Contemporary Political Thought 3 hours

Any FOUR (4) Political Science courses, such as: 12 hours
PO 345 Comparative Politics 3 hours
PO 351 Public Policy 3 hours
PO 425 Politics of Developing Areas 3 hours
PO 444 Constitutional Law I: Governmental Institutions 3 hours
PO 445 Constitutional Law II: Civil Liberties 3 hours
PO 448 The American Judiciary 3 hours
PO 480 Introduction to Law 3 hours

POLITICAL SCIENCE & PUBLIC ADMINISTRATION
Required courses (9 hours):
PO 350 Public Administration 3 hours
PO 351 Public Policy 3 hours
PO 449 Government Agencies 3 hours

Electives courses (18 hours), such as the following:
PO 441 Campaigns and Elections 3 hours
PO 354 Politics of Budgeting and Financial Administration 3 hours
SP 303 Organizational Communication 3 hours
GE 457 Political Geography 3 hours
SO 353 Criminology 3 hours
SO 405 Urban Society 3 hours

HISTORY MINOR

The History Minor provides students with a broad understanding of the events, movements, and individuals that have shaped civilizations across time and space. The minor allows for flexibility in course selection, enabling students to focus on areas of personal or academic interest while gaining a strong historical perspective. This program complements many fields of study, including political science, literature, and sociology, and equips students with valuable skills for careers in education, public history, law, and other professions requiring strong analytical abilities and a deep understanding of historical contexts.

A minor in History consists of a minimum of 15 credit hours of coursework at the 300 level or above.

Required Courses: (6 hours)
HI 304 Pivotal Themes in World History 3 hours
HI 305 Pivotal Themes in American History 3 hours

Students select three elective courses (9 hours) at the 300-level or above from one of the following areas:

- US History
- World History
- History & Geography
- History & Philosophy

Elective Courses: (9 hours)
Coursework may include cross-listed classes, independent studies, and internships, including:

- Internships, field studies, and/or study abroad experiences
- Related courses offered by other academic units may also be accepted with faculty advisor approval.

LEGAL STUDIES MINOR

The Legal Studies Minor offers students an interdisciplinary approach to understanding the role of law in society. This minor is ideal for students interested in law school, public service, business, or any career where legal knowledge and analytical skills are valued.

A minor in Legal Studies consists of a minimum of 15 credit hours of coursework at the 300 level or above.

Required courses.
PO 444 Constitutional Law I 3 hours
PO 445 Constitutional Law II 3 hours
PO 480 Introduction to Law 3 hours

Elective courses – choose one course from two of the four areas (6 hours)

1. *Political Science*
   - PO 335 International Law and Organization 3 hours
   - PO 446 American Legislatures 3 hours
   - PO 447 The American Presidency 3 hours
   - PO 448 American Judiciary 3 hours
2. *Sociology*
   - SO 309 Law and the Legal System 3 hours
   - SO 310 Introduction to Law Enforcement 3 hours
   - SO 335 Criminal Court Process 3 hours
3. *Communication*
   - SP 322 Theories of Argument 3 hours
   - SP 332 Theories of Persuasion 3 hours
4. *Business*
   - BU 353 Legal Environment of Business 3 hours
   - BU 573 Law of Commerce 3 hours
   - BU 550 Legal Environment of International Business 3 hours

POLITICAL SCIENCE MINOR

The Political Science Minor offers students a foundational understanding of political systems, institutions, and theories that shape governance at the local, national, and international levels. This minor complements a wide range of majors, preparing students for careers in law, public service, diplomacy, and beyond.

A minor in Political Science consists of a minimum of 15 credit hours of coursework at the 300 level or above.

Required:

PO 300	Political Science in the New Century	3 hours

Elective Courses (12 hours):

Any four PO courses at 300 level or above, including:

- Internships, field studies, and/or study abroad experiences
- Related courses offered by other academic units may also be accepted with faculty approval.

PUBLIC ADMINISTRATION MINOR

The Public Administration Minor equips students with the knowledge and skills needed to navigate and contribute to public sector organizations. It covers topics such as public policy analysis, government operations, nonprofit management, budgeting, and leadership in the public sphere. Through this program, students develop practical skills in administration, problem-solving, and decision-making that are essential for leadership roles in public institutions.

A minor in Public Administration consists of a minimum of 15 credit hours of coursework at the 300 level or above.

Required Courses (6 hours):

PO 350	Public Administration	3 hours
PO 322	State & Local Government	3 hours

Elective courses (9 hours)

Any three PO courses at 300 level or above, including:

- Internships, field studies, and/or study abroad experiences
- Related courses offered by other academic units may also be accepted with faculty approval.

BACHELOR OF SCIENCE IN EDUCATION

SOCIAL SCIENCES TEACHING FIELD

Students who successfully complete the secondary social sciences program will be licensed to teach American history, world history, Kansas history, government/civics, geography, economics, and sociology in grades 6-12.

Students who successfully complete the middle level program will be licensed to teach American history, world history, Kansas history, government/civics, geography and economics in grades 5-8. All students in the social sciences who are preparing for teacher licensure are advised to contact the School of Humanities & Social Sciences to receive a copy of the advising sheet that lists the requirements for social sciences licensure at both the secondary and middle levels.

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. All students must complete the following requirements for content area coursework.

OPTION A - Two Teaching Fields

This option requires a second teaching field such as Speech & Theatre, Spanish or English.

Required Courses (minimum of 54 hours):

SS 310	Intro. to Teaching Social Studies	3 hours
SS 320	Applied Civic Engagement for the Middle & Secondary Social Studies Teachers	3 hours
SS 460	Teaching Secondary/Middle Soc Studies	3 hours
HI 303	Teaching With Primary Sources	3 hours
HI 333	Kansas History	3 hours
HI	300 or Higher Elective in US History	3 hours
HI	300 or Higher Elective in World History	3 hours
HI	300 or Higher Elective in World History	3 hours
HI 111	US History to 1877	3 hours
HI 112	US History Since 1877	3 hours
HI 101	World Cultures to 1500	3 hours
HI 102	Modern World Civilization	3 hours
PO	300 or Higher Elective	3 hours
PO 100	Intro to Government & Politics	3 hours
PO 121	American National Government	3 hours
BC 103	Principles of Economics I	3 hours
GE 101	World Regional Geography	3 hours
SO 101	Introduction to Sociology	3 hours

OPTION B - One Teaching Field

This option is for students who select social sciences as a single teaching field. See the general education requirements in the General Education section of this catalog. See The Teachers College section for information regarding admission to teacher education and for professional education requirements.

Required Courses (minimum of 54 hours):

SS 310	Intro. to Teaching Social Studies	3 hours
SS 320	Applied Civic Engagement for the Middle & Secondary Social Studies Teachers	3 hours
SS 460	Teaching Secondary/Middle Soc Studies	3 hours
HI 303	Teaching With Primary Sources	3 hours
HI 333	Kansas History	3 hours
HI	300 or Higher Elective in US History	3 hours
HI	300 or Higher Elective in World History	3 hours
HI	300 or Higher Elective in World History	3 hours
HI 111	US History to 1877	3 hours
HI 112	US History Since 1877	3 hours
HI 101	World Cultures to 1500	3 hours
HI 102	Modern World Civilization	3 hours
PO	300 or Higher Elective	3 hours
PO 100	Intro to Government & Politics	3 hours
PO 121	American National Government	3 hours
BC 103	Principles of Economics I	3 hours
GE 101	World Regional Geography	3 hours
SO 101	Introduction to Sociology	3 hours

All students at this university, fulfilling requirements for a teaching field(s) in the social sciences, must have a cumulative 2.75 GPA and a minimum grade of "C" in all courses that apply to the social sciences teaching field(s) for admittance into the teacher education program.

All Social Sciences Education majors must be approved by the School of Humanities & Social Sciences Teacher Education Admissions Committee in order to enter the Phase 1 Teacher Education Program.

SOCIOLOGY AND CRIMINOLOGY

BACHELOR OF ARTS (36 Hours)

APPIED CRIMINOLOGY

The Bachelor of Arts degree in Applied Criminology traditionally has been a broad-based liberal arts degree designed to provide the student with a solid foundation in Applied Criminology, which uses criminological tools to understand, implement, and enhance the understanding of the extent, nature, causation, and prevention/intervention of crime for the common good. The Applied Criminology program uses high impact learning experiences for career readiness and workforce development. Examples include partnering with local law enforcement, corrections agencies, and victim services to understand the unique social problems facing the field today, hearing from those with lived experience in the criminal justice system, applying theory and learned concepts to high impact learning experiences , including visits to crime labs, correctional institutions, and law enforcement training centers, and the facilitation of guest speakers from the field of criminal justice, and many more.

Students who complete a degree in Applied Criminology are prepared for entry-level positions as criminal justice policy analysts, criminologists, law enforcement officials, criminal investigators, correctional services offices, victim advocates, risk assessment and management personnel, criminal legal assistants, and more.

An undergraduate degree with a major in Applied Criminology provides an excellent foundation for graduate work in the disciplines of criminal justice and for law school, as well as the master's level program in Applied Sociology with a Criminal Justice concentration at Emporia State University

Students pursing a B.A. in Applied Criminology at Emporia State University are required to complete a total of 36 semester hours in Applied Criminology courses including 12 hours of "Required Core", 12 hours in a concentration chosen by the student, 6 hours in special applied courses and 6 hours in applied criminology electives.

The purpose of the core curriculum is to provide foundational knowledge to enable students to critically think about and engage in research on salient issues in Applied Criminology. The core curriculum requirements provide students with the foundations in theory and research while implementing applied concepts and experiences that provide a basis for more advanced course work. Students choose one concentration from four options to specialize their education to their interests. The special applied courses provide students with the opportunity to apply their learning to these interest for professional and leadership development.

In addition to the above requirements, students pursuing the B.A. degree in Applied Criminology are required to complete the university requirements for general education and 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. See the general education requirements in the General Education section of this catalog.

- Students must have a minimum grade of "C" in all courses that will be applied to the major.
- A minimum of 15 hours toward the major must be completed at Emporia State University.

CORE REQUIREMENTS		**(12 Hours)**
SO 125	Introduction to Criminal Justice	3 hours
SO 455	Applied Criminological Theory	3 hours
SO 450	Research Methods & Statistics	3 hours
SO 520	Applied Criminology: Crime & Delinquency Prevention	3 hours

CONCENTRATION REQUIREMENTS (12 Hours)
Select one concentration:

Law Enforcement and Corrections		**(12 hours)**
SO 310	Law Enforcement	3 hours
SO 315	Criminal Investigation	3 hours
SO 336	Ethics and Professionalism in Criminal Justice	3 hours
SO 403	Sociology of Corrections	3 hours

Systemic Structures		**(12 hours)**
SO 365	Women and Crime	3 hours
SO 370	Race & Ethnic Relations	3 hours
SO 430	Sociology of Gender	3 hours
SO 463	Intersectionality and Identities	3 hours

Victimology		**(12 hours)**
SO 330	Victimology	3 hours
SO 408	Child Abuse and Maltreatment	3 hours
SO 410	Intimate Violence	3 hours
SO 535	Victim Protection and Advocacy	3 hours

Graduate School Preparation		**(12 hours)**
SO 380	Intro to Grant Proposal Writing	3 hours
SO 550	Sociological Statistics	3 hours
SO 560	Directed Research	3 hours
SO 570	Graduate School Preparation	3 hours

SPECIAL APPLIED COURSES		**(6 Hours)**
SO 465	Leadership & Professional Development	3 hours
SO 595	Applied Directed Project	3 hours

APPLIED CRIMINOLOGY ELECTIVES (6 Hours)

Total of 36 hours in Major

ADDITIONAL REQUIREMENTS:
Minimum of 12 credit hours in a second program of study.

BACHELOR OF SCIENCE (48 Hours)

APPLIED CRIMINOLOGY

The Bachelor of Science degree in Applied Criminology is designed to provide a student with a solid foundation in Applied Criminology, which uses criminological tools to understand, implement, and enhance the understanding of the extent, nature, causation, and prevention/intervention of crime for the common good. The Applied Criminology program uses high impact learning experiences for career readiness and workforce development.

Examples include partnering with local law enforcement, corrections agencies, and victim services to understand the unique social problems facing the field today, hearing from those with lived

experience in the criminal justice systemin, applying theory and learned concepts to high impact learning experiences, including visits to crime labs, correctional institutions, and law enforcement training centers, and the facilitation of guest speakers from the field of criminal justice, and many more.

Students who complete a degree in Applied Criminology are prepared for entry-level positions as criminal justice policy analysts, criminologists, law enforcement officials, criminal investigators, correctional services offices, victim advocates, risk assessment and management personnel, criminal legal assistants, and more.

An undergraduate degree with a major in Applied Criminology provides an excellent foundation for graduate work in the disciplines of criminal justice and for law school, as well as the master's level program in Applied Sociology with a Criminal Justice concentration at Emporia State University.

Student's pursuing the B.S. degree in Applied Criminology are required to complete a total of 48 hours in Applied Criminology courses including 12 hours of "Required Core", 24 hours in two separate concentrations chosen by the student, 6 hours in special applied courses, and 6 hours of applied criminology electives.

The purpose of the core curriculum is to provide a foundational knowledge that enables students to critically think about and engage in research on salient issues in Applied Criminology. The core curriculum requirements provide students with the foundations in theory and research, while implementing applied concepts and experiences that provide a basis for more advanced course work. Students choose two concentrations from four options to specialize their education to their interests. The special applied courses provide students with the opportunity to apply their learning to these interests for professional and leadership development. See the general education requirements in the General Education section of this catalog.

- Students must have a minimum grade of "C" in all courses that will be applied to the major.
- A minimum of 15 hours towards the major must be completed at Emporia State University.

CORE RQUIREMENTS		**(12 hours):**
SO 125	Introduction to Criminal Justice	3 hours
SO 455	Applied Criminological Theory	3 hours
SO 450	Research Methods & Statistics	3 hours
SO 520	Applied Criminology: Crime & Delinquency Prevention	3 hours

CONCENTRATION RQUIREMENTS (24 hours)
Select two concentrations:

Law Enforcement and Corrections		**(12 hours)**
SO 310	Law Enforcement	3 hours
SO 315	Criminal Investigation	3 hours
SO 336	Ethics and Professionalism in Criminal Justice	3 hours
SO 403	Sociology of Corrections	3 hours

Systemic Structures		**(12 hours)**
SO 365	Women and Crime	3 hours
SO 370	Race & Ethnic Relations	3 hours
SO 430	Sociology of Gender	3 hours
SO 463	Intersectionality & Identities	3 hours

Victimology		**(12 hours)**
SO 330	Victimology	3 hours
SO 408	Child Abuse and Maltreatment	3 hours
SO 410	Intimate Violence	3 hours
SO 535	Victim Protection and Advocacy	3 hours

Graduate School Preparation		**(12 hours)**
SO 380	Intro to Grant Proposal Writing	3 hours
SO 550	Sociological Statistics	3 hours
SO 560	Directed Research	3 hours
SO 570	Graduate School Preparation	3 hours

SPECIAL APPLIED COURSES		**(6 hours)**
SO 465	Leadership & Professional Development	3 hours
SO 595	Applied Directed Project	3 hours

APPLIED CRIMINOLOGY ELECTIVES (6 hours)

Total of 48 hours in Major

4 + 1 UNDERGRADUATE/GRADUATE PROGRAM

Bachelor of Science, Applied Criminology
Master of Science, Forensic Science-Criminalistics Concentration

Student will be held to requirements of each degree. Please see applicable sections of this catalog and program advisor for details on degree and admission requirements

MINOR IN APPLIED CRIMINOLOGY

A minor in Applied Criminology consists of 18 credit hours of Applied Criminology course work, with a minimum of 9 hours of course work in Applied Criminology completed at Emporia State University.

- 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.
- Applied Criminology majors may not complete an Applied Criminology minor.

Required Courses (18 hours):

SO 125	Introduction to Criminal Justice	3 hours
AND		
SO 520	Applied Criminology: Crime and Delinquency Prevention	3 hours

Electives 12 hours

- 12 credit hours at the 300-level or above in Applied Criminology
- All independent study hours need instructor approval.

BACHELOR OF ARTS (36 Hours)

APPLIED SOCIOLOGY

The degree Bachelor of Arts with a major in Applied Sociology is designed to provide students with a solid foundation in Applied Sociology, which uses sociological tools to understand, intervene, and enhance human social life for the common good. The Applied Sociology program uses high impact learning experiences for career readiness and workforce development. Examples include working with local organizations to develop ways to raise awareness of social

problems, using true stories to apply theory and learned concepts, development of campus/community events using concepts learned in the class, facilitating guest speakers on current social problems, and many more.

Students who complete a degree in Applied Sociology are prepared for entry-level positions as program development specialists, policy analysts, data analysts in corporations, community agencies, school systems, medical facilities, private businesses, and more.

An undergraduate degree with a major in Applied Sociology provides an excellent foundation for graduate work in the disciplines of applied or traditional sociology, as well as the master's level program in Applied Sociology with a Community Leadership concentration at Emporia State University.

Students pursuing a B.A. in Applied Sociology are required to complete a total of 36 semester hours in Applied Sociology courses including 12 hours of "Required Core', 12 hours in a concentration chosen by the student, 6 hours in special applied courses and 6 hours of applied sociology electives.

The purpose of the core curriculum is to provide foundational knowledge to enable students to critically think about and engage in research on salient issues in Applied Sociology. The core curriculum requirements provide students with the foundations in theory and research, while implementing applied concepts and experiences that provide a basis for more advanced course work. Students choose one concentration from four options to specialize their education to their interests. The special applied courses provide students with the opportunity to apply their learning to these interests for professional and leadership development.

In addition to the above requirements, students pursuing the B.A. degree in Applied Sociology are required to complete the university requirements for the Bachelor or 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 the advisor.

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

- Students must have a minimum grade of "C" in all courses that will be applied to major.
- *A minimum of 15 hours towards the major must be completed at ESU.

CORE REQUIREMENTS		**(12 hours):**
SO 101	Introduction to Sociology	3 hours
SO 313	Social Problems	3 hours
SO 450	Research Methods & Statistics	3 hours
SO 565	Applied Sociological Theory	3 hours

CONCENTRATION REQUIREMENTS (12 hours)
Select one concentration:

Families		**(12 hours)**
SO 261	Intimate Relationships	3 hours
SO 400	The Family in Social Context	3 hours
SO 408	Child Abuse and Maltreatment	3 hours
SO 410	Intimate Violence	3 hours

Intersectionality and Identities		**(12 hours)**
SO 370	Race & Ethnic Relations	3 hours
SO 430	Sociology of Gender	3 hours
SO 460	Society and Personality	3 hours
SO 463	Intersectionality & Identities	3 hours

Rural and Global		**(12 hours)**
SO 357	Global Problems	3 hours
SO 361	Rural Society	3 hours
SO 401	Sociology of Religion	3 hours
SO 406	Populations	3 hours

Graduate School Preparation		**(12 hours)**
SO 380	Intro to Grant Proposal Writing	3 hours
SO 550	Sociological Statistics	3 hours
SO 560	Directed Research	3 hours
SO 570	Graduate School Preparation	3 hours

SPECIAL APPLIED COURSES		**(6 hours)**
SO 465	Leadership & Professional Development	3 hours
SO 595	Applied Directed Project	3 hours

APPLIED SOCIOLOGY ELECTIVES **(6 hours)**

Total of 36 hours in Major

ADDITIONAL REQUIREMENTS:
Minimum of 12 credit hours in a second program of study.

BACHELOR OF SCIENCE (48 Hours)
APPLIED SOCIOLOGY

The degree Bachelor of Science with a major in Applied Sociology is designed to provide a student with a solid foundation in Applied Sociology, which uses sociological tools to understand, intervene, and enhance human social life for the common good. The Applied Sociology program uses high impact learning experiences for career readiness and workforce development. Examples include working with local organizations to develop ways to raise awareness of social problems, using true stories to apply theory and learned concepts, development of campus/community events using concepts learned in the class, facilitating guest speakers on current social problems, and many more.

Students who complete a degree in Applied sociology are prepared for entry-level positions as program development specialists, policy analysts, data analysts in corporations, community agencies, school systems, medical facilities, private businesses, and more.

An undergraduate degree with a major in Applied Sociology provides an excellent foundation for graduate work in the disciplines of applied or traditional sociology, as well as the master's level program in Applied Sociology with a Community Leadership concentration at Emporia State University.

Students pursuing the B.S. degree in Applied Sociology are required to complete a total of 48 semester hours in Applied Sociology courses including 12 hours of "Required Core", 24 hours in two separate concentrations chosen by the student, 6 hours of special applied courses, and 6 hours of applied sociology electives.

The purpose of the core curriculum is to provide foundational knowledge to enable students to critically think about and engage in research on salient issues in Applied Sociology. The core curriculum requirements provide students with the foundations in

theory and research, while implementing applied concepts and experiences that provide a basis for more advanced course work.

Students choose two concentrations from four options to specialize their education to their interests. The special applied courses provide students with the opportunity to apply their learning to these interests for professional and leadership development.

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

- Students must have a minimum grade of "C" in all courses that will be applied to major.
- *A minimum of 15 hours towards the major must be completed at ESU.

CORE REQUIREMENTS		**(12 hours):**
SO 101	Introduction to Sociology	3 hours
SO 313	Social Problems	3 hours
SO 450	Research Methods & Statistics	3 hours
SO 565	Applied Sociological Theory	3 hours

CONCENTRATION REQUIREMENTS (24 hours)
Select two concentrations:

Families		**(12 hours)**
SO 261	Intimate Relationships	3 hours
SO 400	The Family in Social Context	3 hours
SO 408	Child Abuse and Maltreatment	3 hours
SO 410	Intimate Violence	3 hours

Intersectionality and Identities		**(12 hours)**
SO 370	Race & Ethnic Relations	3 hours
SO 430	Sociology of Gender	3 hours
SO 460	Society and Personality	3 hours
SO 463	Intersectionality & Identities	3 hours

Rural and Global		**(12 hours)**
SO 357	Global Problems	3 hours
SO 361	Rural Society	3 hours
SO 401	Sociology of Religion	3 hours
SO 406	Populations	3 hours

Graduate School Preparation		**(12 hours)**
SO 380	Intro to Grant Proposal Writing	3 hours
SO 550	Sociological Statistics	3 hours
SO 560	Directed Research	3 hours
SO 570	Graduate School Preparation	3 hours

SPECIAL APPLIED COURSES		**(6 hours)**
SO 465	Leadership & Professional Development	3 hours
SO 595	Applied Directed Project	3 hours

APPLIED SOCIOLOGY ELECTIVES (6 hours)

Total of 48 hours in Major

MINOR IN APPLIED SOCIOLOGY (18 Hours)

A minor in Applied Sociology consists of 18 credit hours of Applied Sociology course work, with a minimum of 9 hours of course work in Applied Sociology completed at Emporia State University.

- 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.
- Applied Sociology majors may not complete an Applied Sociology minor.

Required Courses (6 hours):

SO 101	Introduction to Sociology	
	OR	3 hours
SO 313	Social Problems	
	AND	
SO 565	Applied Sociological Theory	3 hours

Electives (12 hours):

- 12 credit hours at the 300-level or above in Applied Sociology.
- All independent study hours need instructor approval.

SCHOOL OF SCIENCES & MATHEMATICS

https://www.emporia.edu/school-of-science--mathematics/

Dean: Tim Burnett (Biology)

Professors: Melissa Bailey (Physiology-Toxicology), Tim Burnett (Immunology-Cell Biology), Scott S. Crupper (Microbiology-Molecular Biology), Brian Hollenbeck (Mathematics), William E. Jensen (Wildlife Biology), Daniel Miller (Mathematics), Qiang Shi (Mathematics), Kim T. Simons (Biochemistry), Richard Sleezer (Earth Science), Chad Wiley (Mathematics)
Associate Professors: Essam Abotteen (Mathematics), Claudia Aguirre-Mendez (Chemistry Education), Alivia Allison (Earth Science), Rajarshi Dey (Statistics), Stewart Gardner (Microbiology), Stephen Fields (Microbiology-Molecular Biology), Thomas Mahoney (Mathematics), Erika Martin (Biology Education), Luke McCormick (Chemistry), David McKenzie (Ecology), Alexis Powell (Ecology-Wildlife Biology-Phylogenetics), Darren Rebar (Entomology), Larry Scott (Statistics), Qiyang Zhang (Forensic Chemistry)
Assistant Professors: Vibhor Agarwal (Earth Science-Geospatial), Rachel Bowes (Aquatic Biology), Joanna Gress, (Genetics), Asa Toombs (Chemistry)
Instructors: Mark Brown (Space Science), Heidi Hensen (Physics), Dana Hess (Mathematics Education), Kimberly Ideus (Science Education), Robert Kornowski (Mathematics), Andrea Luthi (Biochemistry), Boxidar Radev (Statistics), Allysa Rebar (Biology), Kristen Rindom (Forensic Science), Omid Shafiee (Chemistry), Kindra Wells (Mathematics)

The School of Science and Mathematics offers programs and courses to prepare students for careers across a vast array of industry, education, healthcare, business, and government agencies. Majors in Biochemistry/Molecular Biology, Biology, Chemistry, Math, or Science Education are also well-prepared for advanced study in graduate school or professional programs. While certain foundational courses are required for each major, the programs have considerable flexibility for students to choose electives, internships, independent study, and research to meet students' specific career aspirations.

The following degrees are offered:

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Education

For all programs students must complete at least 120 hours of coursework including all required general education courses and the prescribed courses for their chosen program of study.

In addition, our programs offer coursework to earn a minor or second program of study (B.A.) in the following fields:

Biology
Earth Science
Geospatial Analysis
Mathematics

BACHELOR OF ARTS
BIOLOGY

The Bachelor of Arts degree is for students desiring a broad, liberal education. The flexibility of the B.A. Biology major allows students to pursue a specific area of interest within biology or complete pre-requisite requirements for a post-Baccalaureate professional program. The second program of study provides an opportunity for students to design a program of study on the interface of two disciplines. In addition to the program requirements below, students must also complete the current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses used to satisfy major requirements.

Required Courses		**18 hours**
GB 150-151	Principles of Molecular and Cellular Biology & Lab	4 hours
GB 160-161	Principles of Organismal Biology & Lab	4 hours
CH 123-124	Chemistry I and Lab	5 hours
CH 126-127	Chemistry II and Lab	5 hours

Approved Electives **22 hours**

BO	300-799
EB	300-799
GB	300-799
MC	300-799
ZO	300-799
CH	370, 371, 376, 377, 560, 561, 572, 573, 574, 575, 660, 661, 662, 708, 760, 765, 776
ES	341, 351, 365, 529, 771, 775
HL	344, 350, 524
MA	352, 374, 532, 581
PE	360, 362
PH	140, 141, 343, 344

Other relevant courses may be substituted with advisor approval.

Required Second Program of Study **Minimum: 12 hours**
The student should work with an academic advisor to complete a second program of study . Suggested second program fields include: Chemistry, Earth Science, Physics, Entrepreneurship, Computer Science, Mathematics, Sociology, Human Health and Performance or Psychology.

BACHELOR OF ARTS
MATHEMATICS

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 322	Introduction to Linear Algebra	3 hours
MA 363	Calculus III	3 hours
MA 380	Probability & Statistics	3 hours
MA 425	Abstract Algebra	3 hours
MA 735	Advanced Calculus I	3 hours

Select one of the following (3 hours):

MA 728	Vector Spaces	3 hours
	OR	
MA 736	Advanced Calculus II	3 hours
	OR	
MA 741	Group Theory	3 hours
	OR	
MA 742	Ring Theory	3 hours
	OR	
MA 743	Field Theory	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.

BACHELOR OF SCIENCE
BIOCHEMISTRY and MOLECULAR BIOLOGY

This interdisciplinary BMB major provides a curriculum designed to prepare students for employment fields such as biotechnology, bioengineering, or biomedical research. It also represents an excellent choice of major to prepare for health-related professional programs such as medical and dental schools.

Required Courses (60 hours)

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
GB 150-151	Principles of Molecular and Cellular Biology	4 hours
GB 370-371	Principles of Genetics and Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 540-541	Cell Biology & Lab	5 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-575	Organic Chemistry II & Lab	5 hours
CH 660	Biochemistry I	3 hours
CH 661	Biochemistry Lab	2 hours
CH 662	Biochemistry II	3 hours
MA 165	Basic Calculus	
	OR	5 hours
MA 161	Calculus	
PH 140-141	College Physics I and Lab	5 hours
PH 343-344	College Physics II and Lab	5 hours

Research (2 hours chosen from courses listed below)

MC 409	UG Research in Mole/Cell Biology	2 hours
CH 479	Undergraduate Research Chemistry	2 hours
MC 765	Adv. Cellular/Molecular Biology Lab	2 hours
CH 765	Adv. Biochemistry Lab	2 hours

Additional research hours may be used to satisfy elective requirements (6 hours total).

Seminar or Capstone (1 hour, Choose one class based on where research hours were earned)

GB 470	Biology Undergraduate Seminar	1 hour
CH 480	Capstone report and seminar	1 hour

Restricted Electives (21 hours)
Choose courses from the following pre-approved list. Other science courses may be used as electives if arranged by the faculty advisor.

Pre-approved courses:

CH 376-377	Quantitative Analysis & Lab	5 hours
CH 479	Undergraduate Research Chemistry	1-3 hours
CH 525	Descriptive Inorganic Chemistry	3 hours
CH 620	Elements of Physical Chemistry	3 hours
CH 708	Drug Design	3 hours
CH 720	Thermodynamics	3 hours
CH 721	Thermodynamics Lab	2 hours
CH 732	Communication in the Chemical Sciences	2 hours
CH 765	Adv. Biochemistry Lab	2 hours
CH 776	Topics in Biochemistry	1-3 hours
CH 777	Instrumental Methods of Analysis	5 hours
CH 779	Advanced Instrumental Methods Of Analysis	5 hours
GB 160-161	Principles of Organismal Biology And Lab	4 hours
GB 330-331	Human Anatomy and Physiology I/Lab	4 hours
GB 340-341	Human Anatomy and Physiology II/Lab	4 hours
GB 759	Special Topics in Biology	1-3 hours
GB 760	Pharmacology	3 hours
MA 352	Introduction to Biostatistics	3 hours
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Lab	1 hour
MC 409	UG Research in Mole/Cell Biology	1-3 hours
MC 459	Special Topics in Microbial & Cellular Biology	1-3 hours
MC 520	Molecular Genetics	3 hours
MC 549	Immunology	3 hours
MC 550	Immunology Lab	2 hours
MC 562	Pathogenic Microbiology	3 hours
MC 563	Pathogenic Microbiology Lab	2 hours
MC 760	Cancer Biology	3 hours
MC 765	Adv. Cellular/Molecular Biology Lab	2 hours

4 + 1 UNDERGRADUATE/GRADUATE PROGRAM
Bachelor of Science, Biochemistry & Molecular Biology
Master of Science, Forensic Science-Biology Concentration

Student will be held to requirements of each degree. Please see applicable sections of this catalog and program advisor for details on degree and admission requirements.

BACHELOR OF SCIENCE
BIOLOGY

The Bachelor of Science in Biology is designed for students desiring considerable specialization in biology. The degree offers programs with several areas of concentration and students are required to select the one that best meets their career and academic goals. Students are encouraged to consult with an advisor before selecting an area of concentration.

Biology Core		**33 hours**
GB 150-151	Principles of Molecular and Cellular Biology & Lab	4 hours
GB 160-161	Principles of Organismal Biology & Lab	4 hours
GB 370	Principles of Genetics	3 hours
GB 380	Principles of Ecology	3 hours
GB 480	Senior Experience in Biology	1 hour
CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours

PH 140-141	College Physics I & Lab	5 hours
MA 352	Introduction to Biostatistics	3 hours

In addition to the "core" requirements of all Biology majors, students must also complete the current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses used to satisfy major requirements. The following concentrations are available and the specific curricula are detailed below.

General Biology
Ecology & Biodiversity
Fisheries and Wildlife
Healthcare
Microbial and Cellular Biology
Zoology

BACHELOR OF SCIENCE
BIOLOGY
GENERAL BIOLOGY CONCENTRATION

This program is for students who want a custom-designed curriculum in Biological Sciences. It is appropriate when the existing concentrations do not accurately reflect their interests or career aspirations. In addition to the program requirements below, students must complete the "Biology Core", current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses.

Required Courses for Concentrations **none**

Approved Biology Electives **39 hours**

BO 300-799
EB 300-799
GB 300-799
MC 300-799
ZO 300-799
CH 370, 371, 376, 377, 560, 561, 572, 573, 574, 575, 660, 661, 662, 708, 760, 765, 776
ES 341, 351, 365, 529, 771, 775
HL 344, 350, 524
MA 374, 532, 581
PE 360, 362
PH 343, 344

BACHELOR OF SCIENCE
BIOLOGY
ECOLOGY & BIODIVERSITY CONCENTRATION

This program is appropriate for students seeking a specialized program of study in ecology and organismal biology. In addition to the program requirements below, students must complete the "Biology Core", current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses.

Required Courses for Ecology & Biodiversity Concentration **17-19 hours**

BO 542-543	Plant Taxonomy & Lab	4 hours
	OR	
BO 456	Plant Ecology & Lab	3 hours
EB 481	Field Ecology	2 hours
EB 409	Ecology & Biodiversity Project	2 hours
GB 481	Evolution	3 hours
GB 539	Soil Science & Lab	4 hours
ZO 530	Animal Behavior	3 hours
	OR	
EB 702	Fish Ecology & Lab	4 hours

Approved Ecology and Biodiversity Electives **18-20 hours**

*No courses can be used for both the Concentration Courses and the Upper Division Elective requirements.

Organismal Electives:

BO 456	Plant Ecology & Lab	3 hours
BO 542-543	Plant Taxonomy & Lab	4 hours
BO 552-553	Plant Kingdom & Lab	4 hours
EB 447	Natural History Field Studies	2 hours
EB 702	Fish Ecology & Lab	4 hours
ZO 442	Entomology & Lab	4 hours
ZO 472-473	Ichthyology & Lab	4 hours
ZO 480-481	Ornithology & Lab	4 hours
ZO 490-491	Mammalogy & Lab	4 hours
ZO 495	Herpetology & Lab	4 hours
ZO 530	Animal Behavior	3 hours
ZO 546-547	Invertebrate Zoology & Lab	4 hours

Applied Electives:

BO 450	Plant Anatomy & Physiology & Lab	4 hours
EB 341	Wetland Environments	3 hours
EB 351	Introduction to Geospatial Analysis	3 hours
EB 496	Stream Ecology & Lab	4 hours
EB 536-537	Wildlife Management & Lab	4 hours
EB 538	Natural Resource Policies	2 hours
EB 701	Fish Management & Lab	4 hours
GB 512	Population Biology & Lab	4 hours
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Lab	1 hour
ZO 762	Environmental Physiology	3 hours

Other upper division courses may also be used as electives if approved by the advisor.

BACHELOR OF SCIENCE
BIOLOGY
FISHERIES AND WILDLIFE CONCENTRATION

With a long history of excellence in fisheries & wildlife biology, natural history, ecology, and organismal biology, including the study of fishes, amphibians, reptiles, birds, mammals, plants, and invertebrates, we offer outstanding opportunities for students to specialize in fisheries & wildlife, natural resource management, and wildlife law enforcement. ESU Fisheries & Wildlife Track students conduct research in fisheries and wildlife topics and train for careers in natural resources conservation. ESU's Joint Student Chapter of the American Fisheries Society and The Wildlife Society is active in promoting professionalism, networking, conservation awareness, and education in fisheries & wildlife management.

In addition to the program requirements below, students must complete the "Biology Core", current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses.

Required Courses for Fisheries and Wildlife Concentration **17 hours**

EB 351*	Introduction to Geospatial Analysis	3 hours
EB 481_I	Field Ecology	2 hours
GB 386**	Internship in Biological Sciences	2 hours
BO 542-543	Plant Taxonomy & Lab	4 hours

EB 538	Natural Resource Policies	2 hours

Management course with population biology emphasis

EB 701$_{I\ \%}$	Fisheries Management and Lab	
	OR	4 hours
EB 536-537$_{I\ \%}$	Wildlife Management and Lab	

Approved Fisheries and Wildlife Electives **20 hours**
Students interested in Wildlife Law Enforcement are encouraged to take courses denoted with %

Fisheries

EB 702$_{H}$	Fish Ecology and Lab	4 hours
ZO 472-473$_{H\%}$	Ichthyology and Law	4 hours
EB 701$_{I\%}$	Fish Management and Lab	4 hours

Wildlife

BO 456	Plant Ecology and Lab	3 hours
EB 536-537$_{I\%}$	Wildlife Management and Lab	4 hours
GB 539$_{H}$	Soil Science and Lab	4 hours
ZO 442	Entomology and Lab	4 hours
ZO 495$_{\%}$	Herpetology and Lab	3 hours
ZO 480-481$_{H\%}$	Ornithology and Lab	4 hours
ZO 490-491$_{H\%}$	Mammalogy and Lab	4 hours

Wildlife Law Enforcement (also see % footnotes above)

SO 353$_{\%}$	Criminology	3 hours
PO 444$_{\%}$	Constitutional Law I	3 hours
PO 445$_{\%}$	Constitutional Law II	3 hours

Other approved electives

BO 456	Plant Ecology and Lab	3 hours
EB 341$_{W}$	Wetland Environments	3 hours
EB 496	Stream Ecology & Lab	4 hours
GB 481$_{I}$	Evolution	3 hours
GB 512$_{H}$	Population Biology and Lab	4 hours
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Lab	1 hour
ZO 530$_{H}$	Animal Behavior	3 hours
ZO 546-547	Invertebrate Zoology and Lab	4 hours
ZO 762$_{+}$	Environmental Physiology	3 hours

Other upper division courses may be approved by the advisor

* Can count as General Education requirement for Information technology.
** Volunteer or paid internship opportunities with agencies/organizations or research institutions. See your advisor for details
% Recommended for students interested in a career in **Wildlife Law Enforcement.**
H GB 380 (Ecology) required as a co-requisite or prerequisite
I GB 380 (Ecology) required as a prerequisite.
W ES 110/111 (Intro to Earth Science and Lab) as a Prerequisite
+ CH 370/371 (Essentials of Organic Chemistry and Lab) Required as a prerequisite.

BACHELOR OF SCIENCE
BIOLOGY
HEALTHCARE CONCENTRATION

B.S. Biology – Healthcare is most appropriate for students wishing to prepare for careers in the health-related professions. It will provide necessary pre-requisites for acceptance into several post-baccalaureate training programs at other institutions and is the recommended concentration for those students wishing to pursue pre-med, pre-PA, pre-vet, pre-optometry, pre-dental, and pre-PT programs of study.

In addition to the program requirements below, students must complete the "Biology Core", current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses.

Required Courses for Healthcare Concentration		**22 hours**
GB 325	Bioscientific Terminology	1 hour
GB 385	Nutrition	3 hours
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Laboratory	1 hour
GB 330	Human Anatomy and Physiology I	3 hours
GB 331	Human Anatomy and Physiology I Laboratory	1 hour
GB 340	Human Anatomy and Physiology II	3 hours
GB 341	Human Anatomy and Physiology II Laboratory	1 hour
GB 420	Preparing for Healthcare Programs	1 hour

Organic Chemistry

CH 370-371	Essentials of Organic Chemistry & Lab	5 hours
	OR	
CH 572-573	Organic Chemistry I and Lab*	5 hours

*Students who choose CH 572-573 should also complete CH 574-575 as an elective.

Approved Electives for Healthcare		**21 hours**
CH 560	Essentials of Biochemistry	3 hours
CH 574-575	Organic Chemistry II and Lab	5 hours
CH 660	Biochemistry I	3 hours
CH 661	Biochemistry Lab	2 hours
CH 662	Biochemistry II	3 hours
GB 220	Health Career Explorations	1 hour
GB 386	Internship: Biological Sciences	1-3 hours
GB 370	Genetics Laboratory	1 hour
HL 344	Modifying Health Behavior	3 hours
HL 355	Health Promotion Protection Management	3 hours
MC 216	Human Health Microbiology	3 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 520	Molecular Genetics	3 hours
MC 540	Cell Biology	3 hours
MC 541	Cell Biology Lab	2 hours
MC 549	Immunology	3 hours
MC 550	Immunology Lab	2 hours
MC 562	Pathogenic Microbiology	3 hours
MC 563	Pathogenic Microbiology Lab	2 hours
MC 760	Cancer Biology	3 hours
MC 765	Advanced Cell Biology Lab	2 hours
PE 360	Physiology of Exercise	3 hours
PE 362	Kinesiology	3 hours
PH 343-344	College Physics II and Lab	5 hours
ZO 364	Human Pathophysiology	3 hours
ZO 515-516	Vertebrate Structure & Development & Lab	5 hours
ZO 570	Advanced Human Physiology	3 hours
ZO 760	Endocrinology	3 hours

Other relevant courses may be substituted with advisor approval.

BACHELOR OF SCIENCE
BIOLOGY
MICROBIAL AND CELLULAR BIOLOGY CONCENTRATION

This program is appropriate for students seeking a specialized program of study in microbiology and/or cellular biology. It is appropriate for students seeking employment or post baccalaureate training in biological or clinical laboratories.

In addition to the program requirements below, students must complete the "Biology Core", current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses.

Required Courses for Microbial and Cellular Biology Concentration		**27 hours**
GB 371	Genetics Laboratory	1 hour
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Laboratory	1 hour
MC 350-351	Molecular and Cellular Biology & Lab	4 hours
MC 540	Cell Biology	3 hours
MC 541	Cell Biology Laboratory	2 hours
MC 549	Immunology	3 hours
MC 562	Pathogenic Microbiology	3 hours
MC 563	Pathogenic Microbiology Laboratory	2 hours

Organic Chemistry		
CH 370-371	Essentials of Organic Chemistry & Lab	5 hours
	OR	
CH 572-573	Organic Chemistry I and Lab*	5 hours

*Students who choose CH 572-573 should also complete CH 574-575 as an elective.

Approved Electives for Microbial and Cellular Biology		**12 hours**
CH 560	Essentials of Biochemistry	3 hours
CH 574-575	Organic Chemistry II and Lab	5 hours
CH 660	Biochemistry I	3 hours
CH 661	Biochemistry Lab	2 hours
CH 662	Biochemistry II	3 hours
GB 759	Population Genetics	3 hours
MC 216	Human Health Microbiology	3 hours
MC 520	Molecular Genetics	3 hours
MC 550	Immunology Lab	2 hours
MC 760	Cancer Biology	3 hours
MC 765	Advanced Cell Biology Lab	2 hours
PH 343-344	College Physics II and Lab	5 hours
ZO 364	Human Pathophysiology	3 hours
ZO 760	Endocrinology	3 hours

Other relevant courses may be substituted with advisor approval.

BACHELOR OF SCIENCE
BIOLOGY
ZOOLOGY CONCENTRATION

This program is appropriate for students seeking a specialized program of study in zoology. The Zoology Concentration emphasizes laboratory work including courses in physiology and organic chemistry. Students interested in field biology and environmental science, or in fish and wildlife conservation, should consider the Ecology and Biodiversity or Fisheries and Wildlife concentrations.

In addition to the program requirements below, students must complete the "Biology Core", current University General Education requirements, satisfy all University-wide graduation requirements, and achieve a minimum 2.2 GPA in all biology courses.

Required Courses for Concentration		**15-17 hours**
CH 370-371	Essentials of Organic Chemistry & Lab	5 hours
EB 481	Field Ecology	2 hours
GB 371	Genetics Laboratory	1 hour

Invertebrate Zoology Course		
ZO 442	Entomology and Lab	4 hours
	OR	
ZO 546-547	Invertebrate Zoology and Lab	4 hours

Upper-level Anatomy or Physiology Course		
ZO 515-516	Vertebrate Structure and Development And Lab	5 hours
	OR	
ZO 570	Mammalian Physiology	3 hours
	OR	
ZO 717	Comparative Animal Physiology	3 hours
	OR	
ZO 760	Endocrinology	3 hours
	OR	
ZO 762	Environmental Physiology	3 hours

Approved Electives for Zoology		**18-20 hours**
EB 536-537	Wildlife Management and Lab	4 hours
EB 701	Fish Management and Lab	4 hours
EB 702	Fish Ecology and Lab	4 hours
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Lab	1 hour
ZO 442	Entomology and Lab	4 hours
ZO 472-473	Ichthyology and Lab	4 hours
ZO 480-481	Ornithology and Lab	4 hours
ZO 490-491	Mammalogy and Lab	4 hours
ZO 495	Herpetology and Lab	4 hours
ZO 515-516	Vertebrate Structure and Development and Lab	5 hours
ZO 530	Animal Behavior	3 hours
ZO 546-547	Invertebrate Zoology and Lab	4 hours
ZO 570	Advanced Human Physiology	3 hours
ZO 717	Comparative Animal Physiology	3 hours
ZO 760	Endocrinology	3 hours
ZO 762	Environmental Physiology	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 for continued study at the graduate level. Emporia State Chemistry students have the opportunity and are encouraged to become members of the American Chemical Society (ACS).

A minimum of 60 hours is required for a BS degree with a major in chemistry. This includes 54 hours of required courses, plus electives which vary depending on whether the students seeks the American Chemical Society (ACS)-certified BS degree. Students desiring to complete an ACS-certified BS degree must choose advanced coursework in chemistry. Advanced courses in biology, mathematics, or physics may be substituted with departmental approval for the "non-certified" degree. Courses in statistics and

computer programming are highly recommended. In addition to the chemistry requirements, students must complete the University-wide general education and graduation requirements. See the General Education section of the catalog.

Major Area Required Courses (54 hours)

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours
CH 479	Undergraduate Research	1 hour
CH 480	Capstone Report and Seminar	1 hour
CH 525	Descriptive Inorganic Chemistry	3 hours
CH 572-573	Organic Chemistry I & Lab	5 hours
CH 574-574	Organic Chemistry II & Lab	5 hours
CH 660	Biochemistry I	3 hours
CH 720-721	Thermodynamics and Lab	5 hours
CH 728	Communication in the Sciences	2 hours
MA 160	Precalculus	4 hours
PH 140-141	College Physics I and Lab	5 hours
PH 343-344	College Physics II and Lab	5 hours

Chemistry Electives (non-ACS certified) (6 hours minimum)

CH 725	Advanced Inorganic Chemistry & Lab	5 hours
CH 661	Biochemistry Lab	2 hours
CH 662	Biochemistry II	3 hours
CH 722	Quantum Mechanics	3 hours
CH 708	Drug Design	3 hours
CH 777	Instrumental Methods	5 hours
CH 779	Advanced Instrumental Methods	5 hours

ACS certification requires more math and advanced chemistry courses (21 hours)

ACS Math Requirements (10 hours)

MA 161	Calculus I	5 hours
MA 262	Calculus II	5 hours

ACS Chemistry Requirements (11 hours minimum)

CH 661	Biochemistry Lab	2 hours
CH 662	Biochemistry II	3 hours
CH 722	Quantum Mechanics	3 hours
CH 725-726	Advanced Inorganic & Lab	5 hours
CH 777	Instrumental Methods	
	Or	5 hours
CH 779	Advanced Instrumental Analysis	

Recommended courses as "free-electives"

MA 335	Differential Equations I	3 hours
MA 322	Linear Algebra	3 hours

BACHELOR OF SCIENCE
CHEMISTRY
DUAL DEGREE PHARMACY

Under this program, students would receive a BS in Chemistry from Emporia State University and a Doctor of Pharmacy (PharmD) from an accredited pharmacy school. The program consists of up to 101 credit hours at ESU pending requirements met by substitutions or demonstrated proficiencies.

REQUIRED COURSES

Chemistry

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 376/377	Quantitative Analysis & Lab	5 hours

Biology

GB 140/141	Principles of Biology & Lab	4 hours
MC 315/317	Biology of Microorganisms & Lab	4 hours
GB 330/331	Human Anatomy & Physiology I & Lab	4 hours
GB 340/341	Human Anatomy & Physiology II & Lab	4 hours
MC 350/351	Molecular & Cellular Biology/Lab	4 hours

Physics

PH 140/141	College Physics I & Lab	5 hours
PH 343/344	College Physics II & Lab	5 hours

Mathematics

MA 165 or MA 161	Basic Calculus (or Calculus I)	5 hours
SUBTOTAL		**60 hours**

Substitution:

Medicinal Biochemistry I MDCM 601 for Biochemistry I CH 330, Medicinal Biochemistry II for Biochemistry II CH 660, Clinical Pharmacokinetics PHAT 693 (2hours) for CH 620, Elements of Physical Chemistry Community Pharmacy Experience PHAR 550 (4 hours) for CH 479 and CH 480, Undergraduate Research and Capstone.

General Education

EG 101	Composition I	3 hours
EG 102	Composition II	3 hours
SP 101	Public Speaking	3 hours
	Fine Arts (2 courses)	4 hours
	Humanities (2 courses)	6 hours
	Social/Behavioral Sciences (1 course)	3 hours
	Foreign Language	10 hours
	Multicultural	3 hours
PE 100	Active Living and one other course	4 hours
SUBTOTAL		**39 hours**
TOTAL		**96 hours**

The physical science, life science, mathematics, and technology would be satisfied by CH123/124, GB140/141 (or GB100/101), MA165 (or MA161), and CH376/377, respectively.

General Education Substitution

PHPR613 Pharmacoeconomics (University of Kansas) 2 hours for EC101 Basic Economics

Equivalent courses from other accredited schools of pharmacy would also serve as substitutions for these requirements.

Remaining requirements for the baccalaureate degree are fulfilled upon satisfactory completion of the first two years of any accredited pharmacy school curriculum. An official transcript will need to be sent directly from the pharmacy school to Emporia State University.

BACHELOR OF SCIENCE
MATHEMATICS

This program is designed for students desiring considerable specialization in mathematics. Courses selected according to their 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 (29 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 322	Introduction to Linear Algebra	3 hours
MA 363	Calculus III	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.*

Additional Required Courses (18 hours):

Select one of the following:

MA 130	Problem Solving with Computers	3 hours
CS 260	Programming & Problem Solving I + Lab	4 hours

Select one of the following (3 hours):

MA 291	Mathematical Modeling	3 hours
MA 731	Statistics Using SAS	3 hours

Select two of the following (6 hours total):

MA 335	Differential Equations I	3 hours
MA 734	Complex Variables	3 hours
MA 760	Numerical Analysis	3 hours
MA 762	Optimization Techniques	3 hours
MA 765	Numerical Linear Algebra	3 hours

Select two of the following (6 hours total):

MA 728	Vector Spaces	3 hours
MA 736	Advanced Calculus II	3 hours
MA 740	Number Theory	3 hours
MA 741	Group Theory	3 hours
MA 742	Ring Theory	3 hours
MA 743	Field Theory	3 hours

Electives:

MA 291	Mathematical Modeling	3 hours
MA 335	Differential Equations I	3 hours
MA 340	Discrete Structures	3 hours
MA 352	Introduction to Biostatistics	3 hours
MA 410	Seminar in Mathematics	1-3 hours
MA 421	College Geometry	5 hours
MA 480	Independent Study	1-3 hours
MA 510	Technology in Mathematics	3 hours
MA 532	Mathematical Statistics I	3 hours
MA 537	Introduction to Financial Mathematics	3 hours
MA 581	Mathematical Modeling	3 hours
MA 591	Topics in Mathematics	1-3 hours
MA 714	Knot Theory	3 hours
MA 715	Topology	3 hours
MA 721	Projective Geometry	3 hours
MA 722	Non-Euclidean Geometry	3 hours
MA 728	Vector Spaces	3 hours
MA 731	Statistics Using SAS	3 hours
MA 732	Categorical Data Analysis	3 hours
MA 733	Mathematical Statistics II	3 hours
MA 734	Complex Variables	3 hours
MA 736	Advanced Calculus II	3 hours
MA 739	Applied Analysis	3 hours
MA 740	Number Theory	3 hours
MA 741	Group Theory	3 hours
MA 742	Ring Theory	3 hours
MA 743	Field Theory	3 hours
MA 746	Computational Algebraic Geometry	3 hours
MA 757	Graph Theory	3 hours
MA 758	Wavelets	3 hours
MA 760	Numerical Analysis	3 hours
MA 762	Optimization Techniques	3 hours
MA 763	Simulation Techniques	3 hours
MA 764	Regression Analysis	3 hours
MA 765	Numerical Linear Algebra	3 hours
MA 766	Nonparametric Statistic Methods	3 hours
MA 767	Multivariate Data Analysis	3 hours
MA 768	Design of Experiments	3 hours
MA 769	Spatial Data Analysis	3 hours
MA 770	Bayesian Data Analysis	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 mathematics, statistics, economics, computer science, business, accounting, physics, biology, and chemistry in order to complete the 70 hour major. Furthermore, a total of 120 hours is needed for this program of study.

BACHELOR OF SCIENCE
MATHEMATICS
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 (29 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 322	Introduction to Linear Algebra	3 hours
MA 363	Calculus III	3 hours
MA 380	Probability and Statistics	3 hours
MA 425	Abstract Algebra	3 hours
MA 735	Advanced Calculus I	3 hours

**A student not sufficiently prepared for MA 161 may be required to take MA 160 first.*

Additional Required Courses (18 hours):

Select one of the following (3-4 hours):

MA 130	Problem Solving with Computers	3 hours
CS 260	Programming & Problem Solving I + Lab	4 hours

Select one of the following (3 hours):

MA 291	Mathematical Modeling	3 hours

MA 731	Statistics Using SAS	3 hours

Select four of the following (12 hours total):

MA 532	Mathematical Statistics I	3 hours
MA 732	Categorical Data Analysis	3 hours
MA 733	Mathematical Statistics II	3 hours
MA 763	Simulation Techniques	3 hours
MA 764	Regression Analysis	3 hours
MA 767	Multivariate Data Analysis	3 hours

Electives:
Same as the electives for the Bachelor of Science Mathematics Major.

In addition to the required courses above, students are encouraged to consult with their advisor about selecting additional courses from mathematics, statistics, economics, computer science, business, accounting, physics, biology, and chemistry in order to complete the 70 hour major. Furthermore, a total of 120 hours is required for this program.

BACHELOR OF SCIENCE IN EDUCATION
BIOLOGY TEACHING FIELD

The BSE degree is a teaching degree available to students desiring licensure to teach biology at the secondary level . There are two options available in this degree: 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, who assists the student through a professional education curriculum.

In addition to the biology and cognate requirements listed here students must complete the University general education curriculum and be admitted into the professional phases of the program. For requirements necessary to be admitted into the professional phases, see the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major.

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. Under the two-field option, the total number of credit hours to meet degree requirements of both teaching fields may exceed 120 hours.

Biology Requirements (37 hours):

GB 150-151	Principles of Molecular and Cellular Biology & Lab	4 hours
GB 160-161	Principles of Organismal Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Lab	1 hour
GB 330-331	Human Anatomy & Physiology I & Lab	4 hours
GB 340-341	Human Anatomy & Physiology II & Lab	4 hours
GB 380	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
GB 370	Principles of Genetics	3 hours
GB 371	Genetics Lab	1 hour
GB 584	Biology Education	3 hours
GB 480	Senior Experience in Biology	1 hour

Physical Science Requirements (5 hours):

CH 120-121	Essentials of Chemistry and Lab	5 hours
	OR	
CH 123-124	Chemistry I & Lab	5 hours

OPTION B - One Teaching Field

Biology Requirements (46 hours):

GB 150-151	Principles of Molecular and Cellular Biology & Lab	4 hours
GB 160-161	Principles of Organismal Biology & Lab	4 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 315	Biology of Microorganisms	3 hours
MC 317	Microbiology Lab	1 hour
GB 330-331	Human Anatomy & Physiology I & Lab	4 hours
GB 340-341	Human Anatomy & Physiology II & Lab	4 hours
GB 370	Principles of Genetics	3 hours
GB 371	Genetics Lab	1 hour
GB 380	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
GB 584	Biology Education	3 hours
GB 480	Senior Experience in Biology	1 hour
Upper-level Biology Electives *		9 hours

***Approved Biology Electives**

BO 300-799
EB 300-799
GB 300-799
MC 300-799
ZO 300-799

Physical Sciences Requirements		**5 hours**
CH 120-121	Essentials of Chemistry & Lab	5 hours
	OR	
CH 123-124	Chemistry I & Lab	5 hours

BACHELOR OF SCIENCE IN EDUCATION
MATHEMATICS TEACHING FIELD

The Bachelor of Science in Education degree with a teaching field in mathematics enables the graduate to be fully licensed to teach mathematics in Kansas schools. Along with the mathematics courses listed, students will take a sequence of professional education courses. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major.

MIDDLE SCHOOL/JUNIOR HIGH LICENSURE

Students pursuing the Bachelor of Science in Education with an elementary education major who wish to be licensed to teach mathematics in Kansas middle schools/junior high must take these courses.

Required Courses:

MA 112	Trigonometry	2 hours
MA 130	Problem Solving with Computers	3 hours
MA 165	Basic Calculus	5 hours
MA 229	Problem-Solving with Mathematics	3 hours
MA 309	Strategies for the Mathematics Classroom with Diverse Learners	3 hours
MA 312	Algebra for the Elementary/Middle School Teacher	3 hours
MA 313	Geometry for the Elementary/Middle School Teacher	3 hours
MA 341	Introduction to Probability and Statistics	3 hours
MA 460	History of Mathematics	1 hour
MA 470	Teaching Secondary Mathematics	3 hours

Note: *MA 470 must be taken before student teaching in middle school mathematics. It is recommended that MA 470 be taken before Block II.*

Students must have at least a 2.6 grade point average in mathematics courses prior to student teaching.

See the appropriate general education and professional education requirements elsewhere in this catalog.

MIDDLE- LEVEL LICENSURE

For students other than Elementary Education majors seeking middle-level license.

Required Courses:

MA 125	Introduction to Mathematics	1 hour
MA 112	Trigonometry	2 hours
MA 130	Problem Solving with Computers	3 hours
MA 165	Basic Calculus	5 hours
MA 229	Problem Solving with Mathematics	3 hours
MA 240	Discrete Mathematics	3 hours
MA 291	Mathematical Modeling	3 hours
MA 309	Strategies for the Mathematics Classroom With Diverse Learners	3 hours
MA 313	Geometry for the Elementary/Middle School Teacher	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 the 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 consult the match education coordinator to develop/review their long-range plans.
- The successful completion of at least 120 hours is needed for this program.

SECONDARY MATHEMATICS LICENSURE

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 (41 hours):

MA 125	Introduction to Mathematics	1 hour
MA 130	Problem Solving with Computers	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 309	Strategies for the Mathematics Class-With Diverse Learners	3 hours
MA 322	Introduction to Linear Algebra	3 hours
MA 380	Probability & Statistics	3 hours
MA 421	College Geometry	5 hours
MA 425	Abstract Algebra	3 hours
MA 460	History of Mathematics	1 hour
MA 470	Teaching Mathematics in the Middle/High School	3 hours

Note: *MA 110 (College Algebra) and MA 112 (Trigonometry) or MA 160 (Pre-calculus) may be required if mathematics background is insufficient.*

OPTION B – One Teaching Field

Complete the 41 hours required above in Option A and the following 6 hours:

MA 363	Calculus III	3 hours

Take one of the following:

MA 532	Mathematical Statistics I	3 hours
MA 728	Vector Spaces	3 hours
MA 734	Complex Variables	3 hours
MA 735	Advanced Calculus I	3 hours
MA740	Number Theory	3 hours
MA 741	Group Theory	3 hours
MA 742	Ring Theory	3 hours
MA 743	Field Theory	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.
- All students must have at least a 2.6 GPA in their mathematics courses prior to Phase II.
- The successful completion of at least 120 hours is needed for this program.

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

Physical Science Requirements (22 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 430	Nature of Science	2 hours

<u>One of the following</u>:

CH 126-127	Chemistry II & Lab	5 hours
	OR	
PH 343-344	College Physics II & Lab	5 hours

Life Science Requirements (11 hours):

GB 150-151	Principles of Molecular and Cellular Biology	4 hours
GB 160-161	Principles of Organismal Biology	4 hours

One of the following:

GB 370	Principles of Genetics	3 hours
GB 380	Principles of Ecology	3 hours

Teaching Practicum (3 hours)

PS 516	Teaching Physical Science in Middle/Hight School	3 hours
	OR	
GB 584	Biology Education	3 hours

All pre-service candidates will demonstrate instructional technology competence and should arrange to do part of their student teaching at the middle-school level.

BACHELOR OF SCIENCE IN EDUCATION PHYSICAL SCIENCE TEACHING FIELDS (Licensures)

CHEMISTRY (71321)
EARTH-SPACE SCIENCE (71381)
PHYSICS (71331)
SCIENCE GRADES 5-8 (71341)*

*Science Grades 5-8 as a field of licensure is Middle-school.

The program variations satisfy the ***requirements to teach in the secondary schools of Kansas in chemistry, earth-space science, physics, and science grades 5-8.***

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 because physical sciences teachers are nearly always required to teach in more than a single field. Students are required to complete licensures in two of these areas or one of these plus an additional licensure area (middle-school science, mathematics or biology, for example). In Physical Sciences (CH, ES, GO, PH and PS) teaching licensure courses, students must have a GPA of 2.5 or higher, and no more than one course with a "D" grade. Lecture-laboratory course combinations with separate course numbers are considered two courses.

In addition to the requirements listed here, students must complete the University general education curriculum and be admitted into the professional phases of the program. For requirements necessary to be admitted into the professional phases, see the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major.

The following requirements exist for the various teaching fields; the core is common to all fields (licensures):

Physical Science Core Requirements (25 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 Science in Middle/High School	3 hours
PS 430	Nature of Science	2 hours
MA 161	Calculus I	
	OR	5 hours*
MA 165	Basic Calculus	

*required for licensure in physics, also satisfies the mathematics general education requirement

Additional Requirements:

Chemistry -- 15 hours

CH 126-127	Chemistry II & Lab	5 hours
CH 370-371	General Organic Chemistry & Lab	5 hours
CH 376-377	Quantitative Analysis & Lab	5 hours

Earth–Space Science -- 14 hours

GO 325	Earth History	3 hours
ES/GO	Field course	2 hours
ES 319	Meteorology	3 hours
PH 110/111	Intro to Space Science & Lab	5 hours
ES 439	Independent Study	1 hour

Physics – 12 hours

PH 343-344	College Physics II & Lab	5 hours
PH 540	Modern Physics	3 hours
PH	Approved Elective(s) (must include a lab beyond general physics level)	3 hours
PH 490	Independent Study	1 hour

MINOR IN BIOLOGY/
SECOND PROGRAM OF STUDY FOR B.A.

The biology minor is not intended to provide students with an in-depth acquaintance with the biological sciences. This curriculum 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 in another discipline.

Minor/Second Program Requirements (20 hours):

Required Courses		**8 hours**
GB 150-151	Principles of Molecular and Cellular Biology & Lab	4 hours
GB 160-161	Principles of Organismal Biology & Lab	4 hours

Approved Electives		**12 hours**
GB 330-331	Human Anatomy & Physiology I & Lab	4 hours
GB 340-341	Human Anatomy & Physiology II & Lab	4 hours
GB 370	Principles of Genetics	3 hours
GB 371	General Genetics Lab	1 hour
GB 325	Bioscientific Terminology	1 hour
GB 385	Nutrition	3 hours
BO 542-543	Plant Taxonomy and Lab	4 hours
GB 380	Principles of Ecology	3 hours
EB 481	Field Ecology	2 hours
MC 350-351	Molecular & Cellular Biology & Lab	4 hours
MC 315	Biology of Microorganisms	3 hours
MC 216	Human Health Microbiology	3 hours
MC 317	Microbiology Lab	1 hour

Other Biology electives may be substituted with approval.

CHEMISTRY MINOR

The minor in chemistry consists of a minimum of 20 hours of credit in chemistry courses from those courses listed below. A chemistry minor will deepen your understanding of chemistry, improve your abilities in other sciences, boost your job prospects and versatility in your future career, enhance your analytical skills, and prepare you for graduate studies.

Required Courses (10 hours):

CH 123-124	Chemistry I & Lab	5 hours
CH 126-127	Chemistry II & Lab	5 hours

Elective Courses (10 hours):

CH 376-377	Quantitative Analysis & Lab	5 hours
CH 506	Environmental Chemistry	3 hours
CH 525	Descriptive Inorganic Chemistry	3 hours
CH 720-721	Thermodynamics & Lab	5 hours
CH 572-573	Organic Chemistry I & Lab	
	OR	5 hours
CH 370-371	Essentials of Organic Chemistry & Lab	
CH 479	Undergraduate Research	2 hours

Other courses, 300-level and above, may be substituted for electives with approval from chemistry faculty.

EARTH SCIENCE MINOR

The minor in earth science consists of 22 hours of required courses in earth science geology. Eleven of those hours have two options students may choose to fulfill a requirement. The minor is a useful way for students majoring in other fields to expand their understanding of science and planet Earth.

Required Courses (22 hours)

ES 110	Intro to Earth Science	4 hours
ES 111	Intro to Earth Science Lab	1 hour
GO 324	Rocks and Minerals	3 hours
GO 325	Earth History	3 hours
ES 333	Environmental Geology	
	Or	3 hours
ES 366	Natural Hazards	
GO 326	Plate Tectonics	
	Or	3 hours
ES 545	Geomorphology	
ES 319	Meteorology	
	Or	3 hours
ES 368	Paleoclimate, Climate Variability, And Climate Change	
ES 546	Field Geomorphology	
	Or	2 hours
GO 548	Field Stratigraphy	

GEOSPATIAL ANALYSIS MINOR

Geospatial analysis refers to the multidisciplinary study of things that vary spatially on planet Earth. The tools used include: global positioning systems; geographic information systems (GIS) and software; remote sensing techniques that utilize data obtained using satellites, piloted aircraft, and drones; computers, databases, and statistics. Geospatial analysis techniques are commonly used to document, map, interpret, and model spatial phenomena to best manage natural and cultural resources. GIS techniques have also become the preferred method for documenting and monitoring a range of environmental conditions and aid in the prediction of future environmental conditions. An interdisciplinary minor in geospatial analysis can be used in combination with any undergraduate Bachelor of Arts or Bachelor of Science degree major. This minor is especially recommended to enhance majors in biological, physical, and social sciences, as well as mathematics and computer science.

Required Courses (15 hours):

ES/EB/GE 351	Introduction to Geospatial Analysis	3 hours
GE 371	Cartography	
	Or	3 hours
GE 460	History of Cartography	
ES 551	Geographic Information Systems	3 hours
ES 545	Geomorphology	
	Or	3 hours
ES 771	Remote Sensing	

Plus one of the following three credit hour statistics courses:

MA 341	Introduction to Probability and Statistics	3 hours
MA 352	Introduction to Biostatistics	3 hours
MA 374	Introduction to Statistical Software	3 hours

Elective Courses (3 hours)

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.)**

Electives should be chosen in consultation with the geospatial faculty and must be approved by the Director of Field Sciences in the School of Science and Mathematics. Courses are most commonly chosen from the following disciplines: Biological Sciences (BO, EB, GB), Earth Science (ES), Geology (GO), Geography (GE), Mathematics (MA), or Computer Science (CS) but courses in other disciplines can be considered.

MATHEMATICS MINOR

The minor in mathematics will provide the interested student with an opportunity to acquire some minimal skills in mathematical problem solving which may be applied to other disciplines. A minor in mathematics consists of the following 19-hour program in mathematics.

Required Courses (13 hours):

MA 161	Calculus I	5 hours
MA 262	Calculus II	5 hours
MA 240	Discrete Mathematics	
	OR	3 hours
MA 322	Introduction to Linear Algebra	

Electives (Select 6 hours):

MA 240*	Discrete Mathematics	3 hours
MA 363	Calculus III	3 hours
MA 291	Mathematical Modeling	3 hours
MA 322*	Introduction to Linear Algebra	3 hours
MA 335	Differential Equations I	3 hours
MA 380	Probability and Statistics	3 hours

**If not counted as a required course*

PRE-PROFESIONNAL PROGRAMS OF STUDY

Selecting a major in Biology, Biochemistry/Molecular Biology or Chemistry aligns with the entrance requirements of most professional schools providing advanced training in healthcare careers. None of these are degree programs, rather they are recommended programs of study to fulfill the pre-requisites of professional schools. Students wishing to pursue these programs must also fulfill the requirements to receive a degree from ESU. It is imperative that students work closely with an academic advisor.

PRE-CHIROPRACTIC

A Bachelor's degree is not required for admission to a Doctor of Chiropractic program. However, we recommend students pursue a course of study leading to a bachelor's degree. Chemistry majors are eligible for an articulated 3+3 program with Cleveland Chiropractic.

PRE-MEDICAL TECHNOLOGY or CLINICAL LABORATORY SCIENCE

Students interested in careers in medical technology or clinical laboratory science are advised to pursue the Bachelor of Science in Biology with a concentration in Microbial and Cellular Biology or Healthcare. After completing the requirements for this degree the student must apply for admission to an AMA accredited School for clinical training. If the clinical training is obtained from a degree-granting institution, a second Bachelor's degree may be awarded by that institution. Students interested in this program should discuss opportunities and requirements with the Pre-Medical Technology advisor, Discipline of Biological Sciences

PRE-MEDICINE AND PRE-OSTEOPATHIC MEDICINE

Pre-medical students are advised to select a major that best matches their interests and fulfills the entrance requirements for medical school. A major in Biochemistry and Molecular Biology or a major

in Biology with a concentration in Healthcare are recommended programs. In addition to a strong GPA in the program of study, students must score well on the nationally administered Medical College Admissions Test.

The suggested curriculum 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 has slightly different requirements.

PRE-DENTISTRY

Pre-dentistry students are advised to select a major in Biology with the Healthcare concentration and work closely with the pre-dentistry advisor to fulfill the pre-requisites necessary to be admitted into a dental school. The specific curriculum will be dependent upon the schools of dentistry to which the students may wish to apply. Requirements for the various schools may be obtained by visiting the website of the school(s) where they might apply. In addition to a strong GPA, students must score well on the Dental Admittance Test (DAT). Most Dental schools also require a great deal of clinical showing hours.

PRE-OPTOMETRY

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. A major in Biochemistry and Molecular Biology or a major in Biology with a concentration in Healthcare are recommended. 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.

PRE-PHARMACY PROGRAM

The pre-pharmacy program is a two-year 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. Students selecting to major in Chemistry are eligible for the "dual-degree" program with KU School of Pharmacy.

PRE-PHYSICAL THERAPY

The physical therapy professional (clinical) training programs at KUMC and WSU are both Doctor of Physical Therapy degree programs. A student must have a bachelor's degree for admission. Therefore, a student interested in applying to these programs should pursue requirements for a degree at ESU as well as pre-physical therapy course requirements. Students are encouraged to choose a major in Biology with a concentration in Healthcare.

The courses listed here are required for admission to professional 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.

Admission to schools of physical therapy is competitive and ESU cannot guarantee that students will be accepted. Students applying for these programs must have a strong GPA in their degree program.

For current information, the student should consult with the pre-physical therapy advisor early in their career.

PRE-VETERINARY MEDICINE

Students desiring to attend veterinary school are urged to complete a baccalaureate degree of their choice while completing the pre-professional requirements. It is recommended students choose a Major in Biochemistry and Molecular Biology or Biology with a concentration in Healthcare or Zoology.

The School of Veterinary Medicine, Kansas State University, requires the coursework listed below which constitutes 70 hours of equivalent courses at ESU. Students wishing to attend another 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.

SCHOOL OF VISUAL & PERFORMING ARTS

https://www.emporia.edu/visual-and-performing-arts/

Dean: David L. Sharlow
Assistant Dean: Dawn McConkie
Gallery and Outreach Director: Stephanie Alaniz
Program Director of Art: Katherine Iselin
Program Director of Music: Allan Comstock
Program Director of Theatre: Aubrey Wilson
Executive Associate: Mary Lopez
Administrative Specialist: Debra Rittgers
Student Advisor: Emily Perkins
Marketing and Communication: Brenna Wiebe
Technical Director/Scene Shop Manager: Chris Lohkamp
Costume Shop Manager: Kelsey Looney
Music Building Manager: Robert Nance

Professors: Allan Comstock (Double Reeds, Music History)**,** Dawn McConkie (Single Reeds, Music Education), Tracy Freeze (Percussion, Technology), Derek Wilkinson (Painting, Drawing), Gary Ziek (Bands, Trumpet, Jazz).
Associate Professors: John Decker (Graphic Design), James Harris (Acting, Stage Movement), Gaile Stephens (Music Education), Dennis Turney (Acting, State Voice, Dramatic Literature, and Theatre History), Scott Wichael (Voice), Charity-Mika Woodard (Art Education), William Woodworth (Athletic Bands, Low Brass).
Assistant Professors: Kate Bergman (Music Education, Flute), Jennifer Holt (Ceramics), Katherine Iselin (Art History), Aubrey Wilson (Theatre Management, Musical Theatre), Nic Wilson (Theatrical Design).
Assistant Teaching Professors: Joshua Donaldson (Director of Choral Activities), Matthew Hoelscher (Graphic Design, Painting and Foundations), Kale Stewart (Glass), Hailey Quick (Public Art, Printmaking).
Instructors: Tiffany Budke (Coordinator of Piano Studies, Music Appreciation), Lee Griffiths (Engraving), Adrian Hartsough (Music Theory, Aural Skills), Minjoo Hwangbo (Double Bass), Chris Lohkamp (Technical Direction), Kelsey Looney (Costume Construction and Makeup), Liza Vielcheva (Cello), Jennifer Woodworth (Spirit Teams), Abigail Worley (Voice), Terrisa Ziek (Horn, Music Education).

The School of Visual and Performing Arts
The School of Visual and Performing Arts (SVPA) at Emporia State University encompasses a community of artists defined as actors, ceramicists, designers, educators, engravers, glassblowers, instrumentalists, painters, painters, photographers, printmakers, scholars, singers, and technicians that are scattered amongst three programs: Art, Music, and Theatre. Facilities include Beach Hall, King Hall, and Roosevelt Hall.

SVPA Degrees are designed to enable students to pursue graduate studies in art, music, and theatre and/or to find employment within the field of visual and performing arts upon graduation. All three programs offer a state-approved degree program to prepare teachers to teach in both the elementary and secondary schools of Kansas.

Degrees include:

Bachelor of Arts: Art, Music and Theatre
Bachelor of Fine Arts: Art and Theatre
Bachelor of Music: Education and Performance
Bachelor of Science: Art
Bachelor of Science in Education: Art and Speech/Theatre

Minors include:
Art
Art History
Music
Theatre

The School of Visual and Performing Arts offers a variety of art exhibitions, music performances, and theatrical productions that feature students, faculty, guest artists, and community members, all of which are well supported by the University and the Emporia-region communities. Unique to our school is that you don't have to be a major or minor to participate in Art, Music and Theatre activities and ensembles, or, in several cases, to receive scholarships.

- Entry-level art classes in ceramics, drawing, engraving, glass-forming, photography, painting, and printmaking are open to all majors, minors, and non-majors; although prerequisites determine if a student is eligible for a class. A variety of talent scholarships are offered to those majors who present a portfolio.
- Music ensembles are open to all ESU students, regardless of major. Majors, minors, and non-majors are eligible to receive performance-scholarships for several ensembles with a variety of talent scholarships offered to those majors who audition. Auditions and ensemble assignments usually occur during the first week of each semester.
- Cast and technical crews for all theatre productions are open to all ESU students, regardless of major. Majors, minors, and non-majors are eligible to receive performance-scholarships for the Homecoming Musical, with a variety of talent scholarships offered to those majors who audition. Auditions and production assignments usually occur during the first week of each semester.

Other opportunities for involvement include:

- Alpha Psi Omega (Theatre Honor Society)
- American Institute of Graphic Artists (AIGA)
- Art History Association
- Clay Guild
- Educational Theatre Company
- Emporia Arts Guild
- Emporia First Fridays
- Emporia Symphony League
- ESU Theatre Guild
- Glass Guild
- NAfME National Association for Music Education
- National Art Education Association (NAEA) or
- Pantomime and Non-Traditional Theatre Society
- Print Guild
- Zoiks! Comedy Improv Troupe

The Art Program
The Art Program (NASAD accredited since 2004) offers the student an opportunity to select from a variety of concentrations. These are designed to help prepare a student for a career in studio art, engraving arts, graphic design, teaching art in elementary or secondary schools, art therapy, or in other fields of art. Students in art are encouraged to

design the most intensive art program possible. This is especially important for students with plans for studying art on the graduate level. The Art Program provides a yearly schedule of exhibitions, masterclasses, and lectures which feature art students, faculty, and guest artists. The two main galleries include the Norman R. Eppink and the Gilson Memorial Galleries.

The Music Program
The Music Program (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. The Music Program provides a yearly schedule of concerts, recitals, masterclasses, and lectures which feature music students, faculty, and guest artists. The two main performance venues include the 1000-seat Albert Taylor Hall Auditorium and the 300-seat Heath Recital Hall.

The Theatre Program
The ESU Theatre program is an active participant in the Kennedy Center American College Theatre Festival, normally entering 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 Regional Festival. ESU theatre students have won many awards for acting, designing, criticism, and playwriting, including several finalists for the prestigious Irene Ryan Acting Scholarship. The Theatre Program regularly produces 4 shows in two different venues. The Karl C. Bruder Theatre, located in King Hall, is a 388-seat proscenium theatre and the Ronald Q. Frederickson Theatre, located in Roosevelt Hall, a black box theatre with flexible seating configurations, that usually seats around 100.

ART

Students 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 BA, BS, and BFA, Art Major. At least 45 hours in courses numbered 300 or above must be completed for the degree.

To obtain a BA, BFA, BS, or BSE, all art majors are additionally required to satisfactorily complete AR 195, First Year Experience; AR 199, Introduction to Professional Practices; and 8 semesters of AR 198, Art Forum.

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

BACHELOR OF ARTS

ART
This degree is designed to provide a broad liberal arts education in art. Such a degree can help prepare students to enter careers in art which demand experience in many areas.

All BA students will be required to complete, for the degree the following:

1. Two courses, one from two different areas: Art Appreciation (AR 105); Music Appreciation (MU 226); Theatre Appreciation (TH 105)
   AND
2. Ten (10) hours of one modern language

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

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

Art Major Requirements:
51 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 225	Art History: Prehistoric to Renaissance	3 hours
AR 235	Art History: Renaissance to Modern	3 hours
AR 305	Introduction to Digital Design	3 hours
AR 322	Life Drawing	3 hours
AR 345	Modern Art	
	OR	3 hours
AR 355	Art Since 1945	
AR 501	Advanced Drawing	3 hours
Approved Art Electives, 300 level or above		14 hours
Other Approved Art Electives		10 hours

Free and unrestricted electives to total 120 earned hours.

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

BACHELOR OF FINE ARTS

ART

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.

All BFA students will be required to complete the following for the degree:

1. Two courses, one from two different areas: AR 105, MU 226, TH 105

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

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

Art Major Requirements (30 hours):

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 225	Art History: Prehistoric to Renaissance	3 hours
AR 235	Art History: Renaissance to Modern	3 hours
AR 305	Introduction to Digital Design	3 hours
AR 322	Life Drawing	3 hours
AR 345	Modern Art	
	OR	3 hours
AR 355	Art Since 1945	
AR 401	Non-Western Art History	3 hours
AR 599	Capstone in Professional Practices	3 hours

Choose 4 courses from below (12 hours):

AR 302	Glass Forming I	3 hours
AR 309	Engraving I	3 hours
AR 310	Painting I	3 hours
AR 313	Printmaking I	3 hours
AR 314	Ceramics Handbuilding	
	OR	3 hours
AR 316	Ceramics Wheel Throwing	
AR 315	B&W Photography	
	OR	3 hours
AR 317	Digital Photography	
AR 323	Sculpture I	3 hours
AR 422	Advanced Life Drawing	
	OR	3 hours
AR 501	Advanced Drawing	

*Painting Concentration students are required to take AR 422 or AR 501 Advanced Drawing and 3 other courses from the list above.

*Ceramics Concentration students are required to take AR 314 Ceramics Handbuilding and 3 other courses from the list above

REQUIRED ART ELECTIVES 18 hours

Choose Option A or Option B

Option A:
Select 18 credit hours of Art Electives.
**Graphic Design Concentration only requires 15 credit hours of Art Electives.*

Option B:
Select a second area of Concentration in art.

In addition to the 60 hours required above, students interested in ceramics, engraving, graphic design, glass forming, or painting, complete coursework focused on one of these concentrations as outlined below.

CERAMICS CONCENTRATION

Additional Requirements (18 hours):

AR 316	Ceramics Wheel Throwing	3 hours
AR 347	Intermediate Ceramics	3 hours
AR 496	Projects in Ceramics	6 hours
AR 595	Advanced Studio (Ceramics)	6 hours

ENGRAVING ARTS CONCENTRATION

Additional Requirements (18 hours):

AR 309	Engraving I	3 hours
AR 329	Engraving II	3 hours
AR 409	Projects in Engraving	6 hours
AR 595	Advanced Studio (Engraving)	6 hours

GLASS FORMING 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 (21 hours):

AR 328	Graphic Design Processes	3 hours
AR 340	Type & Design	3 hours
AR 341	Web Design	3 hours
AR 440	Advanced Typography	3 hours
AR 441	Art Direction I	3 hours
AR 540	Art Direction II	3 hours
AR 490	Internship in Graphic Design	3 hours

PAINTING CONCENTRATION

Additional Requirements (18 hours):

AR 310	Painting I	3 hours
AR 330	Painting II	3 hours
AR 411	Painting III	3 hours
AR 491	Projects in Painting	6 hours
AR 595	Advanced Studio (Painting)	3 hours

Free and unrestricted electives to total 120 earned hours. (May include art.)

BACHELOR OF SCIENCE

ART

This degree is designed to provide students 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 general education requirements in the general education section of this catalog.

Art Major Requirements:

51 hours of art courses (AR) and 24 hours of approved courses in a related field

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 225	Art History: Prehistoric to Renaissance	3 hours
AR 235	Art History: Renaissance to Modern	3 hours
AR 305	Introduction to Digital Design	3 hours
AR 310	Painting I	3 hours
AR 313	Printmaking I	3 hours
AR 314	Ceramics Handbuilding	
	OR	3 hours
AR 316	Ceramics Wheel Throwing	
AR 322	Life Drawing	3 hours
AR 323	Sculpture I	3 hours
AR 422	Advanced Life Drawing	
	OR	3 hours
AR 501	Advanced Drawing	

Approved Art Electives, 300 level or above 15 hours

Related Field 24 hours

Free and unrestricted electives to total 120 earned hours

BACHELOR OF SCIENCE IN EDUCATION
ART TEACHING FIELD

This degree program prepares students to teach PreK-12 art. The program assumes that nurturing qualified art teachers includes the specialized preparation to develop visual art skill and that the art educator must be a competent active artist.

Satisfactory completion of the requirements for this degree entitles the graduate to a license to teach PreK-12 art, issued by the Kansas State Department of Public Instruction.

See in the School Leadership/Middle & Secondary Teacher Education section of this catalog for the admission requirements to teacher education and recommendation for a teaching certificate and the Professional Education and Program Requirements for the Bachelor of Science in Education – Secondary Education.

Students must successfully complete all Professional Education requirements and all General Education requirements, as outlined in this catalog.

The student must earn a minimum grade of "C" in all art courses (AR), and must earn a minimum grade point average of 2.5 in all art courses (AR) required for the Bachelor of Science in Education, Art Teaching Field. In addition, a 2.75 overall GPA is required for admission to the professional education program.

Basic Art Requirements (33 hours):

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 225	Art History: Prehistoric to Renaissance	3 hours
AR 235	Art History: Renaissance to Modern	3 hours
AR 305	Intro to Digital Design	3 hours
AR 310	Painting I	3 hours
AR 314	Ceramics Handbuilding	
	OR	3 hours
AR 316	Ceramics Wheel Throwing	
AR 315	B & W Photography	3 hours
AR 323	Sculpture I	3 hours
AR 345	Modern Art	
	OR	3 hours
AR 355	Art Since 1945	

Art Education Requirements (10 hours):

AR 360	Child Art Methods	2 hours
AR 361	Theory and Practice in Art Education	3 hours
AR 460	Contemporary Issues in Art Education	3 hours
AR 560	Professional Development in Art Educ	2 hours

Studio Emphasis* (6 hours)

Students select two additional courses to specialize in either the 2D studio (Drawing, Engraving Arts, Graphic Design, Painting, or Printmaking,) or 3D studio (Ceramics or Glass Forming).

*Art Requirements listed above do not count towards the 6-hour studio emphasis.

Recommended Art Elective (not required for this degree):

AR 322 Life Drawing 3 hours

ART MINOR

This 18 hour program of studies offered by the discipline 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).

Basic Art Requirement (12 hours):

AR 101	Basic Drawing	3 hours
AR 102	Two-Dimensional Design	3 hours
	OR	
AR 103	Three-Dimensional Design	3 hours
AR 225	Art History: Prehistoric to Renaissance	3 hours
	OR	
AR 235	Art History: Renaissance to Modern	3 hours
AR 305	Introduction to Digital Design	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

This18 hour program of studies offered by the discipline 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).

Basic Art Requirements (9 hours):

AR 101	Basic Drawing	3 hours
AR 225	Art History: Prehistoric to Renaissance	3 hours
AR 235	Art History: Renaissance to Modern	3 hours

Approved Art History Electives 300 or above 9 hours

PRE-ART THERAPY PREPARATION:

While no undergraduate degree or minor in art therapy is available, students interested in pursuing the MS in Art Therapy should complete the BS in Art and the courses listed below.

See the general education requirements in the general education section of this catalogue.

Art Requirements (42 hours):

AR 102	Two-Dimensional Design	3 hours
AR 103	Three-Dimensional Design	3 hours
AR 235	Art History: Renaissance to Modern	3 hours
AR 310	Painting I	3 hours
AR 313	Printmaking I	3 hours
AR 314	Ceramics Handbuilding	
	OR	3 hours
AR 316	Ceramics Wheel Throwing	
AR 322	Life Drawing	3 hours
AR 323	Sculpture I	3 hours
AR 360	Child Art Methods	
	OR	2 or 3 hours
AR 361	Theory and Practice in Art Education	
AR 501	Advanced Drawing	3 hours

Approved Art Electives, 300 level or above 12 or 13 hours*

MUM

**12 hours if AR 361 Theory and Practice in Art Education is taken, or 13 hours if AR 360 Child Art Methods is taken.*

Pre-Art Therapy Preparation (24 hours):

PY 100	Introductory Psychology	3 hours
PY 212	Developmental Psychology	3 hours
PY 303	Introduction to Art Therapy	3 hours
PY 427	Abnormal Psychology	3 hours
PY 626	Theories of Personality	3 hours
	Approved Psychology Electives*	9 hours

**PY 300 Descriptive Research Methods and Statistics in Psychology is strongly recommended to enhance preparation for the Art Therapy Master's program at ESU.*

MUSIC

BACHELOR OF ARTS

MUSIC

A broad-based music degree, the Bachelor of Arts degree prepares the student to enter an extensive variety of career options. Music opportunities include performance, studio instruction, church and community music careers, and occupations in the music service industry (merchandising, recording, booking, etc.). Other career directions might include community arts organizations, liberal arts options, and as a professional degree preparation.

The degree emphasis, along with traditional music preparation, includes opportunities for student-directed elective second concentrations. Students have extensive opportunities for solo, chamber, and ensemble performance.

This major encompasses 38 hours of core and applied music study with an additional 12 Second Field hours. Second Field options may be in music, in music technology, or in another academic field. See individual course descriptions for prerequisites and concurrent enrollment requirements.

Students must also complete general education requirements as stated in this catalog.

Students must have a minimum grade of "C" in all courses that will be applied to the major.

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 (9 hours):

MU 328	Music History: Classical Greece to the Baroque Period	3 hours
MU 329	Music History: Classical Period to the 21st Century	3 hours
MU 324	World Music	3 hours

Music Professional Studies (3 hours):

MU 103	Music Convocation (required each semester student is enrolled in at least 12 hours)	0 hours
MU 477	Basic Conducting	2 hours
MU 586	Professional Portfolio	1 hour

Music Performance (16 hours):

	Applied Music-Primary Instrument	8 hours
	Group/Applied Piano	2 hours
	Music Ensembles	6 hours
MU 575	Senior Recital or	
MU 580	Senior Capstone Research Project	

Music Electives (1 hour): 1 hour

Second Field or Internship Requirements 12 hours

BACHELOR OF MUSIC
MUSIC

The degree Bachelor of Music with a Music Education concentration prepares the student to teach PreK-12 music. The program assumes that nurturing qualified music teachers includes the specialized preparation to develop performance skills; the music educator must be a competent performing musician. Satisfactory completion of the requirements for this degree entitles the graduate to a license to teach music, issued by the Kansas State Department of Public Instruction to teach PreK-12 Instrumental Music or Pre-K 12 Vocal Music. The music education concentration selects the Instrumental Music Track or the Vocal Music Track. See individual course descriptions for prerequisites and concurrent enrollment requirements. Second area certification is available.

Requirements for admission to teacher education and recommendation for a teaching certificate are outlined under the degree Bachelor of Science in Education-Secondary Education Major. Students must successfully complete all Professional Education Requirements. See the Professional Education requirements for the Bachelor of Science in Education - Secondary Education Major, in the School Leadership/Middle & Secondary Teacher Education section of this catalog.

Students must also complete general education requirements as stated in this catalog.

The degree Bachelor of Music with a concentration in Music Performance is recommended for the student interested in a career as a professional musician or as an independent teacher of music. It is especially appropriate for the student who plans to continue on to graduate study in music. The degree may be elected upon the recommendation of the music faculty after the student has demonstrated ability in their area of performance by means of a formal performance audition. This audition performance is generally taken at the end of the second semester of applied study.

The program centers on a core of courses in music theory, music history, and music literature. It is designed to provide a thorough musical education along with a broad expectation in the liberal arts and sciences. Performance requirements include a strong emphasis on solo, chamber, and large ensemble performance opportunities. Students may major in voice, piano, violin, viola, cello, double-bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, trombone, horn, baritone horn, tuba, percussion, and composition.

Students must also complete general education requirements as stated in this catalog.

Students must have a minimum grade of "C" in all courses that will be applied to the major.

Music Theory (16 hours)

MU 108	Ear Training/Sight Singing 1	1 hour
MU 118	Music Theory 1	3 hours
MU 109	Ear Training/Sight Singing 2	1 hour
MU 119	Music Theory 2	3 hours
MU 208	Ear Training/Sight Singing 3	1 hour
MU 218	Music Theory 3	3 hours
MU 209	Ear Training/Sight Singing 4	1 hour
MU 219	Form and Analysis	3 hours

Music History & Literature (9 hours):

MU 324	World Music	3 hours
MU 328	Music History: Classical Greece to The Baroque Period	3 hours
MU 329	Music History: Classical Period to The 21st Century	3 hours

Music Professional Studies (2 hours):

MU 103	Music Convocation (required each semester student is enrolled at least 12 hours)	0 hours
MU 477	Basic Conducting	2 hours

Music Performance (19 hours):

Applied Music-Primary Instrument		7 hours
Music Ensembles (MU245/310/316/318/319)		7 hours
MU 131	Group Piano 1	1 hour
MU 132	Group Piano 2	1 hour
MU 133	Group Piano 3	1 hour
MU 134	Group Piano 4	1 hour
MU 391	Chamber Music	1 hour
MU 575	Senior Recital	0 hours

Music Education Concentration **(14 hours):**

MU 210	Foundations of Music Education (Concurrent enrollment in ED 220 PD)	2 hour
MU 474	Elementary Music Methods	2 hours
MU 350	Voice Methods*	1 hour
MU 352	String Methods*/**	1 hour
MU 354	Woodwind Methods*/**	1 hour
MU 356	Brass Methods*/**	1 hour
MU 358	Percussion Methods*/**	1 hour
MU 372	Marching Band Methods*	1 hour
MU 484	Instrumental Conducting*	2 hours
MU 494	Instrumental Music Methods*	2 hours
MU 320	Vocal Diction 1**	1 hour
MU 321	Vocal Diction 2**	1 hour
MU 492	Choral Methods**	3 hours
MU 482	Choral Conducting**	2 hours
MU 524	Vocal Pedagogy**	1 hour

*Instrumental Students
**Vocal Students
NOTE: Vocal students will **select 2 course**s from MU352/354/356/358

Music Performance Concentration:
Instrumental Track (26 hours):

Applied Concentration		16 hours
Music Ensembles		1 hour
Pedagogy Course		2 hours
MU 391	Chamber Music	1 hour
Music Electives		5 hours
MU 375	Junior Recital	0 hours
MU 586	Professional Portfolio	1 hour

Voice Track (26 hours):

Applied Concentration		14 hours
Music Ensembles		1 hour
Applied Piano		2 hours
MU 320	Vocal Diction 1	1 hour
MU 321	Vocal Diction 2	1 hour
MU 524	Vocal Pedagogy	1 hour
MU 741	The Art Song	2 hours
Music Electives		3 hours
MU 375	Junior Recital	0 hours
MU 586	Professional Portfolio	1 hour

MUSIC MINOR (18 hours)

The undergraduate with an interest in music can select one of two music minors: Plan I-Liberal Arts Track; Plan II- Professional Track. 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 student's first-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 – Liberal Arts Track

MU 226	Music Appreciation	2 hours
MU	Applied Music-Primary instrument	4 hours
MU	Music Ensembles	4 hours
MU 391	Chamber Ensembles	2 hours
MU	Music Electives from: MU 125, MU 126, MU 118, MU 119, MU 324, MU 328, MU 329, or other Approved music courses	6 hours

PLAN II – Professional Track

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	Music Ensembles	2 hours
MU	Applied Music	2 hours
MU	Choose from: MU 324, MU 328, MU 329	3 hours
MU	Music Electives	3 hours

MUSIC ENSEMBLES

Music offers a wide variety of performance ensembles available to all university students. Ensembles rehearse several hours weekly and give 1-2 public performances each semester. The following performance ensembles are available.

Bands-

MU 244	Hornet Revue (Pep Band)
MU 245	Marching Hornets (Marching Band)
MU 316	Wind Ensemble

Choirs-

MU 220	Community Chorus
MU 310	A Cappella Choir
MU 312	Opera Theatre
MU 391	Musical Theatre

Orchestra-

MU 319	Orchestra
MU 391E	Chamber Orchestra

Jazz-

MU 318	Jazz Ensemble

Chamber Music-

MU 391A	Chamber Winds
MU 391B	Low Brass Ensemble
MU 391C	Percussion Ensemble
MU 391G	Chamber Choir
MU 391H	Flute Choir
MU 391I	String Ensemble
MU 391J	Clarinet Choir
MU 391K	Saxophone Ensemble

PRIVATE LESSONS AND PLACEMENT

There are no additional fees for private lessons for university students. One weekly half-hour private lesson per semester plus necessary practice is required for one credit hour. One weekly one hour private lesson per semester plus necessary practice is required for two or more credit hours. A student may study as many instruments as desired. Private instruction by a highly qualified faculty is available for voice, flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, baritone horn, tuba, violin, viola, cello, string bass, piano, percussion, composition, and digital audio. Students must successfully complete a performance audition for admission to study applied piano or applied voice. Enrollment within all areas of applied study is limited with preference given to music major students.

See Course Listing for course descriptions.

THEATRE

BACHELOR OF ARTS
THEATRE

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 discipline. 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 (29 hours):

TH 101	Introduction to Theatre	1 hour
TH 131	Stagecraft	3 hours
TH 132	Stagecraft Lab	
	OR	1 hour
TH 134	Stagecraft Scale Lab	
TH 133	Make-Up	2 hours
TH 175	Design A*	3 hours
TH 222	Acting A	3 hours
TH 234	State Costuming	2 hours
TH 275	Design B*	3 hours
TH 325	Script Analysis	3 hours
TH 381	Survey of Dramatic Literature	
	OR	3 hours
TH 382	Modern Drama	
TH 401	Senior Capstone	1 hour
TH 426	Play Directing*	3 hours
TH 472	Advanced Theatre Projects	1 hour

Required Course Options (9 hours)

Students must choose one course from each of the optional pairs listed below, for a total of 9 additional hours:

TH 210	Movement for Actors	
	OR	3 hours
TH 223	Voice and Diction	
TH 322	Acting B*	
	OR	3 hours
TH 375	Design C*	
TH 390	Theatre History A	
	OR	3 hours
TH 391	Theatre History B	
	OR	3 hours
TH 392	Theatre History C	

*These courses have prerequisites.

Required Second Program of Study:

Students complete a second program of study 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

The degree Bachelor of Fine Arts with a major in Theatre provides intense preparation for students desiring to become competent and knowledgeable in all areas of theatre. General education requirements are those of LAS majors (non-teaching) and are printed in the undergraduate catalog. Majors are required to audition for productions and contribute to all productions, either in the cast or on a crew. Normally, students are enrolled in theatre projects for each production on which they work. To be eligible for production assignments, students must meet academic eligibility standards as established by the discipline.

Required Courses (70 hours):

TH 101	Introduction to Theatre	1 hour
TH 131	Stagecraft	3 hours
TH 132	Stagecraft Lab	
	OR	1 hour
TH 134	Stagecraft Scale Lab	
TH 133	Make-up	2 hours
TH 175	Design A*	3 hours
TH 210	Movement for Actors	3 hours
TH 222	Acting A	3 hours
TH 223	Voice and Diction	3 hours
TH 234	Stage Costuming	2 hours
TH 272	Theatre Production	2 hours
TH 275	Design B*	3 hours
TH 322	Acting B*	3 hours
TH 325	Script Analysis	3 hours
TH 331	Scenery Practicum	1 hour
TH 334	Costume Practicum	1 hour
TH 375	Design C*	3 hours
TH 381	Survey of Dramatic Literature	3 hours
TH 382	Modern Drama	3 hours
TH 390	Theatre History A	3 hours
TH 391	Theatre History B	3 hours
TH 392	Theatre History C	3 hours
TH 401	Senior Capstone	1 hour
TH 422	Acting C*	3 hours
TH 426	Play Directing*	3 hours
TH 440	Drama in Education	3 hours
TH 472	Advanced Theatre Production	2 hours
TH 475	Design D*	3 hours
TH 497	American Musical Theatre	3 hours

*These courses have prerequisites.

THEATRE MINOR

Students who have majors in other disciplines may take a minor in theatre. The minor consists of 18 semester hours. Courses in theatre are excellent supplements for students planning careers in education, business, psychology, counseling, public relations, communication, law, and other fields that require the ability to work exceptionally well with other people. The theatre minor is an appropriate choice for students in the humanities or fine arts who wish to deepen their understanding of their major fields, as well as science majors who are seeking a breadth of undergraduate

experiences. It is also an appropriate choice for students whose program requires a minor, as well as students who are required to have a second program of study under the degree Bachelor of Arts.

Required Courses (10 hours):

TH	131	Stagecraft	3 hours
TH	132	Stagecraft Lab	1 hour
TH	222	Acting: Methods	3 hours
TH	381	Survey of Dramatic Literature	
		OR	3 hours
TH	382	Modern Drama	

Elective Courses (8 hours):

In consultation with an advisor in theatre, students will select an additional eight (8) hours of courses in theatre to complete the minor.

TEACHERS COLLEGE

Dean: Sara Schwerdtfeger

https://www.emporia.edu/teachers-college/

Professors: Nancy Albrecht, Elizabeth Dobler, Kirsten Limpert, Neal Luo, Kelly O'Neal-Hixson, Heather Caswell.
Associate Professors: Mari Caballero**,** Bret Church, Tiffany Hill, Kathleen Howe, Jerry Liss, Teddy Roop, Brandy Crowley, Cecil Short and Sara Schwerdtfeger.
Assistant Professors: Sharice Adkins, Sandra Bequette, Emily Cline, Haley Olson , Russell Swanson, Lee Jones, Jessica Brockmeier, Josh Montgomery.
Instructors: Sarah Arthur**,** Kara Conley, Blair Falldine, Melissa Gerleman, Christina Lienemann, Sage Maydew, Alicia Moss, Amanda Neff, Todd Roberts, Meghan Shave, Ariel Starr, Melissa Stephenson.

The Teachers College consists of the Dean's Office, initial and advanced academic programs, the Office of Field Placement and Licensure, and The Teachers College Resource and Outreach Center. Academic programs of The Teachers College include:

Curriculum & Instruction
Early Childhood Unified
Elementary Education
Instructional Specialist
Middle & Secondary Education
School Leadership
Special Education

Specific information about the programs and faculty is contained in the following sections of this catalog.

MISSION STATEMENT
The mission of The Teachers College and personnel preparation unit is to prepare professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection, and belong to professional community.

OUTCOMES FOR TEACHER CANDIDATES AND OTHER SCHOOL PROFESSIONALS:

Knowledge
Candidates will exhibit knowledge of:
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
14. appropriate techniques for teaching and using self-reflection strategies.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Skills
Candidates will demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student's level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Dispositions
Candidates will exhibit dispositions that exemplify:
professionalism and ethical standards.
1. respect for cultural and individual differences by providing equitable learning opportunities for all students.
2. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

3. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
4. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
5. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
6. a commitment to challenge all students to learn and to help every child to succeed.
7. an awareness of the larger social contexts within which learning occurs.
8. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
9. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
10. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
11. a willingness to learn from other professionals in the field.

CONCEPTUAL FRAMEWORK MODEL

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into Professionals. To help all students learn, Professionals must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professionals can be highly effective, six proficiencies emerge from a shared evidence-based understanding of professional effectiveness. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

DELIVERY OF THE CURRICULUM

Faculty of The Teachers College expect students to meet or exceed established scholastic, professional, and licensure standards. In order to deliver curriculum, the faculty provide effective instruction, academic advisement, and personal guidance to students. To accomplish this, faculty participate in a vigorous self-development program which includes scholarly/creative activity, close contact with their professional fields, and the study of methods for continually upgrading the quality of their teaching and other professional interactions with students. The college and university provide the faculty adequate opportunities for self- development that include training programs, leave policies, and the funding of professional travel.

Because curricular coherence is essential, faculty members who represent general education, specialty studies, supporting professional disciplines, and pedagogy create and maintain continuous dialogue regarding the content and quality of professional preparation programs sponsored by The Teachers College.

Students formally evaluate courses and instruction, and 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 208 Visser Hall, 620- 341-5770. Admissions for secondary majors are administered by the Director of Secondary Admissions, whose office is located in 203 Visser Hall, 620-341-5078. Student teaching, all other field experiences, and procedures and requirements for becoming initially licensed to teach are administered by the Office of Field Placement and Licensure, 225 Visser Hall, 620-341-5447.

The professional component of Emporia State's secondary and middle school teacher education program has two phases. Phase I consists of campus and field based professional course work in education. Phase II consists of a full semester of student teaching which occurs during the senior year.

Elementary education majors complete the professional component through participation in blocked courses and a year-long Professional Development School program of field experience. These Professional Development Schools are located in specific school districts in and around Emporia, Wichita and Kansas City.

OFFICE OF FIELD PLACEMENT AND LICENSURE (OFPL)

The Office of Field Placement and Licensure coordinates field experiences for ED/EL 220 Introduction to Teaching, student teaching, counselor education, library media specialist, field experiences for academic methods, campus-wide internships in schools, and the Family Literacy program. OFPL also houses the Teacher Licensure Officer, 620-341-5412. OFPL is located at 225 Visser Hall. The office can be reached at (620) 341-5447.

TEACHER EDUCATION DISCLOSURE STATEMENT

The Teachers College of Emporia State University reserves the right to refuse admission to the teacher education program to any person who has a felony conviction or has otherwise committed offenses inappropriate for a teacher (The Teachers College Policies and Procedures Manual).

In addition, the KSDE Regulations and Standards for Kansas Educators (adopted July 1, 2003) address restrictions regarding issuance and renewal of licenses, hearings upon denial, and reports required of county and district attorneys (see Statute # 72: Schools, Article 13: Teachers' Certificates, Title: Restrictions on issuance and renewal of licenses, hearings upon denial, etc.). For a copy of these regulations, contact the Director, Office of Field Placement and Licensure, Visser Hall 225, 620-341-5447.

This statute empowers the Kansas State Board of Education to deny a teaching license or certificate or to cancel or revoke a license or certificate for several reasons, including but not limited to:

(1) conviction of 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; or
(13) denial, revocation, cancellation, or suspension of a license in another state on grounds similar to any of the grounds described in this subsection.

The Kansas State Board of Education will consider individuals for licensure who have entered into a criminal diversion agreement(s) provided the individual has satisfied the terms and conditions of the agreement. The state board of education may consider other factors, including but not limited to:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
(C) the present fitness of the person to be a member of the profession;
(D) the actions of the person after the denial or revocation;
(E) the time elapsed since the denial or revocation;
(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
(G) the number of incidents of improper conduct; and
(H) discharge from probation, pardon, or expungement

Individuals who are denied licensure or who have certificates revoked are entitled to a hearing and shall be given notice and an opportunity for a hearing in accordance with the provisions of the Kansas administrative procedure act. The county or district attorney shall file a report with the state board of education indicating the name, address and social security number of any person who has been determined to have committed any offense or act as described above, or who has entered into a criminal diversion agreement after having been charged with such acts or offenses.

Although Emporia State University verifies the completion of the approved teacher education program, only the Kansas State Board of Education has the right to issue, suspend, revoke, or deny a Kansas teaching license. To enable The Teachers College and candidates to make sound judgments about continuance in the teacher education program and placements in school settings, candidates are asked to disclose information concerning conviction of crimes involving controlled substances (including alcohol), theft, welfare of a child, domestic battery toward a minor or other felonies and diversion agreements for such crimes. Information provided on the Statement of Disclosure may be used to deny admission to programs or placements in laboratory experiences in schools.

PROGRAM COMPLETION TESTING REQUIREMENT

Emporia State University students who complete an approved teacher education program and who wish to apply for an initial teaching license are required to pass the content assessment in each content area for which they request an endorsement on their teaching license. Those who complete the approved teacher preparation program before passing licensure tests will be eligible for a one-year non-renewable 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. ESU's annual Title II Report may be viewed at the following website: https://www.emporia.edu/teachers-college/about-college/deans-office/council-accreditation-educator-preparation/

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 can either attend a degree-seeking program as a Second Bachelor, or they can attend as a non-degree seeking-student. For those seeking a Second Bachelor, application needs to be made through the Undergraduate Admission's Office if they are a first-time Emporia State University student, or through the Office of the Registrar if they are a returning Emporia State University student. Provided that adequate progress is made throughout the program, 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).

ELEMENTARY EDUCATION/ EARLY CHILDHOOD/SPECIAL EDUCATION

BACHELOR OF SCIENCE IN EDUCATION
ELEMENTARY EDUCATION

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

Professional Education (45-47):

PY 211	Developmental Psychology for Education Major	3 hours
EL 230	Children's Literature	3 hours
EL 312	Science of Reading I	3 hours
EL/ED 220	Introduction to Teaching	2 hours
EL 329	Diverse Learners in the Classroom	3 hours
EL 350	Mathematical Applications for the Elementary Classroom	4 hours
SD 550	Survey of Exceptionality	3 hours
SD 560	Collaboration & Strategies	3 hours
AR 324	Elementary Art Education	2 hours
PE 381	Elementary School Health & Physical Education	2 hours
MU 344	Integrating Music in the Elem Clsrm	2 hours
EL 150	Introduction to the El Ed Major	1 hour
EE 375	Ethics and Law in Elementary Clsrm	1 hour
ED 525	Technology for Educators	3 hours

1 Life Science course	3 hours
1 Physical Science course	3-4 hours
1 Laboratory course in either Life Science or Physical Science	1-2 hours

Pick from the following (3 hours):
EC 101, GE 101, GE 454, PO 121, PO 322, PO 330

BACHELOR OF SCIENCE IN EDUCATION
ELEMENTARY EDUCATION
Elementary Unified Concentration

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

Professional Education (39-41):

PY 211	Developmental Psychology for Education Major	3 hours
EL 230	Children's Literature	3 hours
EL 312	Science of Reading I	3 hours
EL/ED 220	Introduction to Teaching	2 hours
EL 329	Diverse Learners in the Classroom	3 hours
EL 350	Mathematical Applications for the Elementary Classroom	4 hours
AR 324	Elementary Art Education	2 hours
PE 381	Elementary School Health & Physical Education	2 hours
MU 344	Integrating Music in the Elem Clsrm	2 hours
EL 150	Introduction to the El Ed Major	1 hour
EE 375	Ethics and Law in Elementary Clsrm	1 hour
ED 525	Technology for Educators	3 hours

1 Life Science course	3 hours
1 Physical Science course	3-4 hours
1 Laboratory course in either Life Science or Physical Science	1-2 hours

Pick from the following (3 hours):
EC 101, GE 101, GE 454, PO 121, PO 322, PO 330

Concentration* (19 hours)

SD 550	Survey of Exceptionality	3 hours
SD 560	Collaboration & Strategies	3 hours
SD 570	Assessment and Individualized Education Program (IEP)	2 hours
SD 575	Practicum in Assessment and Individualized Education Program (IEP)	1 hour
EL 725	Differentiating Instruction	2 hours
EL 750	Classroom Management and Positive Behavior Supports	2 hours
SD 580	Student Teaching, Elementary Unified	6 hours

*Must earn minimum of "C" grade in all concentration courses.

ADMISSION TO BLOCK 1
(Required for both Elementary Education and Elementary Education with Elementary Unified Concentration)

Block 1 Courses (10 hours):

EE 311	Elementary Planning & Assessment	1 hour
EE 313	Science of Reading II	3 hours
EE 314	Elementary Social Studies Methods	3 hours
EE 316	Elementary Science Methods	3 hours

Admission to Teacher Education
(Admission to Block One)

The elementary education admissions committee admits candidates to the elementary education program (Block One) when the following requirements are met:

a. Junior-level or post-baccalaureate classification at Emporia State University.
b. Earn a minimum grade point average of 2.75 in the general education courses.
c. Earn an overall grade point average of at least 2.75.
d. Earn a grade of "C" or better in the following General Education buckets:
   1. Bucket #1: English Discipline
   2. Bucket #2: Communications Discipline
   3. Bucket #3: Mathematics and Statistics Discipline
e. Earn a grade of "C" or better in Professional Education courses that have been completed prior to admission to Block One. Professional Education courses include: EL 150, EL 220, EL 230, EE 312 (prerequisite for Block One course), EL 329, EL 350, EE 375, ED 525, PY 211, AR 324, MU 344, PE 381, SD 550, SD 560.
f. Provide documentation of the required 100 hours of work experience with children or youth.
g. Demonstrate required disposition in The Teachers College conceptual framework.
h. Satisfactory Disposition Form completed by EL 150 and EL 350 faculty.
i. Satisfactory Disposition Form completed by three additional faculty members teaching: EL/ED 220, EL 230, EL 312, EL 329, ED 525, AR 324, MU 344, PE 381, SD 550/560, or another course, as approved by your academic advisor.
j. Teacher Education Disclosure Statement completed and signed.

ADMISSION TO BLOCK 2

(Required for both Elementary Education and Elementary Education with Elementary Unified Concentration)

Block 2 Courses (17 hours):
(Must be completed in a Professional Development School)

EE 315	Elementary English Language Arts Methods	3 hours
EE 317	Elementary Mathematics Methods	3 hours
EE 318	Elementary Classroom Management	3 hours
EE 320	Observing Teaching/Learning Models	4 hours
EE 413	Elementary Reading Methods	3 hours
EE 414	Elementary Reading Practicum	1 hour

The elementary education admissions committee admits candidates to the Block Two (Practicum) when the following requirements are met:

a. Senior-level or post-baccalaureate classification at Emporia State University...
b. Earn an overall grade point average of at least 2.75.
c. Earn a grade "C" or better in all Professional Education courses that have been completed prior to admission to Block Two.
d. Earn a grade of "C" or better in Block One courses.
e. Maintain an approved criminal background check
f. Satisfactory Disposition Form completed by Block One faculty.

ADMISSION TO BLOCK 3

(Required for both Elementary Education and Elementary Education with Elementary Unified Concentration)

Block 3 Courses (12 hours):
(Must be completed in a Professional Development School)

EL 466	Student Teaching Elementary (or EL 464 and appropriate LE courses Approved by the Elementary Advising Office)	12 hrs.
EE 431	Performance Assessment for Student Teaching	0 hrs.

The elementary education admissions committee admits candidates to the Block Three (Clinical) when the following requirements are met:

a. All Professional Education courses mut be completed prior to admission to Block Three.
b. Earn an overall grade point average of at least 2.75.
c. Earn a grade of "C" or better in all Professional Education courses.
d. Earn a grade of "C" or better in Block Two courses.
e. Satisfactory evaluation from the PDS mentor teacher and the university supervisor.
f. Maintain an approved criminal background check.
g. Satisfactory Disposition Form completed by Block Two faculty.

DEGREE COMPLETION

(Required for both Elementary Education and Elementary Education with Elementary Unified Concentration)

Degree Completion, including Completion of Student Teaching (Completion of Block Three [Clinical]).

To receive the Bachelor of Science degree in Education, the following requirements must be met:

a. Complete all required courses and additional courses (as needed) to reach 120 hours.
b. Earn an overall grade point average of at least 2.75.
c. Earn a grade of "C" or better in all Professional Education courses.
d. Earn a grade of "C" or better in Block Three courses.
e. Satisfactory evaluation from the PDS mentor teacher and the university supervisor.
f. Satisfactory completion of a Teaching and Learning Portfolio.

LICENSURE TESTING

During the Student Teaching Semester (or before applying for licensure), the student must pass content area exams.

SCHOOL LEADERSHIP AND MIDDLE/SECONDARY EDUCATION

BACHELOR OF SCIENCE IN EDUCATION SECONDARY EDUCATION

The teacher education program available to students desiring licensure to teach at the secondary level is a joint responsibility of School Leadership/Middle and Secondary Teacher Education and other disciplines of the university offering teaching field programs.

Teacher Licensure Fields:
The secondary education program leads to teaching licensure in the following fields:

Art
Biology
Chemistry
Earth and Space Science
English
Spanish
Health & Physical Education
Mathematics
Music
Physics
Social Sciences
Speech/Theater

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 120 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 the discipline wishes to do so. Students may elect courses beyond the 70 hour maximum but may not be required to take such courses.

Each discipline 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 their program advising office.

General Education Requirements:
See general education requirements in the General Education section of this catalog.

Professional Education and Prerequisite Course Requirements:
Specific prerequisite courses for BSE programs include the following:

To be completed before admission to Phase I:

ED	220	Introduction to Teaching	2 hours
PY	211	Developmental Psychology for the Education Major	3 hours
ED	525	Technology for Educators	3 hours

To be completed before admission to Phase II:

EL	416	Integrating Literacy Strategies Across Secondary Content	2 hours
SD	550	Survey of Exceptionality	3 hours
ED	340	Using Assessment & Data in Secondary Classroom	3 hours

PHASE I PROFESSIONAL SEMESTER

Phase I admission. The secondary education committee admits candidates to the secondary education program (Phase I) when the following requirements are met:

- **a.** Achieve a minimum cumulative GPA of 2.75 in the general education courses.
- **b.** Obtain junior-level classification.
- **c.** Maintain a 2.75 overall GPA.
- **d.** Earn a final grade of "C" or better in General Education Requirement for English, General Education Requirement for Communication and General Education Requirement for Mathematics,
- **e.** Earn a grade of "C" or better in EL/ED 220, PY 211, ED 525.
- **f.** Meet or exceed (and maintain) the minimum GPA requirement set by the faculty of their teaching specialty -- see academic advisor and be approved by their academic program.
- **g.** Provide documentation of the required 100 hours of supervised work experience with children or youth.
- **h.** Clear a criminal background check.
- **i.** Satisfactory Disposition Form completed by El/ED 200 instructor (or another courses, as approved by the Director of Secondary Education) and content advisor.
- **j.** Complete an application to Phase I.
- **k.** Teacher Education Disclosure Statement completed and signed.
- **l.** Maintain a clear record of experiences with schools and minors; evidence that issues exist with school placements or experiences, or of inappropriate interaction with minors, regardless of whether formal legal charges or complaints have been made, prior to Phase 1 can result in denial of admission.

Phase I courses—taken concurrently

ED	333	Principles of Secondary Education	3 hours
ED	334	Classroom Management	3 hours
PY	334	Educational Psychology	3 hours

PHASE II PROFESSIONAL SEMESTER:

The secondary admissions committee admits candidates to the Phase II (Clinical) when the following requirements are met:

a. Maintain an overall grade-point average of at least 2.75.
b. Meet minimum program grade-point average requirements.
c. Earn minimum of "C" grade in all professional education courses.
d. Complete and sign Teacher Education Disclosure Statement.
e. Be recommended by five designated instructors.
f. Obtain signed discipline approval for each licensure area.
g. Be approved by the Secondary Admissions Committee
h. All Professional Education courses must be completed prior to admission to Phase II.

Phase II courses—taken concurrently

LE	487	Student Teaching Secondary	*12 hrs.
ED	431	Performance Assessment for Student Teaching	0 hrs.

*Or equivalent student teaching credit. (See LE course listing.)

DEGREE COMPLETION

Degree Completion, including Completion of Student Teaching (Completion of Block Three [Clinical])

To receive the Bachelor of Science degree in Education, the following requirements must be met:

a. Complete all required courses and additional courses (as needed) to reach 120 hours.
b. Earn a grade of "C" or better in all Professional Education courses.
c. Earn a grade of "C" or better in Phase II courses.
d. Earn an overall grade point average of at least 2.75.
e. Satisfactory evaluation from the PDS mentor teacher and the supervisors.
f. Satisfactory completion of a Teaching and Learning Portfolio.

Licensure Testing

During the Student Teaching Semester (or before applying for licensure), the student must pass the content area exam(s).

GRADUATE SCHOOL

Mission

Graduate School Administration

The Dean of the Graduate School and Distance Education is responsible for carrying out the university policies concerning graduate education. Emporia State University offers programs of study leading to the degrees Master of Accountancy, Master of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Library Science, Master of Science in Nursing, Specialist in Education and Ph.D. in Library and Information Management.

The Graduate Council

The Graduate Council assists the Dean with review and coordination of all graduate programs, formulation of academic policies governing graduate programs, and with administration of the Graduate School. It meets monthly, additional times if necessary, and is chaired by an elected chairperson. Membership in the Graduate Council consists of a faculty member of each discipline offering graduate work, and two student representatives who are selected annually by the Graduate Dean.

Discipline Committees

Each discipline offering graduate programs has a graduate committee. The discipline's graduate committee determines discipline's graduate policies and procedures as long as they are not in conflict with university/graduate school policy.

GRADUATE ADMISSIONS POLICIES

Applications must be submitted online.
Graduate School - Box 4003
1 Kellogg Circle
Emporia, KS 66801-5087
Telephone: 620-341-5403
E-mail: gradinfo@emporia.edu

Application for admission to graduate study should be submitted to the Graduate School no later than two weeks before the first day of an enrollment period. Some programs require earlier application or additional application forms prior to admission. Students should check with individual disciplines for additional application requirements.

Students who have not enrolled for three-years and have been inactivated will be required to reapply and obtain new discipline approval/eligibility before they can continue in their degree program.

Undocumented persons (must provide documentation of citizenship application) or resident aliens (must provide a copy of permanent residency card) who do not hold an F1 or J1 visa may apply for graduate study, through Graduate School.

The Graduate School will accept 3-year undergraduate degrees under the following conditions:

- 3-year degrees from accredited universities in India. Disciplines will still have the option of requiring prerequisites as part of the graduate eligibility process. (Approved by the Graduate Council 2/20/03)
- 3-year degrees from universities that are part of the Bologna agreement. (Approved by the Graduate Council 9/19/13)

Application fees are not refundable and application materials are non-returnable.

We strongly encourage students to familiarize themselves with all graduate student policies and procedures. All correspondence from the graduate school (e.g., admissions information, eligibility, degree analysis, instructions for graduation) will be directed to your **ESU email account**. Please contact the IT Help Desk at 341-5555 if you have any questions regarding your email account.

GRADUATE ADMISSIONS CATEGORIES

Non-degree/Licensure Seeking Student
Students with at least a baccalaureate degree from a regionally accredited institution who desire to enroll in graduate course work but are not seeking a degree or certificate are classified as non-degree or licensure students. Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. **Non-degree students do not qualify for financial aid.** Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student. Non-degree seeking students are not exempt from any course prerequisites. Students are required to pay a $25 application fee and submit proof of baccalaureate degree (copy of unofficial transcript,) from a regionally accredited institution prior to application being processed. Course term limits and transfer courses for licensure programs are to be decided by the respective disciplines. Faculty reserve the right to decide on the applicability of course work taken prior to formal admission into a degree program. A non-degree or licensure student, who wishes to enter a degree program at a later date, must submit a new application and go through the admission review process. A maximum of 12 approved hours earned under this status may be applied to a degree program.

Students should check the graduate degree listing or contact the Teacher Licensure Coordinator in the Teachers College (620-341-5412) for specific licensure programs offered at ESU. Some disciplines do require official transcripts from licensure applicants

Certificate Seeking

Students with at least a baccalaureate degree from a regionally accredited institution who desire to enroll in graduate course work for the purpose of obtaining a certificate are classified as certificate seeking students. Verification of undergraduate degree completion (Unofficial Transcript) must be sent to the Graduate School before an application can be processed. A grade point average of not less than 2.5 in the last 60 semester hours of study or an overall grade point average of no less than 3.0 for a completed certificate degree. This admission does not constitute admission to a specific program. Students should check the graduate degree listing for specific certificate programs offered at ESU. Students are required to pay a $50 application fee.

Master's Degree (MA, MACC, MBA, MED, MLS, MS, MSN)

The following are admission requirements for degree seeking students.

Please note, students in distance programs must submit a copy of the valid government-issued photo identification (ID) that is acknowledged by the student's signature. Government-issued ID's include such things as driver's license, passport, permanent resident card.

1) A bachelor's from a regionally accredited institution. Verification of undergraduate degree completion (Unofficial Transcript) must be sent to the Graduate School before an application can be processed. The document can be upload through the Graduate Application Portal, emailed to gradinfo@emporia.edu or mailed to: Emporia State University, Campus Box 4003, 1 Kellogg Circle, Emporia KS 66801.
2) Adequate preparation in the proposed area of specialization (to be determined by the discipline of specialization).
3) A grade point average of not less than 2.5 in the last 60 semester hours of study or an overall grade point average of no less than 3.0 for a completed master's degree. This admission does not constitute admission to a specific program**. If a completed master's degree transcript is submitted for admission, the student MUST also submit an official copy of their bachelor's degree transcript.**
4) Probationary* admission to the Graduate School is permitted if the student has a grade point average between 2.2 and 2.49 on the last 60 hours of study. However it is up to the discipline to admit a student on probation. The student must achieve a 3.00 grade point average in their first nine semester hours of graduate study. Probationary conditions cannot extend more than 1 year or for a certain number of credit hours. If the student does not meet this condition, they will not be permitted to continue in graduate study.
5) Students must submit official Bachelor's degree transcripts containing at least 60 credit hours of course work and final grades. Any additional transcripts from college credit accumulated after the bachelor's degree, MUST be submitted if you will be using these credits for transfer credit or for last 60 GPA. Transcripts are considered official only if they are received from the institution in a sealed envelope or are received through a secure transcript service. Official transcripts from a regionally accredited institution must be received by the end of the first semester or students will not be allowed to enroll in a second semester. Secure electronic transcripts are accepted if sent to gradinfo@emporia.edu directly from the issuing institution.
6) Satisfactory completion of the entrance/admission tests required by the major discipline. Students who have not completed the required entrance/admissions tests by the first semester will not be allowed to enroll for a second semester. An enrollment hold will be placed on the student's account. Specific information about these examinations may be obtained from the discipline in which one wishes to study or from the Graduate School.
7) Students who have been denied to an academic program are not eligible for non-degree study during the academic semester they were denied admission, except with permission of the discipline. Student can reapply to another graduate degree immediately.
8) Students who have obtained a degree from a foreign university/college must have a transcript evaluation from a recommended external source that is a member of NACES (National Association of Credential Evaluation Services). Students will not be allowed to enroll until the evaluation has been received in the Graduate School.
9) Payment of a non-refundable $50 application fee.

*Probationary refers to permitting graduate students into a graduate program if they do not meet regular admission criteria. Conditional refers to permitting undergraduate seniors to take graduate classes for graduate credit.

Specialist in Education Degree (Ed.S.)

Please contact the School of Applied Health Sciences for information. Students are required to pay a non-refundable $50 application fee. Official transcripts from a regionally accredited institution must be received by the end of the first semester or students will not be allowed to enroll in a second semester.

Please note, students in distance programs must submit a copy of the valid government-issued photo identification (ID) that is acknowledged by the student's signature. Government-issued ID's include such things as driver's license, passport, permanent resident card.

Doctor of Philosophy (Ph.D.)

Please contact the School of Library and Information Management+ Library & Archives for information. Students are required to pay a non-refundable $60 application fee. Official transcripts from a regionally accredited institution must be received by the end of the first semester or students will not be allowed to enroll in a second semester.

Please note, students in distance programs must submit a copy of the valid government-issued photo identification (ID) that is acknowledged by the student's signature. Government-issued ID's include such things as driver's license, passport, permanent resident card.

GRADUATE ASSISTANTSHIP AWARDS

Emporia State University provides assistance for graduate students through three primary sources in addition to the regular student financial aid programs. Graduate assistantships are available in

most disciplines offering graduate degree programs. Types of assistantships available are teaching, research, and administrative. To qualify for an assistantship, an applicant must have a minimum undergraduate (four-year) grade point average of 2.5 or 2.75 for the last two years of undergraduate study, based on a 4.0 system, or 3.0 for at least 6 credit hours of graduate level course work (**gpa requirement cannot be waived**). Disciplines may elect to use part or all of their graduate assistantship allocations towards off-campus, online GTAs or GRAs. Off-campus, online GAs must meet all requirements for an award, must be a US citizen or a US resident, and their contracts must clearly detail the work assignment and the supervisory structure that will oversee their work. (Approved by Graduate Council 11/15/18). The minimum course load for graduate assistants is six (6) hours during regular terms and three (3) hours for a summer term, holding a full-time assistantship (20 hours per week). The minimum course load for split graduate assistants is three (3) hours during regular and summer terms, holding a quarter assistantship (10 hours per week).

Courses that count toward the 6 credit hour enrollment requirement for graduate assistants must consist of graduate level courses. Once the 6 credit hour requirement has been fulfilled, the student may take additional courses (either graduate or undergraduate). A waiver of the minimum enrollment requirement may be granted by graduate school with the approval of the discipline's dean and graduate dean.

Split graduate assistants courses that count toward the 3 credit hour enrollment requirement must consist of graduate level courses. Once the 3 credit hour requirement has been fulfilled, the student may take additional courses (either graduate or undergraduate). Any courses taken above 3 credit hours are charged at the Kansas resident tuition rate plus additional fees, are paid by the graduate assistant.

Graduate assistant positions are contingent upon a successful criminal background check.

Graduate assistantships for the purpose of a tuition waiver must be awarded on the basis of 20 hours worked per week for a full semester. Split graduate assistantships for the purpose of a tuition waiver must be awarded on the basis of 10 hours worked per week for a full semester. To be eligible for a tuition waiver during the summer, graduate assistants must hold an assistantship for at least one month during the summer term. If a graduate assistant's award is terminated prior to the end of the contract, the student will be required to repay the tuition waiver on a prorated basis. Courses taken for audit credit do not count in computing minimum course load requirements. Non-resident assistants are eligible for resident fees during each full semester in which they hold an assistantship appointment for quarter-time 10 hours or full time 20 hours duty per week. Graduate assistants will be responsible for paying the campus and technology fees each semester.

Full time graduate assistants are expected to work half-time (20 hours per week). Work given them is expected to fit within a 20-hour work week. Split graduate assistants are expected to work quarter-time (10 hours per week). Work given them is expected to fit with a 10-hour work week. In emergency or otherwise exceptional circumstances (e.g., the illness of a colleague), a graduate assistant, with the approval of the dean or designee, and graduate dean, may be paid additional compensation for additional and temporary work. Such compensation will be provided only in rare and unusual circumstances. Graduate assistants will not be compelled to work when the university is closed nor will they be docked in pay.

A graduate student may hold an assistantship funded via university allocations for one (1) masters degree or dual degree program. Masters students may hold an assistantship for up to six semesters (excluding summers). Ph.D. students may hold an assistantship for up to eight academic semesters (excluding summers). Disciplines may grant extended funding beyond these limits up to 8 semesters respectively for research assistantships if such funds are provided via external (non-university-allocated) sources. (Revised by Graduate Council, Oct 19, 2017).

Graduate Assistants are required to show normal academic progress (3.00 grade point average) when enrolled in a minimum of 6 hours of graded work each semester. When a student's semester grade point average (GPA) falls below 3.0, the student will be placed on academic probation and may be dismissed from her/his graduate assistantship position at the discretion of the discipline. Two consecutive semesters of a GPA below 3.0 will result in termination of the graduate assistantship. The discipline may reappoint the student to a graduate assistantship when the student's cumulative GPA is 3.00 or better and the most recent semester GPA is 3.0 or better.

Graduate assistantships may be terminated at any time on non-academic grounds including, but not limited to, misrepresentation of academic credentials or application materials, unsatisfactory performance on assigned tasks, insubordination, violation of University or discipline rules or policies, a criminal conviction, or a lack of appropriations or funding.

Graduate Assistant Categories and Job Descriptions

Graduate Teaching Assistant

A Graduate Teaching Assistant (GTA) serves an instructional role in a class or laboratory offered by an academic unit for credit. The GTA need not be the instructor of record. Duties may include actual instruction in a classroom setting; leading discussion sessions; conducting help and/or tutoring sessions; assisting with laboratory setup; helping faculty prepare lectures and course materials; grading papers, exams, laboratory reports, projects, and class homework; coaching; and performing other duties pertaining to the instructional mission of ESU.

All teaching assistants are required to complete course work, or equivalent, in instruction provided by their respective discipline to assure knowledge of the teaching processes and effective instruction. This factor is a condition of employment. Exemptions may only be granted by the Dean of the Graduate School (contact the Graduate School to clarify exemption guidelines).

Master's level GTA may teach courses at the 100-200 level. With dean or designee approval, GTA's may also teach courses at the 300 level. GTA's may not teach courses at the 400-500 level without approval from the School Dean or designee, and Graduate Dean.

GTAs tuition waiver is limited to a maximum of 12 graduate credits hours per semester. Graduate assistants will be responsible for paying additional credit hours over the 12 credits, the campus activity fees, area fees, technology fees, course fees and waiver is for the actual semester of appointment only. (Revised by the Graduate Council April 13, 2017.)

GTA must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Graduate Research Assistant
The primary function of a Graduate Research Assistant (GRA) is to assist a faculty member in an academic discipline with their scholarly and/or creative activities. Duties may include maintaining and operating scientific instruments and/or computer equipment; locating, reading, and summarizing pertinent research articles; performing laboratory experiments and assisting with fieldwork; calculating and analyzing results of research; and assisting musicians and artists in their creative endeavors.

GRAs tuition waiver is limited to a maximum of 12 graduate credits hours per semester. Graduate assistants will be responsible for paying additional credit hours over the 12 credits, the campus activity fees, area fees, technology fees, course fees and waiver is for the actual semester of appointment only. (Revised by the Graduate Council April 13, 2017.)

GRAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Graduate Administrative Assistant
The primary function of a Graduate Administrative Assistant (GAA) is to assist in non-teaching and non-research activities. A GAA should perform more than the usual receptionist/secretary duties. Duties should augment a student's academic program and provide opportunities to apply knowledge gained through the program. Duties may include entering computer data, maintaining records, preparing reports and surveys, and interpreting and correlating administrative data. GAA responsibilities may also include interacting with students, faculty, administrators, alumni, and visitors to the University. Disciplines will be expected to explain briefly on the actual award form how the GAA duties augment the student's academic program.

GAAs tuition waiver is limited to a maximum of 12 graduate credits hours per semester. Graduate assistants will be responsible for paying additional credit hours over the 12 credits, the campus activity fees, area fees, technology fees, course fees and waiver is for the actual semester of appointment only. (Revised by the Graduate Council April 13, 2017.)

GAAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Student Health Insurance
Emporia State University contributes to the cost of the United Health Care insurance plan for eligible GTAs, GRAs, and GAAs holding a full-time (20 hours per week) assistantship for a complete semester. Split assistantships holding a quarter-time (10 hours per week) are not eligible benefits or Health Insurance. For eligible international students the student portion of the premium will automatically be added to the ESU student account. Enrollment in the plan will occur automatically when the ESU student account is paid at the beginning of each semester. Eligible Graduate Assistants who are US citizens enroll for the health insurance on-line at the United Health Care web site. Please see the ESU Office of Human Resources, Plumb Hall 211, for questions.

Graduate Assistant Technology Policy
Each graduate assistant must have access to a dedicated computer and work station with appropriate software and network connection to support their graduate assistant work within their discipline (approved by Graduate Council on November, 2004).

Graduate Assistant Awards for International Graduate Students
International graduate students cannot be offered a graduate assistantship until they have completed all the admission requirements of the Office of International Education and have been accepted to Emporia State University and have been found eligible in a graduate degree.

Once these requirements are met, an offer can be made contingent upon successful clearance of a background check. The discipline will be required to provide the student with a letter stating they have been offered a position. This proof of employment is a requirement in order to obtain a Social Security number. The student cannot begin work until Human Resources has received all the required employment documents and the background check has cleared.

Required Tests for International Graduate Teaching Assistants
In addition to English Proficiency requirements for admission to graduate study, graduate teaching assistants being considered for any employment having classroom or laboratory instructional responsibility and/or direct tutorial responsibilities and whose first language is not English must meet the following requirements **PRIOR** to being awarded a graduate teaching assistantship.

1. Present a TOEFL score of at least 550.
2. To be eligible for an appointment without spoken English language remediation conditions, all prospective graduate teaching assistants, whose first language is not English, shall be required to achieve a minimum score of 50 on the Test of Spoken English (TSE), or a score of 250 Speaking Proficiency English Assessment Kit (SPEAK), or equivalent, or a minimum score of 22, set by Board staff in consultation with the Council of Chief Academic Officers and with the approval of the Board Academic Affairs Standing Committee, on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT).
3. Must be interviewed and have their competency in spoken English assessed by no fewer than three institutional personnel, one of whom shall be a student. The interview can be conducted either face-to-face or by mediated means.
4. Prospective graduate teaching assistants who do not meet the above requirements shall not be assigned teaching responsibilities nor other tasks requiring direct instructional contact with students.

   International Graduate Teaching Assistant requirements taken from the *Kansas Board of Regents Policy and Procedures Manual.*

   International Graduate Teaching Assistant requirements taken from the *Kansas Board of Regents Policy and Procedures Manual.*

International students requiring testing for teaching assistantships must be on campus and available for testing two weeks prior to the date classes begin.

DEGREE REQUIREMENTS
Master's/Ed.S./Ph.D.

Master's Degree
1. All requirements for the degree must be completed within a period of seven (7) years from the first enrollment date. In the case of compelling circumstances, the discipline offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with dean or designee approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees.
2. For graduate programs requiring 30-45 credit hours, degree-seeking graduate students **must** submit an approved degree plan signed by their advisor, dean or designee, and approved by the Dean of the Graduate School and Distance Education to the Graduate School **after completion of 15 credit hours**. Students in graduate programs requiring more than 45 credit hours must submit an approved degree plan signed by their advisor, dean or designee, and approved by the Dean of the Graduate School and Distance Education to the Graduate Schools **after 30 credit hours**. After these credit hour limits, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.
3. The student must be admitted to degree candidacy by the major discipline. Usually a student is admitted to degree candidacy at the same time the degree plan is filed.
4. The student must complete the required number of semester hours of graduate level course work set by their discipline.
5. A minimum of 60 percent of credit hours must be earned in courses numbered 700 and above.
6. Satisfactory grades must be maintained as defined in the section titled "Grades."
7. The student must have an overall 3.0 GPA and a 3.0 GPA in their degree plan in order to be awarded a degree.
8. Graduates may participate in the commencement preceding completion of all degree requirements or in the first commencement following completion of all degree requirements.

The Specialist in Education Degree
The Specialist in Education (EdS) is an advanced degree involving a year of study beyond the master's degree. This degree program is designed to be independent of any further graduate study. It is wholly within the province of an institution offering the doctorate to determine whether or not any part of the specialist program may partially fulfill requirements for the doctorate.
1. A master's degree from a regionally accredited institution with a GPA of 3.5 in the most recent master's degree.
2. If the master's degree was awarded by Emporia State University and the student completed the Graduate Essay Examination (GEE) of the School of Applied Health Sciences during their master's degree, the student will not be required to retake the GEE.
3. All requirements for the degree must be completed within a period of seven (7) years from the first enrollment date. In the case of compelling circumstances, the discipline offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with dean or designee approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees.
4. A specialist approved degree plan **must** be submitted to the Graduate School after a student completes 15 credit hours. After this credit hour limit, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.
5. The student must complete the required number of semester hours of graduate level course work set by discipline. If equivalent courses were completed at the undergraduate level, graduate courses must be taken to fulfill the graduate hour requirements.
6. One academic year of supervised experience (internship) is required before the student may be recommended for full approval as a school psychologist **certified by the Kansas Department of Education**.
7. Students must pass a thesis defense or oral examination over their thesis area and research.
8. Satisfactory grades must be maintained as defined in the section titled "Grades."
9. Graduates may participate in the commencement preceding completion of all degree requirements or in the first commencement following completion of all degree requirements.

The Ph.D. Program
The curriculum of the Ph.D. program is designed to produce effective teachers and skilled researchers in fields related to library and information management.
1. All requirements for the degree must be completed within a period of eight (8) years from the first enrollment date.
2. An approved doctorate degree plan **must** be submitted to the Graduate School after the student completes 30 credit hours. After this credit hour limit, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.
3. Students will advance to degree candidacy after passing qualifying exams. These exams must be taken within a six-month period.
4. Students must complete the required number of semester hours of graduate level course work set by their discipline.
5. Students must be enrolled in a class each semester in order to be active in the program (continuous enrollment).
   Ph.D. students who are forced to interrupt their studies for a period of one or more years should request a leave of absence from the program. In consultation with their graduate advisor, students should define the program modifications that the leave of absence requires and submit a formal letter to the doctoral program director that includes appropriate reasons for the request. This form needs to be signed and approved by the graduate advisor, School Dean, and Graduate Dean. Requests shall indicate the reason for leaving and the expected date of return to the university. The leave of absence is designed to suspend the requirement for continuous enrollment. It does not affect the maximum time limitation set for a degree program as documented in the time limitation section. (See Slim Doctoral Program Handbook).
6. Students must complete at least 15 hours of dissertation credit. If dissertation has not been completed in 15 hours they must enroll in at least three credits each semester until the dissertation is completed.

7. Students must complete a minimum of 90 graduate hours beyond the baccalaureate degree.
8. Students must maintain a satisfactory level of work as determined by the doctoral faculty.
9. Graduates may not participate in the commencement ceremonies before acceptance of the dissertation by the committee, SLIM dean, and Graduate School dean.

APPLICATION PROCEDURES/REQUIREMENTS FOR GRADUATE CERTIFICATE PROGRAMS

Certificate programs offered are: Advanced Psychology, Applied Statistics & Data Analysis, Archives Studies, Business Application Development, Business Fundamentals, Economic Education, eLearning and Online Teaching, Emerging Technology Management, Geospatial Analysis, Health Information Professionals, Informatics, Information Systems Management, Leadership and Administration in Information Organizations, Marketing, Math, Quantitative Economics, Social-Emotional Learning and Psychological Well-Being, Teaching with Technology, and Youth Services.

Application Procedures and Program Requirements

1. A graduate application for admission and payment of the application fee of $50 must be submitted to the Graduate School.
2. Official Bachelor's transcripts containing at least 60 credit hours of course work and final grades. Any additional transcripts from college credit accumulated after the bachelor's degree MUST be submitted if you will be using these credits for transfer credit or for last 60 GPA. Official transcripts must be on file in the Graduate School or submitted directly to the Graduate School.
3. The Discipline will determine the eligibility of the student for the Certificate Program and notify the Graduate School of the determination.
4. A Certificate Plan listing all courses used to fulfill the Certificate Program requirements must be submitted to the Graduate School and approved by the Graduate Dean.
5. A maximum of nine (9) semester hour of credit maybe transferred into an ESU certificate program, earned at a regionally accredited institution. Respective disciplines have the option to be more restrictive.
6. Students completing all certificate programs must complete all courses for the certificate with a 3.0 GPA and within a 7-year timeframe.
7. Students seeking a certificate must be enrolled in a minimum of 1 graduate credit hour during the term in which the students acquires their certificate.
8. A Certificate Completion Notification should be submitted to the Graduate School by the student mid-semester prior to the semester in which the student anticipates completing the Certificate Program requirements. The Certificate Completion Notification form can be found online at https://www.emporia.edu/graduate-school/graduate-student-resources/graduate-forms/certificate-completion-notification/.
9. Completion of a graduate certificate program does not guarantee acceptance into a master's degree program.
10. The information on the transcript will read as follows:

Graduate Certificate: Advanced Psychology, Applied Statistics & Data Analysis, Archives Studies, Business Application Development, Business Fundamentals, Economic Education, eLearning and Online Teaching, Emerging Technology Management, Geospatial Analysis, Health Information Professionals, Informatics, Information Systems Management, Leadership and Administration in Information Organizations, Marketing, Math, Quantitative Economics, Social-Emotional Learning and Psychological Well-Being, Teaching with Technology, and Youth Services. (whichever applicable)

Date: (Same as degree conferral dates for degree-seeking graduate students)

Check with the School of Library and Information Management +Library Archives, School of Business & Technology, School of Science & Mathematics, Teacher's College, or School of Applied Health Sciences for additional information/requirements.

GRADUATE POLICIES

Eligibility to study in a graduate program is determined by a graduate committee in each discipline and by the Dean of the Graduate School and Distance Education. Classifications for eligibility are either unconditional, conditional (seniors earning graduate credit), or probationary. Students will receive notification from the Graduate School of their eligibility status. Admission to graduate study does not imply admission to candidacy for an advanced degree.

Degree Candidacy

After having been admitted to graduate study with the objective of earning an advanced degree, the student must apply for and be admitted to candidacy for the degree sought. Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. Procedures and requirements for admission to candidacy are determined by the discipline in which the student is specializing, including the following general requirements:

1. The student must have met the entrance or candidacy requirements of the major discipline, and the results must be on file in the Graduate School.
2. If a student was admitted on probation, a release from probation must be processed before or concurrently with degree candidacy.
3. Student must have a degree plan on file in the Graduate School (see degree plan policy below).
4. The student must have completed at least six hours of course work on the graduate program of study and must have a cumulative 3.0 GPA before being admitted to degree candidacy. (approved by Graduate Council, November 2017)

Admission to degree candidacy is based not only on the minimal standards stated above, but also includes an appraisal of the student's record and potential. The Graduate School has a responsibility to maintain a standard of excellence determined by the faculty.

Once those requirements have been completed, the graduate advisor must notify the Graduate School via email of the student's degree candidacy. The graduate advisor must send a notification to the Graduate School indicating a student has been admitted to degree candidacy. The Graduate School will send a letter notifying the student of their admittance to degree candidacy. If a student is denied degree candidacy, the graduate advisor must send a letter to the Graduate School indicating the reasons why the student has been denied degree candidacy. The Graduate School will notify the student of this decision and attach a copy of the discipline letter to the notification.

A student may be removed from degree candidacy (termination) based on academic progress. Notification of termination must come from the discipline that is terminating the student. The student must receive an official letter of termination with the reasons for the termination from the dean or designee. If the student disagrees with the decision of termination, the student may appeal this decision in writing following the Academic Appeals Policy in the University Policy Manual. An appeal must be initiated within 1 semester after the semester in which dismissal occurs. (Revised by Grad Council Sept. 21, 2017).

Graduate Examinations
Disciplines offering a graduate program may require one or more examinations for admission to degree candidacy or for graduation. The nature of these examinations varies among disciplines. Students should confer with their graduate advisor concerning this requirement.

*In a program that requires a final exam, the results (pass or fail) must be submitted by the discipline to the Graduate School for inclusion in the student's record. The discipline must convey the results to the student. The student must pass the final exam before a degree can be conferred.

*Students must be enrolled in a minimum of 1 credit hour during the semester they take their final exam.

Advisory Committee
Each candidate who is writing a thesis must have the work supervised by an advisory committee. A discipline may require an advisory committee for the supervision of research papers or projects, which are part of a degree program. The candidate will select a chair of the thesis committee in consultation with the candidate's advisor. One member of the committee must be from outside the candidate's area of specialization. Students are required to complete and submit the Thesis and Dissertation Committee Declaration Form the semester prior to completing the thesis or dissertation.

Degree Plan
For graduate programs requiring 30-45 credit hours, degree-seeking graduate students **must** submit an approved degree plan signed by their advisor, discipline dean or designee, and approved by the Dean of the Graduate School and Distance Education to the Graduate School **after completion of 15 credit hours**. Students in graduate programs requiring more than 45 credit hours must submit an approved degree plan signed by their advisor, discipline dean or designee, and approved by the Dean of the Graduate School and Distance Education to the Graduate Schools **after 30 credit hours**. After these credit hour limits, if an approved degree plan is not on file in the Graduate School, an enrollment hold will be placed on the student's account.

Intent to Graduate
Notice of intent to graduate must be received by the Graduate School the semester preceding graduation. The Intent to Graduate form is due March 1 for summer graduates, July 1 for fall graduates, and November 1 for spring graduates. Failure to give notice of intent to graduate may cause a delay in graduation.
Please follow the instructions to access and complete the online Intent to Graduate Form found at: https://www.hornet365.com/academic-life in Student Records.

Grades
Candidates for the Specialist in Education degree may use no grade lower than B or P in meeting degree requirements.

Candidates for the Master of Accountancy, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Master of Nursing, and Master of Library Science degrees must earn a grade point average of B (3.0) in all courses used for the degree. A grade of A, B, (inclusive of B-) or P (no C, D or F grades) may be used in 500 and 600 level courses, and no grade lower than C may be used in other graduate classes. P grades will not be calculated in the GPA. Courses in which grades of C, D or F are earned may be retaken. Only those courses in which a grade of B (inclusive of B-) or higher has been earned may be transferred from another institution. Courses in which P grades have been earned may be transferred from another accredited college or university, but the total of transfer P grades and P grades earned at ESU used to meet degree requirements cannot exceed 40% of the total credit hours for the degree. Although transfer credit may be accepted and used on the degree plan, no grades earned on transfer credit may be used in determining grade point averages. (Revised by the Graduate Council January 20, 2011).

Degree seeking graduate students and non-degree graduate students must maintain a 3.0 GPA to remain in good academic standing within the Graduate School. If a student's semester GPA falls below 3.0, the student will be placed on academic probation and may be dismissed from her/his graduate program at the discretion of the discipline (denial of degree candidacy). A student who has two consecutive semesters of a GPA below a 3.0 will be dismissed from the Graduate School following the denial of degree candidacy process initiated by the discipline dean or designee. Students wanting to appeal dismissal should consult the University Policy Manual, section 4E.1406. (Revised by the Graduate Council, Nov. 15, 2018).

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

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

Except for graduate research, thesis, or the equivalent, all incomplete work must be finished by the end of the following full semester (summer sessions are not considered a full semester for purposes of this deadline.) During the initial extension period, a student may submit a written petition for an extension of one additional semester during which an incomplete grade may be removed. In the most exceptional cases, the faculty member with the written approval of the discipline dean or designee, may grant the request for an extension. An extension beyond two semesters will require the approval of the dean of the school or school/college in

which the course was offered. (The granting of an extension will not be routine.)

Individual instructors may establish earlier deadlines for completion of the work. Students who do not complete the unfinished work by the established deadline will have the grade of "F" entered on the transcript and will be required to re-enroll to earn credit in the course.

Definition of Semester Hours
All credits on official transcripts are certified in terms of the semester hour. A semester hour consists of a minimum of 750-800 minutes of classroom contact on lecture courses or its equivalent in independent study during the semester.

Transfer Credit
Graduate credit earned in regionally accredited institutions may be transferred for credit toward the Master's, Specialist in Education, or Ph.D. degrees subject to the following conditions:

1) No more than nine (9) semester hours of credit may be transferred into an ESU program requiring fewer than 40 hours of graduate coursework, or fifteen (15) into an ESU program requiring 40 or more hours of graduate coursework. Individual programs may reduce this limit at their discretion.
2 In cases where graduate students are entering two graduate programs, the accepted number of transfer hours may be applied to one of the two degree programs or divided between the two degree programs. The accepted number of transfer credit cannot be applied to each degree program separately.
3) A grade of B- or higher must have been earned in all such transfer credit.
4) Official transcripts of all transfer work must be on file in the Graduate School prior to submitting degree plans. Courses must be current or within 7 years timeframe.
5) Transfer courses must be approved by the discipline dean or designee and the Dean of the Graduate School and Distance Education.
5) The transfer credit must be applicable toward a graduate degree at the university at which the course work was taken.
7) Courses in which P grades have been earned may be transferred from another accredited college or university, but the total of transfer P grades and P grades earned at ESU used to meet degree requirements cannot exceed 40% of the total credit hours for the degree. Although transfer credit may be accepted and used on the degree plan, no grades earned on transfer credit may be used in determining grade point averages. (Revised by Graduate Council January 20, 2011).

Students who have completed graduate level course work at accredited international universities must submit their transcripts to an approved foreign credential evaluation service which is a member of the National Association of Credential Evaluation Services. Students with questions should consult with the Office of International Education, Registration Office, or the Graduate School. All of the usual criteria for transfer credits apply (approved by Graduate Council March, 2005).

Seniors Earning Graduate Credit
College seniors at Emporia State University may earn graduate credit after accumulating 90 undergraduate hours by accomplishing the following:

1) Completing a formal application for graduate study and submitting an official transcript.
2) Having a minimum overall undergraduate GPA of 2.5.
3) Having a degree contract on file with the undergraduate degree analyst in the Registrar's Office.
4) Completing a Request for Graduate Credit form for each course for enrollment. The approval of the advisor, course instructor, Dean of the Graduate School and Distance Education, and Registrar is required. The Senior Request for Graduate Credit form must be presented to Registration at the time of enrollment.
5) Graduate courses taken **may not** be used to meet undergraduate requirements, except in case of approved accelerated masters programs. Undergraduate students who take graduate credit may only enroll for a total of 17 semester hours during the fall/spring or a total of 10 hours for the summer term (undergraduate/graduate). No more than 12 semester hours of graduate credit can be accumulated in this way. Only those courses numbered 500-799 will be considered for graduate credit before the undergraduate degree has been awarded. Undergraduate students may not enroll in 800 or 900 level graduate classes.
6) In an approved 4+1 program, in a Master's program requiring 40 or more hours of graduate coursework, no more than 15 semester hours of graduate credit can be accumulated as a senior earning graduate credit. (approved by Graduate Council, September 2019).

*Seniors cannot earn graduate credit in the Accelerated Online Programs for Educational Administration, Curriculum and Instruction, MBA and MAcc and MS Nursing. (approved by Graduate Council, March, 2018).

Dissertation
A dissertation is required for the Doctor of Philosophy in Library and Information Management. Students are required to complete and submit the Thesis and Dissertation Committee Declaration Form the semester prior to completing the thesis or dissertation. Please check with SLIM for the deadline for receiving the finalized dissertation in their school. The dissertation guide is available online on the graduate web site. Dates by which dissertations must be received in the Graduate School are listed in the dissertation guide booklet. Exceptions to the rules governing the typing of dissertations may be permitted, but only with the written consent of the Dean of the Graduate School and Distance Education and the chair of the candidate's committee.

An electronic copy of the dissertation in Word format is due in the Graduate School no later than 3 weeks prior to the close of the semester for review by the Graduate School. A pdf of the dissertation in final form is due in the Graduate School one week before graduation. All dissertations must have the approval of the student's dissertation committee, the chair of the dissertation committee, and the Dean of the School of Library & Information Management + Library & Archives or the dissertation will not be accepted by the Graduate School.

Thesis
A thesis is required for certain degrees and is an option in others. Students are required to complete and submit the Thesis and Dissertation Committee Declaration Form the semester prior to completing the thesis or dissertation. A copy of the thesis must be submitted to the major discipline no later than three weeks prior to

the day on which the degree is to be conferred. Some disciplines may have earlier deadlines. One copy of the thesis in final form is due in the Graduate School one week before graduation. A candidate may obtain a thesis guide online, https://www.emporia.edu/graduate-school/graduate-student-resources/graduate-policies/. Dates by which theses must be received in the Graduate School are listed in the thesis guide. Exceptions to the rules governing the typing of theses may be permitted, but only with the written consent of the Dean of the Graduate School and Distance Education and the chair of the candidate's committee.

A candidate must apply a minimum of 3 credit hours but may not apply more than six hours of thesis credit toward a master's degree.

An electronic copy of the thesis in Word format is due in the Graduate School no later than 3 weeks prior to the close of the semester for review by the Graduate School. A pdf of the thesis in final form is due in the Graduate School one week before graduation. All thesis must have the approval of the student's thesis advisory committee, the chair of the thesis advisory committee, and the discipline dean or designee, or the thesis will not be accepted by the Graduate School.

Project Binding
Check with individual disciplines regarding requirements for binding projects.

Thesis and Research Credit
There are no limitations on the number of thesis and investigative credit hours for which a student may enroll. However, only six hours and five hours of thesis credit may apply toward master's and specialist degrees respectively, and no more than 12 hours of thesis and investigation (independent study, project) credit may apply toward a single master's or specialist degree.

Graduate Degree and Enrollment
Graduate students using the resources of the university (e.g., instructors, libraries, laboratories, computers) are expected to be enrolled in courses for credit and must be enrolled in at least one semester credit hour during the term in which the degree is granted or the requirements are met. Any exceptions to this policy must be requested by the discipline dean or designee and approved by the Dean of Graduate School and Distance Education.

Loads
A graduate student enrolled in nine or more graduate semester hours in a given semester during the academic is classified as a full-time student. (Graduate assistants are required to enroll in a minimum of 6 graduate credit hours to maintain their assistantship.)

The maximum load for a graduate student during the fall and spring semesters is 16 hours per semester. The minimum load required for students with a fall or spring graduate assistantship is 6 hours. Overloads may be approved under exceptional circumstances during the fall and spring semesters. A discipline under the supervision of its respective school/college may establish additional restrictions upon credit hours earned during an enrollment period. The normal load for summer session is 1 hour of graduate credit per week enrolled. The maximum load for summer is 1.5 hours of graduate credit for each week of attendance. The minimum load required for students with a summer assistantship is 3 hours. Students may earn no more than 12 hours of credit during the period between the end of spring semester and the beginning of fall semester. The student may also earn no more than 9 hours in any six week period. Overloads beyond these maximum limits must be approved by the advisor and the dean or designee of the discipline.

Courses enrolled for audit credit do not count in computing minimum course load requirements for graduate assistants. Any exception to these regulations must be requested by the dean or designee of the major discipline and approved prior to enrollment by the Dean of the Graduate School and Distance Education.

Time Limit
Requirements for the master's, certificates and specialist in education graduate degrees must be completed within seven (7) years from the date of the first enrollment. Requirements for the Ph.D. program must be completed within eight (8) years from the date of the first enrollment. In the case of compelling circumstances, the Discipline offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with Discipline approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees.

Post-Baccalaureate Certification
Holders of baccalaureate degrees who wish to obtain certification for teaching at the elementary or secondary level should contact the teacher licensure specialist in the Office of Professional Education Services in The Teachers College for initial advisement, phone 620-341-5447.

Requirements for a Second Master's Degree
Should a student wish to secure a second master's degree at ESU, a discipline or a school/college may approve a degree plan, which includes a maximum of ten semester hours of credit from the first degree. Any exception to this ten-hour limit must be requested by the dean or designee of the major discipline recommended by the Graduate Council and approved by the Dean of the Graduate School and Distance Education. The second degree program must fulfill all of the requirements for that particular master's degree.

Shared Credit Hours for Multiple Degree Programs
Students in dual degree programs may share a limited number of credit hours toward the requirements of both degrees. The term "shared hours" refers to the use of a limited number of credit hours toward the requirements of two separate degrees or programs. The principle of shared-hours allows the student to earn two degrees for fewer credit hours than would normally be required if both programs were taken independently.

Sharing credit hours for two certificate programs is not allowed.

- A student wishing to secure a second master's degree at Emporia State University may share a maximum of ten semester hours of credit from the first degree, provided the credits are approved by the disciplines dean or designee and Dean of the Graduate School and Distance Education AND are within the seven year time limit.
- Any exception to the ten-hour limit must be requested by the discipline's dean or designee and approved by the Graduate Council and Dean of Graduate School and Distance Education. To preserve the integrity of each graduate degree, requests that exceed the maximum of 10 shared hours must demonstrate that at least half of the minimum required credit hours for each graduate

degree are earned in the individual graduate program and counted solely for that degree.

Examples:

- A student enrolled in a 36-hour Emporia State University master's program may not request more than a combination of 18 transfer and/or shared credit hours toward the graduate program.
- A student enrolled in a 60-hour Emporia State University master's program may not request more than a combination of 30 transfer and/or shared credit hours toward the graduate program.
- A graduate program may overlap with only **one other program** for the purpose of shared credit hours. Credit hours may never be used for **three** or more programs. If a student seeks a third certificate or degree, it must stand alone.
- Graduate programs may limit the shared of credit hours below the Emporia State University Graduate School maximum, but may not allow double-counting above the ESU Graduate School limit.

Graduate Awards

The Laurence C. Boylan Scholar Award was created by a special fund drive to honor Dr. Boylan, Dean of Graduate Studies from 1958-66. The Laurence C. Boylan Fund provides awards for distinguished scholarship in graduate study at ESU by honoring outstanding scholars. Degree-seeking graduate students must submit an application and demonstrate a financial need. The Harold Durst Graduate Research Award is presented annually to provide financial support for creative activities and research by a graduate student completing a thesis. Students are required to submit a proposal including introduction, background, significance of proposed research/creative activity, methodology, expected outcomes, literature cited, budget, and include a vita. Proposals are reviewed by a sub-committee of the Graduate Council.

The Graduate Council established three Outstanding Graduate Assistant Awards to acknowledge outstanding graduate assistants for their contributions to their individual field and their efforts in promoting the values of Emporia State University as a whole. Recipients of the award will receive $750 in recognition of their outstanding performance. Nominations are reviewed by a sub-committee of the Graduate Council.

The Graduate Council established the Outstanding Graduate Faculty Mentor Award to recognize graduate faculty who demonstrate dedication to and mentorship of graduate students and provide leadership to graduate education. An award of $1000 will be awarded annually.

The Robert J. Grover Graduate Student Scholarship was established by the Graduate Student Advisory Committee (GSAC) in 2005. Two awards of $400 each are awarded annually. Applicants must be degree-seeking graduate students with a gpa of 3.75 or better.

The Graduate School established the Thesis/Dissertation Support Awards to support students completing a thesis or dissertation. Five awards of $500 each will be awarded each semester (fall and spring). The awards must be used as financial support for creative activities or research necessary for the completion of a thesis/dissertation.

The Graduate School established the New Graduate Student Scholarship to award first time degree seeking graduate students. A limited number of $500 graduate scholarships will be awarded each semester (spring, summer and fall). The scholarship must be used to pay tuition/fees for any degree-seeking program of graduate study.

Exceptions to these Policies

All questions concerning possible exceptions or the interpretations of these policies, procedures, and requirements should be directed to the Dean of the Graduate School and Distance Education.

ACADEMIC DISHONESTY POLICY

3D.0801 ACADEMIC DISHONESTY POLICY (FSB 95002 approved by President 1/31/96; FSB 03002 passed by Faculty Senate 1/20/04; approved by President 2/9/04; FSB 05002 passed by Faculty Senate 1/17/06; approved by President 2/7/06; title update approved by President of the Faculty 8/22/2010; FSB 10007 passed by Faculty Senate 3/15/2011; approved by President 3/21/2011; updated 10/2/2013; FSB 17005 approved by President 8/6/2018; FSB 18008 approved by President 3/21/2019; FSB 20006 approved by President 2/10/21).

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism, or any other academically unethical activity as defined in the course syllabus by the faculty member and based on standards of the academic discipline.

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, or for any components or requirements for that course. If the student fails the course as a result of academic dishonesty, a course XF may be assigned by the instructor of record to the student's transcript to indicate the failure in the course was due to academic dishonesty, provided the Academic Dishonesty Committee under the "X" part of the grade as outline below.

Disciplines, schools, and colleges, or the university may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student's major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a discipline or program. In addition to the penalties above, the faculty member shall notify in writing the dean or designee and the registrar of the infraction. The notification to the dean or designee should include documentation of the academic dishonesty infraction and the course of action the faculty member takes. All documentation must be provided within 10 business days after the discovery of academic dishonesty. The dean or designee shall forward the report of the infraction to the Provost and Vice President for Academic Affairs. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs shall act as the record keeper for student academic infractions. The Provost and Vice President for Academic Affairs will notify the student in writing that an infraction has been reported and inform the student and the faculty member of their rights to be heard by the Academic Dishonesty Committee; furthermore, such communication will indicate the right to appeal and of the appropriate appeal procedures.

The Provost and Vice President for Academic Affairs shall notify the student, the dean or designee, and the faculty member that initiated the proceedings, of any additional action taken beyond those already imposed by the faculty member or the Academic Dishonesty Committee. Should a single infraction be so egregious,

or should a student have a record of multiple infractions, the Provost and Vice President for Academic Affairs may impose additional penalties, including expulsion of the student from the University.

Once the Provost and Vice President for Academic Affairs receives the documentation associated with an XF grade designation, the Provost and Vice President for Academic Affairs will forward the documentation to the Academic Dishonesty Committee. The Academic Dishonesty Committee shall decide whether the "X" portion of the XF grade designation is warranted, and then notify the Provost and Vice President for Academic Affairs and the office of the Registrar of the committee's decision. The Academic Dishonesty Committee shall be focused on the alleged dishonesty.

The Academic Dishonesty Committee shall consist of 5 faculty members, 1 from each of the listed designations with a minimum of 3 tenured faculty members on the committee. New members of the committee will be assigned no later than 30 days after the start of the academic year for a 2-year term. Committee members from the College of Liberal Arts and Sciences, the School of Library and Information Management or the University Libraries & Archives, and the at- large member will be selected in odd years, and members from The Teachers College and the School of Business & Technology will be selected in even years. All members of the Academic Dishonesty Committee are assigned to the committee by the Committee for Campus Governance via a random selection process. The committee shall designate its own chair. No member of the committee shall abstain from voting on a decision, unless that member is the same faculty member in whose course or under whose tutelage the act of academic dishonesty occurred, in which event the committee member shall be recused. In case(s) of recusal, or when a faculty member is unavailable to serve (e.g., medical leave, sabbatical leave, and jury duty), then a temporary substitute member from the same School/College as the recused or unavailable committee member shall be appointed by the Faculty Senate Executive Committee.

The student and the faculty member each have the right to be heard by the Academic Dishonesty Committee. Moreover, each has the right to appeal the charge of academic dishonesty (see Academic Appeals section). If after an appeal it is found that the student did not commit an act of academic dishonesty, no penalties will be imposed on the student. A student (current or former) who has received a grade of XF may present a written request to the Provost and Vice President for Academic Affairs for the removal of the X from the student's transcript. Two years must pass before the request may be submitted. Granting the removal of the X designation on a student's transcript is at the discretion of the Provost and Vice President for Academic Affairs provided the student has no additional academic dishonesty violations. A dean or designee may request from the Provost and Vice President for Academic Affairs a list of all currently enrolled ESU students within that major or program who have committed acts of academic dishonesty. This request may be a standing request to be filled automatically during each semester until the request is rescinded by the dean or designee. In addition, a dean or designee a program may submit to the office of the Provost and Vice President for Academic Affairs a list of applicants to a program or major and the dean or designee may be informed if any of the applicants has committed any acts of academic dishonesty.
Prior to the beginning of the next academic year, the office of the Provost and Vice President for Academic Affairs shall send to the Chair of the Academic Affairs Committee of the Faculty Senate a list containing nonspecific student identifiers, such as Student 1, Student 2, etc., their specific academic infraction(s) reported to the Provost's office, the total number of infractions that have been reported for each student, and any actions taken by the Provost and Vice President for Academic Affairs.

Appendix A:

Accelerated Degree Program Guidelines and Procedures

For Bachelor's/Master's Accelerated Degree Programs (4+1)

Emporia State University's Accelerated Degree programs (Bachelor's and Master's - 4+1) are designed by academic units to provide its selected highest quality students with the opportunity to link advanced undergraduate coursework with graduate coursework and degree completion with the opportunity to get a head start on the Master's degree while completing the Bachelor's degree. **All proposals must be sent through curriculum review and reviewed and approved by the Graduate Council and Dean of the Graduate School.**

There are two possible options for creating Accelerated Bachelor's/Master's Degree Programs. One option is where the bachelor's and master's program are in the same discipline (Undergraduate Math and Graduate Math) or closely related disciplines (Undergraduate Biology and Graduate Forensic Science). The second option is where the bachelor's and master's program are in different disciplines. The two programs must clearly identify the undergraduate program, graduate program and shared hours.

Complete the program development form. Each proposal must include the following:

- A program description
- Admissions requirements (if higher than requirements set by Graduate School).
- Degree requirements for undergraduate program, graduate program and shared hours.
- A sample plan of study for both the undergraduate and graduate portions of the program.

Admission Standards

- Students must have a minimum of an overall undergraduate GPA of 3.3.
- Students must apply for admission to an accelerated master's option during their second semester of their junior year or after 75 credit hours. In order to apply, students must:
  1. Apply to Graduate School – "Graduate Application."
  2. Apply and be accepted to an approved accelerated master's program – "Accelerated Application Form."
- Students must meet all admission criteria established by the academic unit and Graduate Education, except the completion of the baccalaureate degree.
- The admission standards for the accelerated degree must be consistent with the admissions criteria of Graduate School and the academic unit for the Master's degree. A written statement detailing the satisfactory academic progress requirements to remain in the accelerated degree program must appear in all recruiting, admission materials and website provided by the academic unit.
- The academic unit must designate a faculty member responsible for coordinating the admissions process.

- Students will be eligible to start the accelerated program after completing 90 (senior status) credit hours of coursework towards their undergraduate degree program. During senior year, students must complete "Accelerated Enrollment Form" form from the Graduate School.

Monitoring Student Status

- The academic unit must specify how a student's academic progress in the program will be monitored and reported. A student will be considered an undergraduate until all undergraduate degree requirements have been completed, at which time the Master's degree program will be activated. Undergraduate students enrolled in the accelerated programs will be eligible to enroll in graduate level courses and seminars. However, **they will not be eligible for most graduate services including teaching and research assistantships and related health insurance, financial aid, or graduate award programs until the undergraduate degree is completed.**
- All recruiting and admission materials provided by the academic unit should include a written statement indicating that students will be considered undergraduates until all undergraduate requirements have been met and the Bachelor's degree has been posted to the student's transcript.
- The academic unit must specify how the accelerated program will provide academic advising. Administration of the accelerated program must include an annual review of each student's academic progress in meeting both Bachelor's and Master's degree requirements. The academic unit must clearly outline satisfactory academic progress guidelines, including specific timelines, as well as the consequences of not meeting these requirements.
- Advisors must submit an undergraduate plan of study and a graduate degree plan for the student to appropriate offices.
- Undergraduate students who have been accepted to an accelerated bachelor's/master's degree program prior to the awarding of their undergraduate degree must complete all of their bachelor's degree requirements and graduate within 12 months of the first day of the semester for which they were admitted to the accelerated program.
- Undergraduate students may not use graduate level courses taken before they have been accepted in the accelerated master's program (i.e., students cannot retroactively become part of the accelerated degree). A degree plan must clearly identify the graduate course of study and identify the 12 shared hours.

Degree Requirements

- Students in the accelerated degree program must meet all degree requirements of the Bachelor's and Master's programs.
- When a thesis is required for the Master's degree, the undergraduate honors thesis may not be substituted for the master's thesis.
- Accelerated Bachelor's/Master's programs may use a maximum of 12 pre-admission to Graduate School credits, which may include up to a maximum of 12 hours shared between the Bachelor's and Master's program. (Approved by Graduate Council, April 15, 2021)
- In Masters programs requiring 40 or more hours of graduate coursework, a maximum of 15 hours may be shared between the Bachelor's and Master's program. (Approved by Graduate Council, October 18, 2018), and no more than 15 semester hours of graduate credit can be accumulated as a senior earning graduate credit (Approved by Graduate Council, September, 2019).
- Only course approved for both graduate and undergraduate level (12 shared hours) in which the student receives a B (inclusive of B-) or better will be transferred to the graduate transcript. These courses must be approved by advisor, the discipline Dean or designee, and Dean of the Graduate School. (Approved by Graduate Council, April 15, 2021)
- Transcripts - Two transcripts, one undergraduate and one graduate, will show the completed coursework for Accelerated Degree students. Undergraduate transcripts will contain all courses taken for undergraduate degree. Graduate transcripts will contain all courses taken for graduate credit. All courses shown on the undergraduate transcript will be used to calculate the undergraduate GPA. Graduate GPA will be calculated using only the graduate courses.

Continuing and Graduation Requirements

- Maintain a cumulative GPA of 3.3 or higher (in both undergraduate and graduate programs)
- Earn a grade of B (3.0) or higher on all double-counted, graduate level (700 level) courses.
- Complete the degree requirements within time limits set by the Graduate School and the degree-granting program.
- If a student does not meet the above standards, they will be removed from the accelerated degree program. At that time, the discipline will change the student's major code back to a regular undergraduate major (as specified by the student, in consultation with the discipline/advisor).

Program Monitoring

- The academic unit should outline a plan for monitoring the program's success after three years.
- For official university reporting purposes, students will be considered as undergraduates until the Bachelor's degree is awarded.

Proposal Submission Procedures

Accelerated degree program proposals must be submitted to Graduate School and Graduate Council for approval. Complete the program development form. Each proposal must include the following:

- A program description
- Admissions requirements (if higher than requirements set by Graduate School).
- Degree requirements for undergraduate program, graduate program and shared hours.
- A sample plan of study for both the undergraduate and graduate portions of the program.

Leaving the Accelerated Degree Program

- Students admitted to the Accelerated Degree program, who voluntarily decide not to pursue a graduate degree, or who are not admitted to the graduate program, may change majors back to a regular undergraduate program at any time. If an Accelerated Degree student chooses not to pursue a graduate degree, the student should notify the administering discipline in writing of this decision; this notification should include the specific

undergraduate major that the student intends to pursue. At that time, the discipline will change the student's major code back to a regular undergraduate major (as specified by the student, in consultation with the discipline/advisor). Once a student withdraws from the accelerated program, they may not return to that program and cannot reapply to the accelerated program again.

Tuition and Financial Aid

- Undergraduate tuition rates apply to students up until undergraduate degree is awarded. After that time, graduate tuition rates will apply.
- Undergraduate students may receive federal financial aid (through the Financial Aid Office) for both undergraduate and graduate courses.
- However, once a student becomes a graduate student, financial aid is not available for undergraduate courses. In addition, financial aid as a graduate student is not available until an undergraduate degree has been conferred. This is why it is important for Accelerated Degree students to complete all undergraduate degree requirements and apply for an undergraduate degree during the first four years. Students are strongly encouraged to contact the financial aid office to discuss financial aid options during the fourth and fifth years.

SCHOOL OF APPLIED HEALTH SCIENCES

https://www.emporia.edu/applied-health-sciences/

Interim Dean: Paul Luebbers

The School of Applied Health Sciences is organized into four core academic program areas: Counselor Education, Health, Physical Education and Recreation; Nursing; and Psychology.

Professors: Mike Butler, Kari Hess, Paul Luebbers, Damara Paris, Mark Stanbrough, John Wade, Gaelynn P. Wolf Bordonaro.

Associate Professors: Tyler Goad, Katelyn Haddock, Kaira Hayes, Matt Howe, Sunnin Keosybounheuang, E. Basil Kessler, Libby Schmanke, Jennifer Thomas.

Assistant Professors: Erin Blocker, Carrie Boettcher, Susan Dodd, Samuel Hughes, Byron Juma, Hannah Kipfer, Luke Kriley, Sara Lendt, Megan Long, Jennifer Moss, Hasaan Reeder.

Instructors: Clara Corn, Chelsea Joyner, Sally Miller, Kylea Shoemaker, Tracy Wechselblatt.

The School of Applied Health Sciences provides an exceptional environment of collaborative, academic, and clinical learning to graduate students. Our goal is to prepare students to conduct high quality research and impact the needs of communities in diverse wellness and health-related practices. We promote culturally relevant development across the lifespan, optimal living with disability, and foster the development of communities in a diverse society through learning, discovery, and engagement.

COUNSELOR EDUCATION

The counselor education program offers graduate studies leading to the Master of Science degrees in Art Therapy and Art Therapy Counseling; Clinical Counseling with concentrations in Addiction Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Rehabilitation Counseling with Individuals who are Deaf & Hard of Hearing, Rehabilitation Counseling - Autism Spectrum Disorders, School Counseling and School Counseling Direct Entry. There is also a shared curriculum option in Art Therapy Counseling and Clinical Counseling resulting in an M.S. in Art Therapy Counseling and an M.S. in Clinical Counseling; and a cross-area graduate certificate in autism spectrum disorders.

Degree Candidacy Requirements
Candidacy is the formal approval for pursuit of the master's degree after it is determined that all specified criteria have been met. Upon completion of six to twelve credit-hours, students should make application for degree candidacy through their academic advisor.

Requirements for degree candidacy are as follows:
1. Degree plan filed through student's academic advisor.
2. Maintain a B average with no grade lower than B in core courses.

Graduation Requirements
In order to receive a master's degree from this discipline the student must accomplish the following:
1. Complete an approved program of study as developed and approved by the assigned academic advisor.
2. Apply for degree candidacy.
3. Complete a comprehensive examination. Comprehensive examinations are coordinated by the discipline's administrative assistant. Students must sign-up for the examination during their final semester of internship.
   Note the following exception: In lieu of the comprehensive examination, Art Therapy Counseling and Art Therapy post-master's students will complete AT 849 Master's Project or AT 850 Thesis with a B- or higher.
4. Complete an Intent to Graduate Form (submit to the Graduate office).

ART THERAPY MASTER'S DEGREE OPTIONS

The purpose of the art therapy program is to prepare professional art therapists. There are three options available to applicants:

1. A 60 credit hour Master of Science in Art Therapy Counseling;
2. A 90 credit hour, dual curriculum culminating in two master's degrees: the Master of Science in Art Therapy Counseling, and the Master of Science in Clinical Counseling; or,
3. A 90 credit hour, dual curriculum culminating in two master's degrees: the Master of Science in Art Therapy Counseling, and the Master of Science in Clinical Psychology.
4. A 30-credit hour Master of Science in Art Therapy (Post Master's MS) for those who already hold master's degree in a mental health field.

Applicants pursuing the dual curriculum option in Art Therapy Counseling and Clinical Counseling/Clinical Psychology must make application to each program separately.

ART THERAPY COUNSELING MASTER'S DEGREE ADMISSION REQUIREMENTS

To pursue a master's degree in Art Therapy Counseling application through the Graduate School is required, prior to being evaluated for admittance by the Counselor Education program. Applicants should complete all of the necessary admission requirements prior to their initial enrollment in courses.

An admissions committee composed of program faculty members will consider the following criteria in deciding whether or not to recommend an applicant for admission:
1. Completed graduate school application online, at the Graduate School website;
2. Official transcripts showing an earned bachelor's degree from a regionally (or equivalent) accredited institution;
3. Undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 point scale or a 3.25 on the last 60 semester hours, and/or graduate GPA of 3.0 or higher;
4. Writing style and content of program application;
5. Education and employment history: Please mention any volunteer or work experience with special populations in online application;

6. Three (3) references, at least one (1) from a current or former psychology professor. Reference forms are available at the Graduate School website, however, letters are preferred;
7. Invited interviews with faculty for selected applications. Interviews may be conducted in person or via distance technology.
8. Attitudinal and behavioral attributes deemed conducive to success in the program and discipline;
9. Completed Art Therapy Counseling program application, available at the Graduate School website or by calling 620-341-5220.
10. Applicants interested in the dual program with Clinical Counseling or Psychology must complete a separate application available at the Graduate School website.
11. Prerequisite of 12 semester hours of psychology to include Abnormal Psychology and Developmental Psychology;
12. 18 credit hours of studio art coursework; and,
13. Electronic portfolio with 15-20 examples of artwork demonstrating competence with a range of media.

All qualified applicants to Counselor Education receive equal consideration for admission, regardless of race, ethnicity, color, national origin, sex, gender, familial or parental status, marital status, sexual orientation or identity, religious or non-religious beliefs, age, disability, military or veteran status, or socioeconomic status. ESU provides accommodations to applicants with disabilities, as requested from Student Accessibility & Support Services. BIPOC (Black, Indigenous, and People of Color) and individuals with disabilities are encouraged to apply.

MS DEGREE, ART THERAPY COUNSELING

(Thesis Option)

AT 708	Art Media & Materials Use in Art Therapy	3 hours
AT 800	Art Therapy Foundations.	3 hours
AT 801	Art Therapy Group Dynamics and Special Populations	2 hours
AT 802	Developmental Treatment Models in Art Therapy	3 hours
AT 804	Art Therapy Advanced Assessment and Techniques In Relationships and Families	3 hours
AT 810	Introduction to Art Therapy Research	2 hours
AT 812	Applied Art Therapy Research	2 hours
AT 835	Art Therapy Internship	6 hours
AT 850	Art Therapy Thesis	3 hours
CE 708	Multicultural Counseling	3 hours
CE 820	Career Counseling & Development	3 hours
CE 825	Counseling Theories	3 hours
CE 830	Group Processes in Counseling	3 hours
CE 833	Diagnosis and Treatment of Mental Disorders	3 hours
CE 835	Theory and Practice of Appraisal in Counseling	3 hours
CE 893	Professional, Ethical, & Legal Issues in Counseling	3 hours
CE 740 Research and Program Evaluation Counseling **OR** AT 848 Research and Technical Writing		3 hours
CE 712	Substance Abuse in Counseling	3 hours
CE 770	Relationship and Family Counseling	3 hours
PY 520	Statistics 1 (Thesis Option)	3 hours
Total for Thesis		**60 hours**

MS DEGREE, ART THERAPY COUNSELING

(Non-Thesis Option)

AT 708	Art Media & Materials Use in Art Therapy	3 hours
AT 800	Art Therapy Foundations	3 hours
AT 801	Art Therapy Group Dynamics and Special Populations	2 hours
AT 802	Developmental Treatment Models in Art Therapy	3 hours
AT 804	Art Therapy Advanced Assessment and Techniques In Relationships and Families	3 hours
AT 810	Introduction to Art Therapy Research	2 hours
AT 812	Applied Art Therapy Research	2 hours
AT 835	Art Therapy Internship	6 hours
AT 849	Art Therapy Master's Project	3 hours
CE 708	Multicultural Counseling	3 hours
CE 820	Career Counseling & Development	3 hours
CE 825	Counseling Theories	3 hours
CE 830	Group Processes in Counseling	3 hours
CE 833	Diagnosis and Treatment of Mental Disorders	3 hours
CE 835	Theory and Practice of Appraisal in Counseling	3 hours
CE 893	Professional, Ethical, and Legal Issues in Counseling	3 hours
CE 740 Research and Program Evaluation Counseling **OR** AT 848 Research and Technical Writing		3 hours
CE 712	Substance Abuse in Counseling	3 hours
CE 770	Relationship and Family Counseling	3 hours
Advisor Approved Elective		3 hours
Total for Non-thesis		**60 hours**

Students must complete all art therapy and counselor education courses with a "B" grade or better.

Direct art therapy experience under AT-R supervision is required in Art Therapy Internship. The combined experience must total at least 700 supervised hours of internship, which may be divided over two or more semesters at approved sites. Internship often begins Spring or Summer semester of the first year. Students are required to work with at least two different populations for a minimum of 100 hours. A student must be a degree candidate before enrolling in internship.

Length of Program

The M.S. in Art Therapy Counseling is designed to be completed in two academic years including summers, however, part-time study is possible, which will increase the length of the program. Students with background deficiencies and those beginning the program in the spring semester should plan for extra time to complete degree requirements.

OPTIONS

1) Because the curriculum parallels the Master of Science in Clinical Psychology and the Master of Science in Clinical Counseling, students may choose to complete the additional hours and internship for a second master's degree.
2) Additional education hours and student teaching may also qualify students for postgraduate teacher licensure in Art Education or Special Education with the state of Kansas.
3) The post-master's Master of Science in Art Therapy is designed for professionals already holding a master's degree in a related field or who have completed the previous degree no more than 7 years before beginning the abbreviated degree. This degree is for clinicians who would like to pursue a dual identity as an art therapist.

MS DEGREE, ART THERAPY (POST MASTER'S)

Prerequisites: In addition to the prerequisites listed above, applicants must have earned their graduate degree in a mental health field (Social Work, Psychology, Clinical Counseling, Marriage and Family Therapy) within the past seven years OR have an active state license in their field.

AT 708	Art Media & Materials Use in Art Therapy	3 hours
AT 800	Art Therapy Foundations	3 hours
AT 801	Group Dynamics and Special Populations	2 hours
AT 802	Developmental Treatment Models in Art Therapy	3 hours
AT 804	Art Therapy Advanced Assessment and Techniques in Relationships and Families	3 hours
AT 810	Introduction to Art Therapy Research	2 hours
AT 812	Applied Art Therapy Research	2 hours
AT 848	Research and Technical Writing	3 hours
AT 849	Art Therapy Master's Project **OR**	3 hours
AT 850	Art Therapy Thesis	
AT 835	Art Therapy Internship	6 hours
Total		**30 hours**

CLINICAL COUNSELING MASTER'S DEGREE OPTIONS

The purpose of the clinical counseling program is to prepare counselors to serve individuals and families experiencing a range of social justice and wellness concerns. There are five areas of study:

1. Addiction Counseling;
2. Clinical Mental Health Counseling;
3. Clinical Rehabilitation Counseling.
4. Rehabilitation Counseling with Deaf and Hard of Hearing;
5. Rehabilitation Counseling – Autism Spectrum Disorders.

Students entering the Clinical Counseling program must select only one of these concentrations. Each concentration meets Kansas state counselor licensing requirements. Additionally, program graduates are eligible to apply for national credentialing.

Applicants pursuing the dual curriculum option in Art Therapy Counseling and Clinical Counseling must make application to each program separately.

CLINICAL COUNSELING MASTER'S DEGREE ADMISSION REQUIREMENTS

To pursue a master's degree in Clinical Counseling application through the Graduate School is required prior to being evaluated for admittance by Counselor Education. Applicants should complete all of the necessary admission requirements prior to their initial enrollment in courses.

An admissions committee composed of faculty members will consider the following criteria in deciding whether or not to recommend an applicant for admission:

1. Completed graduate school application online, at the Graduate School website;
2. Official transcripts showing earned bachelor's degree from a regionally (or equivalent) accredited institution.
3. Undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 point scale or a 3.25 on the last 60 semester hours, and/or graduate GPA of 3.0 or higher;
4. Writing style and content of program application;
5. Education and employment history: Please mention any volunteer or work experience with special populations in online application;
6. Three (3) ~~r~~eferences, at least one (1) from a current or former supervisor if relevant. Reference forms are available at the Graduate School website, however, letters are preferred;
7 Invited interview with faculty for selected applications. Interviews may be conducted in person or via distance technology;
8. Attitudinal and behavioral attributes deemed conducive to success in the program and discipline;
9. Completed Clinical Counseling graduate student application, available at the Graduate School website or by contacting the office at 620-341-5220; and,
10. Prerequisite of, or concurrent enrollment in, Abnormal Psychology.

Additional admissions requirements for dual curriculum Art Therapy Counseling and Clinical Counseling applicants:

1. Completed Art Therapy Counseling graduate student application, available at the Graduate School website or by contacting the office at 620-341-5220
2. Prerequisite of 18 semester hours of psychology to include Abnormal Psychology and Developmental Psychology;
3. 18 hours of studio art coursework; and,
4. Electronic portfolio with 15-20 examples of artwork demonstrating competence with a range of media.

All qualified applicants to Counselor Education receive equal consideration for admission, regardless of race, ethnicity, color, national origin, sex, gender, familial or parental status, marital status, sexual orientation or identity, religious or non-religious beliefs, age, disability, military or veteran status, or socioeconomic status. ESU provides accommodations to applicants with disabilities, as requested from the Student Accessibility and Support Services. BIPOC (Black, Indigenous, & People of color) and individuals with disabilities are encouraged to apply.

M. S. DEGREE, CLINICAL COUNSELING

The purpose of the Clinical Counseling program is to prepare counselors to work with various populations in human services and counseling settings. **The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).**

Core Courses		**Hours**
CE 708	Multicultural Counseling	3 hours
CE 712	Substance Abuse in Counseling	3 hours
CE 732	Lifespan Development & Disability	3 hours
CE 801	Crisis Counseling & Trauma Informed Care	3 hours
CE 810	Counseling & Microskills Development	3 hours
CE 820	Career Counseling and Development	3 hours
CE 825	Counseling Theories	3 hours
CE 830	Group Processes in Counseling	3 hours
CE 833	Diagnosis and Treatment of Mental Disorders	3 hours
CE 835	Theory and Practice of Appraisal in Counseling	3 hours
CE 893	Professional, Ethical and Legal Issues in Counseling	3 hours

CE 898	Supervised Practicum in Counseling	3 hours
CE 899	Counseling Internship	6 hours
CE 740	Research and Program Evaluation in Counseling (thesis or non-thesis option)	
	OR	3 hours
AT 848	Research and Technical Writing (thesis or non-thesis option)	

Electives (thesis)	**3-6 hours**
Electives (non-thesis)	**0-3 hours**
Total non-thesis option	**60 hours**
Total thesis option	**60 hours**

Concentration Options for both Thesis and Non-Thesis

Addiction Counseling

CE 735	Co-Occurring Disorders	3 hours
CE 746	Psychopharmacology	3 hours
CE 751	Advanced Case Management	3 hours
CE 770	Relationship & Family Counseling	3 hours
	AND	
Advisor Approved Elective, non-thesis option		
	OR	3 hours
CE 884	Thesis in Clinical Counseling, thesis option	
Total		**15 hours**

Clinical Mental Health Counseling

CE 735	Integrated Treatment of Co-Occurring Disorders	3 hours
CE 746	Psychopharmacology	3 hours
CE 770	Relationship & Family Counseling	3 hours
	AND	
Advisor Approved Elective, non-thesis option		6 hours
	OR	
Advisor Approved Elective		3 hours
	AND	
CE 884	Thesis in Clinical Counseling, thesis option	3 hours
Total		**15 hours**

Clinical Rehabilitation Counseling

CE 694	Assessment & Employment of Individuals With Disabilities	3 hours
CE 731	Medical Aspects of Disability	3 hours
CE 751	Case Management in Addictions & Rehabilitation	3 hours
RE 741	Technology in Rehabilitation	3 hours
	AND	
Advisor Approved Electives, non-thesis option		3 hours
	OR	
CE 884	Thesis in Clinical Counseling, thesis option	3 hours
Total		**15 hours**

Rehabilitation Counseling - Autism Spectrum Disorders

CE 694	Assessment & Employment of Individuals With Disabilities	3 hours
CE 751	Case Management in Addictions & Rehabilitation	3 hours
SD 760	ASD Evidence-Based Practices	3 hours
RE 741	Technology in Rehabilitation	3 hours
	AND	
Advisor Approved Electives		3 hours
Total		**15 hours**

Rehabilitation Counseling with Deaf and Hard of Hearing

CE 694	Assessment & Employment of Individuals With Disabilities	3 hours
CE 751	Case Management in Addictions & Rehabilitation	3 hours
RE 741	Technology in Rehabilitation	3 hours
	AND	
Advisor Approved Electives		6 hours
Total		**15 hours**

*Applicants are assessed for knowledge of American Sign Language and may be required to take ASL I-III or a combination of these classes.

The Counseling Internship

Interns will complete a 600-clock hour experience at a site or sites that offer opportunities for working with individuals served by institutions and agencies offering various addictions or mental health counseling services. The intern will engage in both individual and group counseling, and a variety of related activities that a regularly employed staff member in the setting would be expected to perform.

DUAL CURRICULUM: MS IN ART THERAPY COUNSELING AND THE MS IN CLINICAL COUNSELING

Students entering a dual curriculum to earn a MS in Art Therapy Counseling and MS in Clinical Counseling will complete all the required courses in the two programs. The starred (*) courses below are the 30 shared hours.

ADDICTIONS CONCENTRATION

*CE 712	Substance Abuse in Counseling	3 hours
*CE 708	Multicultural Counseling	3 hours
*CE 820	Career Counseling & Development	3 hours
*CE 825	Counseling Theories	3 hours
*CE 830	Group Processes in Counseling	3 hours
*CE 833	Diagnosis & Treatment of Mental Disorders	3 hours
*CE 835	Theory & Practice of Appraisal in Counseling	3 hours
*CE 893	Professional, Ethical, & Legal Issues in Counseling	3 hours
*CE 740	Research and Program Evaluation in Counseling (thesis or non-thesis option)	
	OR	3 hours
*AT 848	Research and Technical Writing (dual Art Therapy Students) Thesis or Non-thesis option	
*CE 770	Relationship & Family Counseling	3 hours
*Shared Hours: 30	Total Hours	60 hours

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION

*CE 712	Substance Abuse in Counseling	3 hours
*CE 708	Multicultural Counseling	3 hours
*CE 820	Career Counseling & Development	3 hours
*CE 825	Counseling Theories	3 hours
*CE 830	Group Processes in Counseling	3 hours
*CE 833	Diagnosis and Treatment of Mental Disorders	3 hours
*CE 835	Theory and Practice of Appraisal in Counseling	3 hours
*CE 893	Professional, Ethical & Legal Issues in Counseling	3 hours

*CE 740 Research and Program Evaluation in Counseling (thesis or non-thesis option)	
OR	3 hours
*AT 848 Research and Technical Writing (dual Art Therapy Students) Thesis or Non-thesis option	
*CE 770 Relationship & Family Counseling	3 hours
*Shared Hours: 30	Total Hours: 60 hours

CLINICAL REHABILITATION COUNSELING CONCENTRATION

*CE 712 Substance Abuse in Counseling	3 hours
*CE 708 Multicultural Counseling	3 hours
*CE 820 Career Counseling & Development	3 hours
*CE 825 Counseling Theories	3 hours
*CE 830 Group Processes in Counseling	3 hours
*CE 833 Diagnosis & Treatment of Mental Disorders	3 hours
*CE 835 Theory & Practice of Appraisal in Counseling	3 hours
*CE 893 Professional, Ethical, & Legal Issues in Counseling	3 hours
*CE 740 Research and Program Evaluation in Counseling (thesis or non-thesis option)	
OR	3 hours
*AT 848 Research and Technical Writing (dual Art Therapy Students) Thesis or Non-thesis option	
*Advisor approved elective (Course CE 770 recommended)	3 hours
*Shared Hours: 30 Total Hours	60 hours

DUAL DEGREE, MS IN ART THERAPY COUNSELING AND MS IN CLINICAL PSYCHOLOGY

Students entering a dual curriculum to earn a MS in Art Therapy Counseling and MS in Clinical Psychology will complete all the required courses in the two programs. The starred (*) courses below are the 30 shared hours.

*AT 800 Art Therapy Foundation	3 hours
*AT 802 Developmental and Treatment Models in Art Therapy	3 hours
*AT 804 Art Therapy Advanced Assessment and Techniques in Relationships & Families	3 hours
*CE 708 Multicultural Issues in Counseling and Related Fields	3 hours
*ER 851 Research Design and Writing	3 hours
*PY 827 Seminar in Psychopathology	3 hours
*PY 847 Techniques of Psychotherapy	3 hours
*PY 848 Family and Group Systems Psychotherapy	3 hours
*PY 806 Personality Assessment and Report Writing	3 hours
*PY 857 Statistics II	3 hours
*Shared Hours: 30 Total Hours	60 hours

SCHOOL COUNSELING MASTER'S DEGREE OPTIONS

The school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The purpose of the school counseling program is to prepare counselors to provide support services at the elementary, middle and/or high school levels. There are three ways to enter the school counseling program:

1. Applicants holding a Professional teaching license in accord with school counselor licensure requirements in Kansas:
2. Applicants who have a degree in a counseling-related field discipline who enroll in the Restricted Licensure program; or,
3. Direct Entry is an initiative developed by the Kansas State Department of Education. The requirements of teaching license and one year of teaching experience are waived under this legislation, allowing applicants with a bachelor's degree in another discipline to enter a master's program in School Counseling. Additional requirements Direct Entry Candidates must complete an additional 70 clock hours of field experience in schools to meet KSDE School Counselor license requirements. Completion will be prearranged with program faculty to occur during enrollment in program coursework.

SCHOOL COUNSELING MASTER'S DEGREE ADMISSION REQUIREMENTS

To pursue a master's degree in School Counseling application through the Graduate School is required, prior to being evaluated for admittance by the dean or designee for Counselor Education. Applicants should complete all of the necessary admission requirements prior to their initial enrollment in courses.

An admissions committee composed of faculty members will consider the following criteria in deciding whether or not to recommend an applicant for admission:

1. Complete Graduate School Application online, at the Graduate School website.
2. Official transcripts showing an earned bachelor's degree from a regionally (or equivalent) accredited institution.
3. Undergraduate Grade-Point Average (GPA) of 3.0 or higher on a 4.0 point scale or a 3.25 on the last 60 semester hours, and/or graduate GPA of 3.0 or higher;
4. Writing style and content of program application;
5. Education and employment history: Please mention any volunteer or work experience with special populations in online applications;
6. Three (3) references, at least one (1) from a current or former supervisor if relevant. Reference forms are available at the Graduate School website, however letters are preferred;
7. Invited interview with faculty for selected applications. Interviews may be conducted in person or via distance technology.
8. Attitudinal and behavioral attributes deemed conducive to success in the program and discipline.
9. Completed School Counseling graduate student application, available at the Graduate School website or by contacting the office at 620-341-5220;
10. A writing sample to be completed at time of interview.

All qualified applicants to Counselor Education receive equal consideration for admission, regardless of race, ethnicity, color, national origin, sex, gender, familial or parental status, marital status, sexual orientation or identity, religious or non-religious beliefs, age, disability, military or veteran status, or socioeconomic status. ESU provides accommodations to applicants with disabilities, as request from the Student Accessibility and Support Services. BIPOC (Black, Indigenous, & People of Color) and individuals with disabilities are encouraged to apply.

Procedure for Teacher Licensure

Upon completion of the requirements, the student is responsible for applying for licensure by contacting the Certification Office of Emporia State University. The Certification Officer then recommends to the Kansas State Department of Education that the student be endorsed in the appropriate area as a teacher of learners

with behavior disorders, learning disabilities, mental retardation, or gifts and talents.

The dean or designee will recommend a student for full licensure when all the requirements for the program have been completed. A grade of B or better must be earned in both practicum courses to receive a recommendation.

The program is one of only two CACREP (Council for the Accreditation of Counseling and Related Educational Programs) accredited School Counseling programs in Kansas.

M.S. DEGREE, SCHOOL COUNSELING

SC 700	Issues & Best Practices in High School Counseling	3 hours
CE 893	Professional, Ethical, & Legal Issues in Counseling	3 hours
SC 705	Issues & Best Practices Elementary & Middle School Counseling	3 hours
CE 708	Multicultural Counseling	3 hours
SC 715	Counseling Consultation and Collaboration	3 hours
CE 810	Counseling & Microskills Development	3 hours
CE 825	Counseling Theories	3 hours
SC 871	Supervised Practicum in School Counseling*	3 hours
CE 830	Group Process in Counseling	3 hours
SC 860	Leadership and Advocacy	3 hours
CE 740	Research & Program Evaluation in Counseling	3 hours
SD 820	Assessment in Schools	3 hours
CE 820	Career Counseling and Development	3 hours
CE 712	Substance Abuse in Counseling	3 hours
CE 770	Relationship & Family Counseling	3 hours
CE 801	Crisis Counseling & Trauma Informed Care	3 hours
CE 833	Diagnosis and Treatment of Mental Disorders	3 hours
SC 881	School Counseling Internship	6 hours
CE 732	Lifespan Development and Disability	3 hours
Total		**60 hours**

*ESU requires SC 871 to be completed prior to provisional licensure.

Direct Entry Candidates must complete an additional 70 clock hours of field experiences in schools to meet KSDE School Counselor license requirements. The experiences are to be arranged as follows:

- 30 clock hours while enrolled in SC 700 Issues and Best Practices in High School Counseling
- 30 clock hours while enrolled in SC 705 Issues and Best Practices in Elementary/Middle School Counseling
- 10 clock hours through indirect services completed during enrollment in SC 781 Supervised Practicum

HEALTH, PHYSICAL EDUCATION AND RECREATION

The central purpose of the Health, Physical Education and Recreation program (HPER) is to provide individuals with a variety of selected movement experiences which will contribute to healthy and effective lives, and 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.

The master's degree offered through the Health, Physical Education, and Recreation program at Emporia State University is completed entirely online. This unique program was the first fully accredited distance learning master's degree program in Health, Physical Education, and Recreation in the United States.

MASTER OF SCIENCE
Health, Physical Education and Coaching

Admission Requirements
The applicant is expected to have an undergraduate degree in health, physical education or recreation or a minimum of 12 undergraduate theory credits representing the same breadth of preparation required for an undergraduate degree at Emporia State University. Students lacking the prerequisites in their undergraduate preparation are required to complete additional courses as prescribed by the advisor and committee.

Persons wishing to pursue a Masters degree are required to be admitted to the Graduate School and to the program. The graduate committee of the discipline uses the following criteria for assessing whether or not to recommend an applicant for admission to the program:

- Undergraduate GPA (on a 4.0 scale) of 2.5 overall GPA, as well as a 2.75 GPA in the last sixty credits of college work
- Completed graduate application
- Undergraduate professional preparation in health, physical education, coaching (or related field)
- International students must register as an international student

Information, procedures and forms relevant to these criteria may be obtained by calling (620) 341-5926.

Students may be admitted on probationary status. They remain on probation until the following conditions are met:

1. All deficiencies are removed.
2. Nine credits of graduate study with a grade-point average of B or higher are completed.
3. All requirements specified by the Graduate School are met (degree plan on file).

Degree Candidacy Requirements
All degree candidacy requirements specified by the Graduate School must be met. The student must have completed at least nine credits of course work in the graduate program of study at Emporia State University to be placed into degree candidacy.

Students may not take any more than 9 CREDITS OF GRADUATE CLASSES without being accepted into HPER graduate program.

Graduation Requirements

MS Degree Non-Thesis Option, (30 credits)

PE 707	Applied Psychology in Health, Sport, and Movement Science	3 hours
PE 768	Advanced Exercise Physiology	3 hours
PE 858	Leadership and Ethics in HPEC	3 hours
PE 868	Research Problems in HPEC	3 hours
Total		**12 hours**

Electives: 18 credits of electives are required

PE 715	History of Sport and Politics	3 hours
PE 720	Assessment in K-12 Physical Education	3 hours
PE 725	Art and Science of Coaching	3 hours
PE 738	Advanced Technology in HPEC	3 hours
PE 740	Legal Issues in HPEC	3 hours
PE 762	Analysis of Teaching and Coaching	3 hours
PE 803	Motor Learning	3 hours
PE 804	Biomechanics	3 hours
PE 835	Teaching Online Health and PE	3 hours
PE 840	Exercise Metabolism	3 hours
PE 862	Instructional Innovations in PE	3 hours
PE 864	Sociology of Sport	3 hours
PE 865	Statistics in HPEC	3 hours
HL 710	Advanced Critical Issues in Health	3 hours
HL 720	Curriculum Development in Health Education	3 hours
HL 735	Instructional Strategies in Sex Education	3 hours
HL 780	School Health Issues and Trends	3 hours
HL 800	Applied Risk Behavior Ed and Strategies	3 hours
HL 820	Instructional Methods in Health Education	3 hours
HL 850	Wellness Concepts and Prevention Strategies	3 hours

MS Degree Thesis Option, (32 credits)

PE 707	Applied Psychology in Health, Sport, and Movement Science	3 hours
PE 768	Advanced Exercise Physiology	3 hours
PE 858	Leadership and Ethics in HPEC	3 hours
PE 865	Statistic in HPEC	3 hours
PE 869	Thesis	5 hours
Total		**17 hours**

Electives: 15 credits of electives are required

PE 715	History of Sport and Politics	3 hours
PE 720	Assessment in K-12 Physical Education	3 hours
PE 725	Art and Science of Coaching	3 hours
PE 738	Advanced Technology in HPEC	3 hours
PE 740	Legal Issues in HPEC	3 hours
PE 762	Analysis of Teaching and Coaching	3 hours
PE 803	Motor Learning	3 hours
PE 804	Biomechanics	3 hours
PE 835	Teaching Online Health and PE	3 hours
PE 840	Exercise Metabolism	3 hours
PE 862	Instructional Innovations in PE	3 hours
PE 864	Sociology of Sport	3 hours
HL710	Advanced Critical Issues in Health	3 hours
HL720	Curriculum Development in Health Education	3 hours
HL735	Instructional Strategies in Sex Education	3 hours
HL780	School Health Issues and Trends	3 hours
HL800	Applied Risk Behavior Ed and Strategies	3 hours
HL820	Instructional Methods in Health Education	3 hours
HL850	Wellness Concepts and Prevention Strategies	3 hours

MASTER OF SCIENCE
Athletic Training

Admission Requirements

Students will be required to possess a Bachelor's degree in any field and meet the following requirements for admission into the program:

- Completed Graduate Application
- Students must have a minimum of 50 hours of documented observation or student experience under the direct supervision of a certified athletic trainer.
- Complete MS in Athletic Training Program application packet.

Graduation Requirements

AX 711	Athletic Training Principles	3 hours
AX 717	Clinical Education	2 hours
AX 727	Clinical Education II	2 hours
AX 737	Assessment of Lower Extremities	3 hours
AX 747	Assessment of Upper Extremities	3 hours
AX 757	Professional Preparation in AT	1 hour
AX 767	Responsibilities & Ethics in AT	1 hour
AX 781	Modality Usage in Athletic Training	3 hours
AX 782	Rehabilitation in Athletic Training	3 hours
AX 838	Clinical Education III	2 hours
AX 848	Clinical Education IV	2 hours
AX 866	Organization and Administration in Athletic Training	3 hours
AX 867	Interprofessional Practice I	2 hours
AX 868	Interprofessional Practice II	2 hours
AX 883	Medical Issues in Athletic Training	3 hours
PE 768	Advanced Exercise Physiology	3 hours
PE 804	Biomechanics	3 hours
PE 865	Statistics in HPEC	3 hours
PE 868	Masters Project in HPEC	3 hours
Total		**47 hours**

NURSING

The Master of Science in Nursing degree offers two tracks to meet specific professional goals of graduate students. They are a Nurse Educator track and Nurse Manager and Leader track.

Both tracks have a total of 33 graduate credit hour requirements all completed within the Nursing program. Up to nine semester hours of current graduate-level courses may be transferred from another accredited institution with the approval of the Program Manager of the Nursing program. Students are admitted once yearly in August. The program of study is part-time.

Admission Requirements
Students seeking the Master of Science in Nursing (MSN) degree will have:

1) A Bachelor of Science in nursing (BSN) degree from a regionally accredited institution and from a national nursing accrediting organization (e.g., ACEN or CCNE, or CNEA).
2) A current unencumbered registered nurse (RN) license.
3) Adequate preparation in the proposed area of specialization (to be determined by dean or designee for nursing)
4) A cumulative or last 60 semester hours of study grade point average of not less than 2.5 on a completed bachelor's degree, or an overall grade point average of no less than 3.0 for a completed master's degree. If a completed master's degree transcript is submitted for admission, the student MUST also submit an official copy of their bachelor's degree transcript.

The following steps are required to complete the ESU Nursing application procedure:

1. **Application to ESU:**
   Students should apply for admission to Emporia State University Graduate School before admission is granted by the Nursing program faculty.
2. **Official Transcripts:**
   Students must submit official Bachelor's degree transcripts containing at least 60 credit hours of course work and final grades. Any additional transcripts from college credit accumulated after the bachelor's degrees MUST be submitted if you will be using these credits for transfer credit and for the last 60 GPA. Transcripts are considered official only if they are received from the institution in a sealed envelope or are received through a secure transcript service. Secure electronic transcripts are accepted if sent to gradinfo@emporia.edu directly from the issuing institution.
3. **Complete an identity verification form.**
4. **Upload all application materials through the:**
   Graduate application portal, faxed to 620-341-5950, emailed to gradinfo@emporia.edu or mailed to: Emporia State University, Campus Box 4003, 1 Kellogg Circle, Emporia, KS 66801.

Degree Candidacy and Graduate Requirements
The Nursing program adheres to the Graduate School's requirements

MASTER OF SCIENCE
Nursing (MSN)

Total Hours (33 Hours)
Core Requirements (15 hours)

NU 800	Theories for Nursing Practice	3 hours
NU 801	Population Health & Policies	3 hours
NU 802	Nursing Ethics & Law	3 hours
NU 803	Information Literacy for the Professional Nurse	3 hours
NU 804	Evidence-Based Practice for the Professional Nurse	3 hours

Nurse Manager and Leader Concentration (18 hours)

NU 805	Financial and Resource Management for Nurse Managers & Leaders	3 hours
NU 806	Strategic Management for Nurse Managers & Leaders	3 hours
NU 807	Performance Improvement for Nurse Managers & Leaders	3 hours
NU 808	Human Resource Management for Nurse Managers & Leaders	3 hours
NU 809	Nurse Manager & Leader Internship	1 hour
NU 819	Nurse Manager & Leader Application of Knowledge I	3 hours
NU 820	Nurse Manager & Leader Application of Knowledge II	2 hours

OR

Nurse Educator Concentration (18 hours)

NU 810	Curriculum Program Planning in Nursing Education	3 hours
NU 811	Assessment & Evaluation in Nursing Education	3 hours
NU 813	Teaching and Learning Strategies for Nursing Education	3 hours
NU 816	Teaching with Technology in Nursing Education	3 hours
NU 814	Nurse Educator Internship	1 hour
NU 817	Nurse Educator Application of Knowledge I	3 hours
NU 818	Nurse Educator Application of Knowledge II	2 hours

ACCREDITATION STATEMENT

The master's nursing program at Emporia State University located in Emporia, KS is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000 https://www.acenursing.org/

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program at:
http://www.acenursing.com/accreditedprograms/programsearch.htm

PSYCHOLOGY

The psychology program has a rich and distinguished history at ESU, dating back to the late 1800s and Dr. Norman Triplett, who published one of the earliest experiments in social psychology. Our current modern laboratory facilities, including a remodeled vivarium, are equipped for a variety of human and animal research projects with computer labs and smart classrooms.

The Psychology program offers Master of Science degrees in Clinical Psychology and in Psychology with concentrations in Experimental, Educational, and School disciplines. We offer an Educational Specialist degree (Ed.S) in School Psychology and a respecialization program -- one of the oldest and largest in the country -- in School Psychology for those who enter with a master's degree in a related field.

Requirements for All Degrees
Students completing the thesis option select a thesis committee consisting of two faculty members from the student's field and one member outside the field. Students selecting the thesis option are required to complete both a proposal and defense meeting with their thesis committee.

For letters of recommendation, at least two must be from faculty who had you in class, conducted research with you, and/or are familiar with your academic performance.

Psychology applicants who have been rejected for admission can reapply after completing all background deficiencies and/or repeating undergraduate courses to raise their undergraduate GPA on the last 60 hours to a 3.25 or a cumulative GPA of 3.00.

Degree Candidacy Requirements
A degree program must be completed and approved before the second term of enrollment. The student should apply for degree candidacy after completing 15 hours of course work. A student must be a degree candidate before enrolling in thesis, practicum, internship, master's project or sitting for the comprehensive examination. Students are expected to continuously demonstrate personal characteristics appropriate to the profession and maintain a 3.0 GPA or better through their MS program.

CLINICAL PSYCHOLOGY

ADMISSION REQUIREMENTS

Admission into the Clinical Psychology program requires the following:

1) An overall 3.00 grade-point average on a four-point scale or 3.25 on the last 60 semester hours for the undergraduate degree.
2) Three letters of recommendation.
3) Graduate Record Examination or Miller Analogies Test scores.
4) A B.S., B.A., B.F.A., or B.S.E. degree.
5) A personal letter that addresses the following: research experience (presentations, lab work, conference attendance), work/volunteer experience especially jobs relating to your area of interest in psychology, why you want to pursue a Master's degree, and your future plans with your Master's degree.
6) A minimum of 24 semester hours of background work in psychology (beyond an Introductory Psychology course) including: developmental psychology, statistics, abnormal psychology, theories of personality, foundations of psychology, and any additional Psychology course. Courses taken to fulfill undergraduate deficiencies may not be counted toward the Master's degree. International Students must have a satisfactory English.
7) International Students must have a satisfactory English proficiency test score submitted as part of their application to be admitted into the program and before they will be allowed to take classes. The following English proficiency tests will be accepted so long as the listed minimum test score (or higher) is obtained: 1) TOEFL = 567, 2) TOEFL iBT = 86,3) TOEFL CBT = 227, or 4) IELTS = 6.5

MASTER OF SCIENCE
CLINICAL PSYCHOLOGY

The degree requires a minimum of 60 credit hours.

Required Courses

I. ASSESSMENT COURSES (12 hours)		**Hours**
PY 806	Personality Assessment and Report Writing	3 hours
PY 807	Projective Assessment and MMPI	3 hours
PY 827	Seminar in Psychopathology	3 hours
PY 841	Assessment of Intelligence	3 hours
Total		**12 hours**

II. TREATMENT (36 hours)		
PY 580	Current Therapies	3 hours
PY 708	Brain Function & Dysfunction	3 hours
PY 725	Trauma Informed Therapy	3 hours
PY 846	Culture, Assessment, and Treatment	3 hours
PY 847	Techniques of Psychotherapy	3 hours
PY 848	Family and Group Systems Psychotherapy	3 hours
PY 849	Ethics and Professional Practice	3 hours
PY 858	Interdisciplinary Referral and Collaboration	3 hours
PY 859	Internship in Clinical Psychology	6 hours
Electives		6 hours
Total		**36 hours**

III. SCIENTIFIC FOUNDATIONS	**9 hours**

IV. RESEARCH (3 hours)		
ER 725	Analysis of Research	3 hours
Total		**3 hours**

TOTAL Hours Required	**60 hours**

The Clinical Internship
The internship experience is considered to be an integral and valuable component of the clinical program. The internship placement is a minimum of 750 clock hours in length and serves to provide the student with a wide variety of first-hand experiences in the clinical setting.

MASTER OF SCIENCE
PSYCHOLOGY
(School, Experimental, or Educational)

ADMISSION REQUIREMENTS
Admission into the Psychology program requires the following:

- Submission of a "Graduate Admission to Graduate Study" form online at http://www.emporia.edu/graduate-school
- Submission of all undergraduate and graduate transcripts.
- Completion of a bachelor's degree from a regionally accredited college or university.
- A grade point average of not less than 3.0 overall, or a 3.25 on the last 60 semester.
- Course prerequisites: A minimum of 15 semester hours of background courses in undergraduate psychology (not including introductory psychology), or the content of those courses completed via course equivalents as determined by core program faculty. This must include work in statistics, psychological testing, descriptive and/or experimental research methods, human development, learning theory (or a cognitive or
- educational psychology course equivalent to a learning theory course) and abnormal psychology. It is not uncommon that some prerequisite course work is missing for applicants; certain aspects may be met concurrently with MS in Psychology Program.
- Three letters of recommendation (recommenders should use the form posted on the Graduate School website) from professionals who can comment on the applicant's potential for completing advanced graduate studies. Additional letters (e.g., from friends or family members), which address issues you believe relevant may also be submitted, but the application is not complete without the three letters from professionals that provide the information requested in the form.
- A statement of purpose or letter of intent
- International Students must have a satisfactory English proficiency test score submitted as part of their application to be admitted into the program and before they will be allowed to take classes. The following English proficiency tests will be accepted so long as the listed minimum test score (or higher) is obtained: 1)TOEFL = 567, 2) TOEFL iBT = 86, 3) TOEFL CBT = 227, or 4) IELTS = 6.5
- Application Deadline: Although applications are accepted year-round, in order to offer applicants an assurance that an admissions decision and enrollment may begin on the desired schedule, applications should meet specified deadlines. Applications should be completed by February 1st to assure that a program of study may begin during the fall or summer semester, and October 1st for a program of study which begins during the spring semester. Materials arriving after those dates will be given due consideration, but an admissions decision may not be completed in time for enrollment during the desired semester.

MS in Psychology Program Completion Requirements
Students must earn a grade of B or better in all course work.

School Psychology Concentration:
A Portfolio Assessment must be successfully completed and submitted prior to earning the MS degree.

Educational and Experimental Concentrations:
A thesis committee consisting of two faculty members from the student's field and one member outside the field will need to be selected. Students are required to take an oral examination over their thesis area and research.

Other Program Requirements
A degree program must be completed and approved before the second term of enrollment.

For Non-Degree Seeking Students: A student may not apply more than 12 graduate hours taken as a non-degree student to a graduate program in the discipline. In addition, these courses must also meet the seven year time limit established by the Graduate Council.

Degree Candidacy Requirements
The student must apply for degree candidacy after completing between 6 and 15 hours of course work. A student must be a degree candidate before enrolling in thesis, practicum, or internship.

MASTER OF SCIENCE
PSYCHOLOGY

PROGRAM REQUIREMENTS
The Master of Science in Psychology program requires 15 credit hours of core curriculum, with an additional 15 credit hours in an area of concentration: school psychology, experimental psychology, or educational psychology.

Core Curriculum		**Hours**
ER 851	Research Design & Writing	3 hours
	OR	
ER 752	Analysis of Research	3 hours
	OR	
PY 760	Practical Research Methods & Analysis for School and Applied Psychologists	3 hours
PY 722	Theories of Learning	3 hours
	OR	
PY 750	Advanced Educational Psychology	3 hours
PY 812	Foundations of Assessment in Special Education and Student Support	3 hours
	OR	
ER 857	Statistics Methods for Education & Psychology II	3 hours
PY 836	School-Based Prevention and Intervention	3 hours
	OR	
PY 827	Seminar in Psychopathology	3 hours
PY 811	Seminar in Human Growth and Development	3 hours
Coursework in area of concentration		15 hours
TOTAL		**30 hours**

Educational Psychology Concentration
Students will complete 15 credit hours of the core curriculum in addition to the following, for a total of 30 credit hours.

Required Concentration Courses:

PY 839	Internship	3 hours

PY 800 Thesis	3 hours
ELECTIVES: advisor approved	9 hours
Total Concentration Hours	**15 hours**

Experimental Psychology Concentration

Students will complete 15 credit hours of the core curriculum in addition to the following, for a total of 30 credit hours.

Required Concentration Courses:

PY 839 Internship	3 hours
PY 800 Thesis	3 hours
ELECTIVES: advisor approved	9 hours
Total Concentration Hours	**15 hours**

School Psychology Concentration

Students will complete 15 hours of the core curriculum and an additional 15 hours of required courses, for a total of 30 credit hours. Upon successful completion of this program, students will be eligible to apply for the Ed.S. in School Psychology program. Completion of the Ed.S. program is necessary to earn a School Psychology license in the state of Kansas. Only students seeking licensure as a school psychologist should apply for and complete the School Psychology concentration.

Required Concentration Courses:

PY 835 Seminar in School Psychology	3 hours
PY 841 Assessment of Intelligence	3 hours
PY 860 Leading Processes to Meet Diverse Student Needs	3 hours
PY 730 Child Mental Health	3 hours
PY 714 Assessing Young Children with Special Needs	3 hours
Total Concentration Hours	15 hours

Dual Degree: MS Clinical Psychology and MS Psychology-Experimental

Students in the dual degree in MS-Clinical Psychology and MS-Psychology-Experimental will complete the courses below. The starred (*) courses are the 21 shared hours.

MS Clinical Psychology

Required Courses

PY 806 Personality Assessment & Report Writing	3 Hours
PY 807 Projective Assessment & MMPI	3 Hours
*PY 827 Seminar in Psychopathology	3 Hours
PY 841 Assessment of Intelligence	3 Hours

Treatment

PY 580 Current Therapies	3 Hours
PY 708 Brain Function & Dysfunction	3 Hours
PY 725 Trauma Informed Therapy	3 Hours
PY 846 Culture, Assessment, & Treatment	3 Hours
PY 847 Techniques of Psychotherapy	3 Hours
PY 848 Family & Group Systems Psychotherapy	3 Hours
PY 849 Ethics & Professional Practice	3 Hours
PY 858 Interdisciplinary Referral & Collaboration	3 Hours
PY 859 Internship in Clinical Psychology	6 Hours

Electives

*PY 803 Research Problems in Psychology	3 Hours
*PY 800 Thesis	3 Hours

Scientific Foundations

*PY 620 Qualitative Research Methods	3 Hours
*PY 722 Theories of Learning	3 Hours
*PY 811 Seminar in Human Growth & Development	3 Hours
*ER 752 Analysis of Research	3 Hours

MS-Psychology, Experimental Concentration

Core

*ER 752 Analysis of Research	3 Hours
*PY 722 Theories of Learning	3 Hours
*PY 811 Seminar in Human Growth & Development	3 Hours
PY 812 Foundations of Assessment in Special Education and Student Support OR	3 Hours
ER 857 Statistics Methods for Education & Psychology II	
*PY 827 Seminar in Psychopathology	3 Hours

Required Concentration

PY 839 Internship	3 Hours
*PY 800 Thesis	3 Hours

Electives

*PY 620 Qualitative Research Methods	3 Hours
*PY 803 Research Problems in Psychology	3 Hours
Advisor Approved Elective	3 Hours

EDUCATIONAL SPECIALIST DEGREE SCHOOL PSYCHOLOGY (Ed.S.)

ADMISSION REQUIREMENTS

Admission to the Ed.S. program requires the following:

1. A master's degree in School Psychology or related field from an accredited college or university with a GPA of 3.5 on the most recent master's degree. Applicants with a master's degree in a field outside of psychology (e.g., special education or counseling) must have 15 semester hours of background courses in undergraduate or graduate psychology (not including introductory psychology), or the content of those courses completed via course equivalents as determined by core program faculty. This must include work in a) statistics or psychological testing, b) descriptive and/or experimental research methods, c) human development, d) learning theory, cognitive psychology, or educational psychology, and e) abnormal psychology or childhood exceptionalities.
2. A letter of educational goals and professional interests unless such a letter was written for a School Psychology master's degree at ESU.
3. For students with an MS in Psychology from ESU: one recommendation for graduate study by an individual who can attest to the candidate's capacity for advanced study. For students who did not earn an MS in Psychology from ESU: Three letters of recommendation from professionals who can comment on the applicant's potential for completing advanced graduate studies.
4. International Students must have a satisfactory English proficiency test score submitted as part of their application to be admitted into the program and before they will be allowed to take classes. The following English proficiency tests will be accepted so long as the listed minimum test score (or higher) is obtained: 1) TOEFL = 567, 2) TOEFL iBT = 86, 3) TOEFL CBT = 227, or 4) IELTS = 6.5

Applicants who have been rejected for admission must complete all background deficiencies and repeat undergraduate courses to raise the GPA on the last 60 hours to 3.25 before reapplying to the graduate program.

Ed.S. School Psychology Program Completion Requirements

A grade of "B" or above must be earned on the entire Ed.S. School Psychology program to receive a recommendation to the Kansas

State Department of Education for certification as a school psychologist.

Students are required to successfully complete and submit a Portfolio Assessment prior to earning the Ed.S. in School Psychology.

Other Requirements for School Psychology
A degree program must be completed and approved before the second term of enrollment.

For Non-Degree Seeking Students: A student may not apply more than 12 graduate hours taken as a non-degree student to a graduate program in the discipline. In addition, these courses must also meet the seven year time limit established by the Graduate Council.

Degree Candidacy Requirements
The student must apply for degree candidacy after completing between 6 and 15 hours of course work. A student must be a degree candidate before enrolling in thesis, practicum, or internship.

NOTE: Students must achieve a state of Kansas passing score on the Praxis II series School Psychologist examination in order to be eligible for licensure through the Kansas State Department of Education. Full results, including subscores for all content areas, must be made available to the Program Director.

Ed.S. DEGREE, SCHOOL PSYCHOLOGY

Required Courses		Hours
PY 820	Response to Intervention in School Psychology	3 hours
PY 843	PsychoEducational Assessment.	3 hours
PY 801	School Psychological Consultation	3 hours
PY 838	Supervised Practice in School Psychology	6 hours
	OR	
PY 861	School Psychology Practicum I	3 hours
	AND	
PY 862	School Psychology Practicum II	3 hours
PY 765	School Crisis Response-The PREPaRE Model	3 hours
*Approved Electives		12 hours
TOTAL		**30 hours**

*Students must select 12 credits of courses as approved by their advisor; three credit hours must include a course on multiculturalism and diversity. Elective should also include coursework on school-based interventions.

Internship (4 hours required post Ed.S)		
PY 910	Internship in School Psychology I.	2 hours
PY 920	Internship in School Psychology II	2 hours
TOTAL		**4 hours**

The certificate program is meant for teaching professionals in community colleges and secondary settings who teach college level courses and who need to meet the 18 hour coursework requirements to meet highly qualified requirements of the Higher Learning Commission.

LICENSURE

One academic year of supervised experience (internship) is required before the student may be recommended for full licensure as a school psychologist. The student may be given recommendation for provisional licensure as a school psychologist after completion of the Ed.S degree. This includes completion of all MS and Ed.S course requirements. If a provisionally licensed student takes a position as a school psychologist in a school system that also employs a fully licensed and experienced school psychologist, this year may serve as a paid internship. This arrangement is possible only if the student takes a position in Kansas where adequate supervision can be maintained by the university. At least 50% of the internship must be completed in a public school setting.

Procedure for Licensure
Recommendation to the State Department of Education is made by Emporia State University. Recommendation for initial approval cannot be obtained until all courses except the internship on the degree and certification plan have been completed. Grades of B or above must be earned to receive the recommendation. Final approval for full licensure requires the completion of one school year's internship.

Non-Degree Early Childhood School Psychology (licensure only)
This licensure program is only for licensed kindergarten through 12th grade school psychologists who want to add the early childhood level to their certification. Applicants should contact the school psychology faculty for specific requirements.

CERTIFICATE: Advanced Psychology

The certificate program is meant for teaching professionals in community colleges and secondary settings who teach college level courses and who need to meet the 18 hour coursework requirements to meet highly qualified requirements of the Higher Learning Commission.

ADMISSION REQUIREMENTS
1. Letter of Application addressing the reason for pursuing this certificate and a summary of the applicant's educational background and professional experiences.
2. One letter of recommendation from a professional that can speak on the applicant's ability to complete advanced graduate level coursework.
3. A minimum grade point average of 3.25 on the last 60 credit hours or university coursework.

Required Courses		**Hours**
PY 624	Theories of Motivation	3 hours
PY 626	Theories of Personality	3 hours
PY 730	Child Mental Health	3 hours
PY 750	Advanced Educational Psychology	3 hours
PY 760	Practical Research Methods and Analysis for School and Applied Psychologists	3 hours
PY 811	Seminar in Human Growth/Development	3 hours
TOTAL		**18 hours**

These courses or approved equivalents or substitutes must be taken. If equivalent courses were completed at the undergraduate level, graduate courses must be taken to fulfill the graduate hour requirements.

SCHOOL OF BUSINESS & TECHNOLOGY

https://www.emporia.edu/school-business/

Phone: 620-341-5685

Dean: Ed Bashaw

Professors: Ed Bashaw, Dipak Ghosh, Tanja Steigner.
Associate Professors: Juan Chavarria, Shawn Keough, Steven Lovett, Jeffrey Muldoon, Sajedur Rahman**,** Douglass Smith, Mary Teal, Lei Wen.
Assistant Professors: Khalid Aram, Md Amjad Hossain, Yankun Jia, Teng Ma, Danya Mi, Daehyun Moon, William Phillips, Bekah Selby, Woojong (Butch) Sim.

ACCOUNTING and TECHNOLOGY

MASTER OF ACCOUNTANCY

Admission Requirements

In order to be considered for admission to the MAcc program, an applicant should submit transcripts of all past academic work. In addition an application with a GPA below 3.0 may be asked for a professional resume and in some cases additional information.

In order to be admitted into MAcc program applicants must meet the following two criteria:

1. Have a bachelor's degree in accounting from a regionally accredited (or equivalent) college or university, or a bachelor's degree in business from a regionally-accredited (or equivalent) college or university with a transcript demonstrating completion of the following courses covering the United States accounting and tax standards:
    a. Intermediate Financial Accounting I
    b. Intermediate Financial Accounting II
    c. Cost Accounting
    d. Income Taxation
    e. Auditing
    f. Accounting Information Systems
2. Have a GPA of 3.0 or higher on a 4.0 scale from a regionally accredited (or equivalent) institution either (a) in a completed master's program, or (b) in a completed bachelor's program measured on a cumulative basis or in the most recent 60 credit hours. (Notes: Course work completed after the bachelor's toward a master's can be included in the most recent 60 hours.

Requirements for Degree Completion

a. Must have a cumulative and degree 3.0 GPA to graduate.
b. If a student earns a "D/F" in a course, the course must be retaken. If a "C" is earned on the retake, the student will retake again. If an "A" or "B" is not earned on the third attempt, the student will be dismissed from the program.
c. A student who earns a second "D/F" in any course, including a retake of a course, will be dismissed from the program.
d. No more than two "Cs" are allowed to count toward degree completion. In courses at 500-699 level, a grade of "A" or "B" must be earned in order to be counted toward a degree.
e. A student whose GPA falls below 3.0 will be placed on academic probation. If the student does not raise his/her GPA to 3.0 or better in the next semester, he/she will be dismissed from the program.
f. A student who has been dismissed from the program may submit a written petition for reinstatement to the Graduate Program Committee.

MASTER OF ACCOUNTANCY

Course Requirements

Required Courses (15 hours or 5 courses)

AC 820*	Advanced Income Taxation	3 hours
AC 833	Advanced Auditing	3 hours
AC 840	Advanced Management Accounting	3 hours
AC 853	Accounting Theory	3 hours
AC 860	Advanced Accounting Information Systems	3 hours

Electives (15 hours or 5 courses; at least two courses must be AC)

AC 810	Foundations of Income Taxation	3 hours
AC 830	Fraud Examination.	3 hours
AC 834	Governmental and Not-for Profit Accounting	3 hours
AC 845	Financial Statement Analysis and Valuation	3 hours
AC 847	***Data Analytics for Accounting	3 hours
AC 849	Environmental, Social, and Governance (ESG) Reporting Analysis	3 hours
IS 813	Information Technology Project Management	3 hours
IS 853	***Business Analytics	3 hours
IS 863	Enterprise Resource Planning Foundations	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
BC 807*	Managerial Economics	3 hours
BC 820*	International Economics	3 hours
BU 573**	Law of Commerce	3 hours
BU 820**	Quantitative Analysis for Business Decisions	3 hours
Total Hours		**30 hours**

*Necessary for CPA exam in Kansas if student did not take an upper-level economics course as an undergraduate.
**Necessary for CPA exam in Kansas if student did not take Law of Commerce and/or a Quantitative methods course as an undergraduate.
***Necessary for CPA exam in Kansas if student did not take an upper-level data analytics course as an undergraduate.

Other courses may be necessary to meet requirements for professional exams.

Students may concentrate elective courses in an area, if they desire, and the necessary courses are available.

Equivalent to a B.S. degree in Accounting means completion of Intermediate Accounting I and II, Cost Accounting, Accounting Information Systems, Auditing, Federal Taxation, Business Statistics, Financial Management, Principles of Marketing, Principles of Management, Operations Management, Legal Environment of Business, Microeconomics, Macroeconomics, and Strategic Management.

MASTER OF SCIENCE
INFORMATION TECHNOLOGY

Admission Requirements

In order to be considered for admission to the MSIT program an applicant should submit transcripts of all past academic work. In addition an application with a GPA below 3.0 may be asked for a professional resume and in some cases additional information.

Admission can be granted under either of the following two categories:

Based on Grades: any applicant who has a GPA of 3.0 or higher on a 4.0 scale from a regionally accredited (or equivalent) institution either (a) in a completed masters program, or (b), in a completed bachelors program measured on a cumulative basis or in the most recent 60 credit hours. (Notes: Course work completed after the bachelors toward a masters can be included in the most recent 60 hours.)

Based in Experience: applicants may be admitted if other factors point to likely success in the program. Applicants in this category should clearly address in the cover letter the evidence that the applicant can be successful in the program. This policy can apply to applicants with GPAs between 2.65 and 2.99 (cumulative or the last 60 hours) in a completed bachelors program. Some categories are:

- at least three years of experience managing organizational resources
- 2-4 years of work experience or study in a field that includes quantitative analysis.

Additional Information for Applicants:

Students must have 3 credit hours of applied statistics or equivalent. Students must have 3 credit hours of an object oriented programming course or relevant IT work experience. These classes need to be completed prior to enrollment into the program.

Degree Completion Requirements:

a. Must have a cumulative and degree 3.0 GPA to graduate.
b. If a student earns a "D/F" in a course, the course must be retaken. If a "C" is earned on the retake, the student will retake again. If an "A" or "B" is not earned on the third attempt, the student will be dismissed from the program.
c. A student who earns a second "D/F" in any course, including a retake of a course, will be dismissed from the program.
d. No more than two "Cs" are allowed to count toward degree completion. In courses at 500-699 level, a grade of "A" or "B" must be earned in order to be counted toward a degree.
e. A student whose GPA falls below 3.0 will be placed on academic probation. If the student does not raise his/her GPA to 3.0 or better in the next semester, he/she will be dismissed from the program.
f. A student who has been dismissed from the program may submit a written petition for reinstatement to the Graduate Program Committee.

Course Requirements

Required courses (24 credit hours):

IS 813*	Information Technology Project Mgmt	3 hours
IS 823*	Systems Analysis and Design	3 hours
IS 824	Database Management	3 hours
IS 825	Cloud Computing & Management	3 hours
IS 826	Application Programming	3 hours
IS 828	Enterprise Architecture	3 hours
IS 853	Business Analytics	3 hours
IS 873*	Info. Syst. for Managerial Decision Making	3 hours
Total Required Course Hours		**24 hours**

Elective Courses (9 hours)

AC 843*	Accounting Information for Management	3 hours
BU 820*	Quantitative Analysis of Business Decisions	3 hours
CS 504	Data Mining	3 hours
CS 523	Artificial Intelligence	3 hours
CS 564	Network Security	3 hours
CS 565	Computer Forensics	3 hours
CS 566	Analytics for Cybersecurity	3 hours
CS 569	Penetration Testing of Application And Network	3 hours
IS 504	Data Mining	3 hours
IS 522	Artificial Intelligence	3 hours
IS 564	Network Security	3 hours
IS 566	Analytics for Cybersecurity	3 hours
IS 569	Penetration Testing of Application And Network	3 hours
IS 805	Special Topics in Information Systems	3 hours
IS 827	Advanced Application Programming	3 hours
IS 843	Electronic Commerce	3 hours
IS 863	Enterprise Resource Planning	3 hours
Total Elective Hours		**9 hours**

Total Hours **33 hours**
(for students who have pre-requisites)

MSIT Foundational Courses (for those who do not enter the program with the program pre-requisite courses)

An applied statistics class or equivalent self-paced module
IS 773 Foundations of Object Oriented Programming
OR 3 hours
equivalent object oriented programming course

Total Required Graduate MSIT Hours **36 hours**
(for those who do not enter the program with the program prerequisite course)

MSIT CYBERSECURITY CONCENTRATION

Course Requirements

Required courses (24 credit hours):

IS 813	Information Technology Project Mgmt	3 hours
IS 823	Systems Analysis and Design	3 hours
IS 824	Database Management	3 hours
IS 825	Cloud Computing & Management	3 hours
IS 826	Application Programming	3 hours
IS 828	Enterprise Architecture	3 hours
IS 853	Business Analytics	3 hours
IS 873	Info. Syst. For Managerial Decision Making	3 hours
Total Required Course Hours		**24 hours**

Cybersecurity Electives (9 hours)

CY 815	Network Defense and Cyber Foundations	3 hours
CY 825	Cyber Defense Essentials: Systems and Incident Response	3 hours

CY 835 Digital Forensics and Threat Intelligence	3 hours
Total Cybersecurity Electives	**9 hours**
Total Required Graduate MSIT Hours	**33 hours**

DUAL DEGREE, MASTER OF SCIENCE INFORMATION TECHNOLOGY AND MASTER OF BUSINESS ADMINISTRATION

Students earning the dual degree in MSIT and MBA will complete all of the required courses in the two programs. The starred (*) courses above are shared hours.

Required Courses	**48 hours**
Electives	**3 hours**
Total Hours	**51 hours**
MBA Hours	**33 hours**
MSIT Hours	**33 hours**
Shared hours	**15 hours**
Total Hours	**51 hours**

MASTER OF SCIENCE INFORMATICS QUANTITATIVE ECONOMICS CONCENTRATION

The M.S. in Informatics Quantitative Economics Concentration is a 36-credit hour graduate degree program. It is a collaboration of the School of Business & Technology , the School of Math and Science, and the School of Library and Information Management and is administered by the School of Business & Technology. The program can be taken entirely online or be a mixture of online and on campus courses.

Students have the following prerequisites in preparation for the master's program:

- A bachelor's degree from an accredited 4-year institution with a major, minor or concentration in economics, mathematics, statistics, sciences, social science or related field
- At least one course in economics (or equivalent)
- At least one course in statistics (or equivalent)
- At least one course in calculus (or equivalent)
- At least one course in computer programming (e.g., Fortran, Visual Basic, C++, Perl, Python, R)

Graduate School Application Process for Master of Science in Informatics

Academic requirements are a BA or BS degree from an accredited four-year institution with an undergraduate GPA of 3.0 for full admissions. Applicants with a GPA under 3.0 may be considered for probationary admission. Applicants are expected to demonstrate competence in written and oral communication.

It is essential that applicants apply and receive acceptance into the ESU Graduate School prior to being considered for acceptance to the program. Following acceptance by the ESU Graduate School, prospective students should begin the program admission process.

1. For the Master of Science in Informatics, your degree objective is MS with major in Informatics (INF). If you have a postgraduate degree or have taken graduate course work, you must list those institutions as well.
2. Transcripts. Arrange to have an official transcript from each institution attended sent directly to the Graduate Office (see address above or on application). The grade point average that is used for admission purposes is always based on your bachelor's degree. Students are expected to have a grade point average of 3.0 overall or in the last 60 hours of course work toward the initial bachelor's degree. We consider a post-graduate degree, or graduate courses taken, to give us a full picture of your academic record.
3. Letter of reference from two people who know you and your work (academic and/or community work) that address your intellectual capability, ability to express thoughts orally, ability to express thoughts in writing, maturity, and motivation. The letters should also include how long the writers have known you and their relationship to you (teachers, colleague, co-worker, etc.). References may be sealed or open.
4. Current resume.
5. An advising interview.
6. A written two-page statement of objectives, double-spaced. Each application will be considered by applying the admissions criteria on an individual basis. Academic requirements, for instance, may be waived in favor of applicants of unusual ability and background where rationale for that waiver can be demonstrated. However, only those applicants showing strong evidence of intellectual promise and leadership potential will be admitted.

Required Core Courses – 15 Credit Hours:

LI	800	Introduction to Informatics	3 hours
ID	745	Programming and Data Analysis for Informatics	3 hours
ID	810	Informatics Capstone Seminar	3 hours
LI	844	Database Design	3 hours
LI	819	Information Retrieval	3 hours

Electives – 6 Credit Hours

ID	871	Directed Research	3 hours
ID	872	Practicum	3 hours
ID	873	Internship	3 hours
ID	875	Thesis	3 hours

Quantitative Economics Concentration – 15 Credit Hours
Economics Core – 12 Credit Hours

EC	710	Econometrics I	3 hours
EC	711	Econometrics II	3 hours
EC	712	Economic Theory	3 hours

And one (1) of the following:

Seminars in Quantitative Economics			3 hours
EC	741	Health Economics	3 hours
EC	731	Economics of Crime	3 hours
EC	727	Industrial Organization	3 hours
EC	737	Game Theory	3 hours
EC	751	Labor Economics	3 hours
EC	713	Mathematical Economics	3 hours

Quantitative Economics Elective – 3 Credit Hours

EC	797	Graduate Internship in Economics	1-3 hours
EC	798	Directed Research in Economics	1-3 hours
EC	740	Business Cycles and Forecasting	3 hours
BC	807	Managerial Economics	3 hours
MA	532	Mathematical Statistics I	3 hours
MA	581	Mathematical Modeling	3 hours
MA	731	Statistics Using SAS	3 hours
MA	732	Categorical Data Analysis	3 hours
MA	733	Mathematical Statistics II	3 hours
MA	763	Simulation Techniques	3 hours
MA	764	Regression Analysis	3 hours

Any 500+ Economics (EC or BC), Math (MA), Science (ES, GO, PH, CH) or Geography (GE) course 1-3 hours

Total Hours 36 hours

Pre-requisites

- A bachelor's degree with a major, minor or concentration in economics, mathematics, statistics, sciences, social science or related field.
- At least one course in economics (or equivalent)
- At least one course in statistics (or equivalent)
- At least one course in calculus (or equivalent)

BUSINESS APPLICATION DEVELOPMENT CERTIFICATE

IS	773	Foundation to Object-Oriented Programming	3 hours
IS	823	Systems Analysis & Design	3 hours
IS	824	Database Management	3 hours
IS	826	Application Development	3 hours
Total Hours			**12 hours**

EMERGING TECHNOLOGY MANAGEMENT CERTIFICATE

IS	813	Information Technology Project Management	3 hours
IS	825	Cloud Computing	3 hours
IS	828	Enterprise Architecture	3 hours
IS	853	Business Analytics	3 hours
Total Hours			**12 hours**

INFORMATION SYSTEMS MANAGEMENT CERTIFICATE

IS	813	Information Technology Project Management	3 hours
IS	823	Systems Analysis & Design	3 hours
IS	824	Database Management	3 hours
IS	873	Information Systems for Managerial Decisions Making	3 hours
Total Hours			**12 hours**

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION (MBA)

Admission Requirements

In order to be considered for admission to the MBA program, an applicant should submit transcripts of all past academic work. In addition, an application with a GPA below 3.0 may be asked for a professional resume and in some cases additional information.

Admission can be granted under either of the following two categories:

Based on Grades: any applicant who has a GPA of 3.0 or higher on a 4.0 scale from a regionally accredited (or equivalent) institution either (a) in a completed masters program, or (b), in a completed bachelors program measured on a cumulative basis or in the most recent 60 credit hours. (Notes: Course work completed after the bachelors toward a masters can be included in the most recent 60 hours.)

Based in Experience: applicants may be admitted if other factors point to likely success in the program. Applicants in this category should clearly address in the cover letter the evidence that the applicant can be successful in the program. This policy can apply to applicants with GPAs between 2.65 and 2.99 (cumulative or the last 60 hours) in a completed bachelors program. Some categories are:

- at least three years of experience managing organizational resources
- 2-4 years of work experience or study in a field that includes quantitative analysis.

***Additional Information for Selected Applicants**:*

Any student whose undergraduate degree is not a business discipline must show competency in the following subjects.

- Financial Accounting
- Managerial Accounting
- Introduction to Finance
- Principles of Microeconomics
- Principles of Macroeconomics
- Applied Statistics

Competency for each subject can be shown either by a transcript demonstrating that the student has taken and passed ("C" or better) the course or by taking and completing a self-paced module which is provided by or approved by the School of Business & Technology.

Degree Completion Requirements

a. Must have a cumulative and degree 3.0 GPA to graduate.
b. If a student earns a "D/F" in a course, the course must be retaken. If a "C" is earned on the retake, the student will retake again. If an "A" or "B" is not earned on the third attempt, the student will be dismissed from the program.
c. A student who earns a second "D/F" in any course, including a retake of a course, will be dismissed from the program.
d. No more than two "Cs" are allowed to count toward degree completion. In courses at 500-699 level, a grade of "A" or "B" must be earned in order to be counted toward a degree.

e. A student whose GPA falls below 3.0 will be placed on academic probation. If the student does not raise his/her GPA to 3.0 or better in the next semester, he/she will be dismissed from the program.
f. A student who has been dismissed from the program may submit a written petition for reinstatement to the Graduate Program Committee.

Degree Requirements

Required MBA Core		**Hours**
AC 843*	Management Accounting and Business Analysis	3 hours
MG 853	Behavioral Aspect of Management	3 hours
FI 850	Advanced Financial Management	3 hours
MK 864	Marketing Strategy	3 hours
BU 820*	Quantitative Analysis of Business Decisions	3 hours
IS 873*	Information Systems for Managerial Decision Making	3 hours
BC 807	Managerial Economics	3 hours
MG 899	Strategic Management	3 hours
Total MBA Core		**24 hours**

NOTE: MG 899, the capstone course, is taken in the last semester

Electives	**9 hours**
Total Hours	**33 hours**

Note: Students pursuing the Dual Degree in MSIT and MBA can use the starred (*) courses as shared hours between the two programs. In addition, students can also share IS 813 and IS 823 which act as electives toward the MBA degree. Thus there are 15 shared hours between the two programs. See Accounting and Technology for more details on the Dual Degree in MSIT and MBA.

MBA MANAGEMENT ACCOUNTING CONCENTRATION

The MBA Program provides an optional accounting concentration. This concentration is for those interested in developing a more in-depth background in accounting.

Admission Requirements

Applicants must meet the admission and degree candidacy requirements listed previously.

Background Competency Requirements

Have a bachelor's degree in accounting from a regionally accredited (or equivalent) college or university, or a bachelor's degree in business from a regionally-accredited (or equivalent) college or university with a transcript demonstrating completion of the following courses covering the United States account and tax standards.

a Intermediate Financial Accounting I
b. Cost Accounting
c. Income Taxation

MBA MANAGEMENT ACCOUNTING CONCENTRATION

Course Requirements

Required MBA Core		
AC 843	Management Accounting and Business Analysis	3 hours
MG 853	Behavioral Aspect of Management	3 hours
FI 850	Advanced Financial Management	3 hours
MK 864	Marketing Strategy	3 hours
BU 820	Quantitative Analysis of Business Decisions	3 hours
MG 899*	Strategic Management	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
BC 807	Managerial Economics	3 hours
Total MBA Core		**24 hours**

Required Accounting Courses		
AC 845	Financial Statement Analysis & Valuation	3 hours

Accounting Electives - (Choose two)		
AC 820	Advanced Income Taxation	3 hours
AC 847	Data Analytics for Accounting	3 hours
AC 853	Accounting Theory	3 hours
AC 860	Advanced Accounting Information Systems	3 hours
Total Accounting & Elective Hours		**9 hours**
Total Required Graduate MBA Hours		**33 hours**

MBA MARKETING CONCENTRATION

Course Requirements

Required MBA Core		
AC 843	Management Accounting and Business Analysis	3 hours
MG 853	Behavioral Aspect of Management	3 hours
FI 850	Advanced Financial Management	3 hours
MK 864	Marketing Strategy	3 hours
BU 820	Quantitative Analysis of Business Decisions	3 hours
IS 873	Information Systems for Managerial Decision Making	3 hours
BC 807	Managerial Economics	3 hours
MG 899*	Strategic Management	3 hours
Total MBA Core		**24 hours**

MG 899* The capstone course is taken in the last semester

Marketing Electives		
MK 810	Marketing Analytics	3 hours
MK 830	Digital Marketing	3 hours
MK 851	Consumer Behavior	3 hours
Total Marketing Electives		**9 hours**
Total Required Graduate MBA Hours		**33 hours**

MBA INFORMATION SYSTEMS CONCENTRATION

Course Requirements

Required MBA Core		
AC 843	Management Accounting and Business Analysis	3 hours

MG	853	Behavioral Aspect of Management	3 hours
FI	850	Advanced Financial Management	3 hours
MK	864	Marketing Strategy	3 hours
BU	820	Quantitative Analysis of Business Decisions	3 hours
IS	873	Information Systems for Managerial Decision Making	3 hours
BC	807	Managerial Economics	3 hours
MG	899*	Strategic Management	3 hours
Total MBA Core			**24 hours**

MG 899* The capstone course is taken in the last semester

Information Systems Electives (choose three)

IS	813	Information Technology Project Management	3 hours
IS	823	Systems Analysis and Design	3 hours
IS	853	Business Analytics	3 hours
IS	863	Enterprise Resource Planning (ERP) Fundamentals	3 hours
Total Information Systems Electives			**9 hours**
Total Required Graduate MBA Hours			**33 hours**

MBA GLOBAL CONCENTRATION

Entrance Requirements

In addition to the entrance requirements for the MBA state above, an applicant to the MBA-Global concentration must have a course background in Macroeconomics, Microeconomics, Applied Statistics, Financial Accounting, Managerial Accounting, and Finance.

Course Requirements

Required MBA Core

MG	853	Behavioral Aspect of Management	3 hours
FI	850	Advanced Financial Management	3 hours
MK	864	Marketing Strategy	3 hours
BU	820	Quantitative Analysis of Business Decisions	3 hours
MG	899*	Strategic Management	3 hours
IS	873	Information Systems for Managerial Decision Making	3 hours
BC	807	Managerial Economics	3 hours
Total MBA Core			**21 hours**

MG 899* The capstone course is taken in the last term.

Required Accounting Course:

AC	843	Accounting Information for Management	**3 hours**

Required Global Courses 6 hours
(Partnership with Tsinghua University in China)

MG	830	Global Leadership	3 hours
EP	810	Entrepreneurial Mindset	3 hours
Total Required Graduate MBA Hours			**30 hours**

MBA HEALTHCARE ADMINISTRATION CONCENTRATION

Course Requirements

Required MBA Core

AC	843	Management Accounting and Business Analysis	3 hours
MG	853	Behavioral Aspect of Management	3 hours
FI	850	Advanced Financial Management	3 hours
MK	864	Marketing Strategy	3 hours
BU	820	Quantitative Analysis of Business Decisions	3 hours
IS	873	Information Systems for Managerial Decision Making	3 hours
BC	807	Managerial Economics	3 hours
MG	899*	Strategic Management	3 hours
Total MBA Core			**24 hours**

MG 899* This capstone course is taken in the last semester

Health Care Electives

BU	802	Health Care Law, Ethics and Quality	3 hours
BU	803	Health Care Informatics	2 hours
BU	805	Health Care Budgeting, Finance, and Economics	3 hours
Total Healthcare Electives			**8 hours**
Total Required Graduate MBA Hours			**32 hours**

MBA MANAGERIAL CYBERSECURITY CONCENTRATION

Course Requirements

Required MBA Core

AC	843	Management Accounting and Business Analysis	3 hours
MG	853	Behavioral Aspect of Management	3 hours
FI	850	Advanced Financial Management	3 hours
MK	864	Marketing Strategy	3 hours
BU	820	Quantitative Analysis of Business Decisions	3 hours
IS	873	Information Systems for Managerial Decision Making	3 hours
BC	807	Managerial Economics	3 hours
MG	899*	Strategic Management	3 hours
Total MBA Core			**24 hours**

MG 899* The capstone course is taken in the last semester

Managerial Cybersecurity Electives

CY	810	Cybersecurity Governance and Strategic Compliance	3 hours
CY	820	Cybersecurity Strategic Risk and Incident Management	3 hours
CY	830	Cyber Defense Leadership	3 hours
Total Managerial Cybersecurity Electives			**9 hours**
Total Required Graduate MBA Hours			**33 hours**

BUSINESS FUNDAMENTALS CERTIFICATE

Required Courses

AC	843	Accounting Information for Management	3 hours
MG	853	Behavioral Aspect of Management	3 hours
MK	864	Marketing Management	3 hours
Total Required Hours			**9 hours**

Elective Courses (choose one)

BC	807	Managerial Economics	3 hours
BU	820	Quantitative Analysis for Business Decisions	3 hours
FI	850	Advanced Financial Management	3 hours
IS	873	Information Systems for Management Decisions	3 hours
Total Elective Hours			**3 hours**
Total Hours			**12 hours**

CERTIFICATE IN ECONOMIC EDUCATION

Admission Requirements

There are no additional requirements beyond those of the ESU Graduate School.

Requirements

The student may select from any of these courses (10 hours):

EC 780	Teaching Economics: Supply & Demand	1 hour
EC 781	Teaching Economics: GDP	1 hour
EC 782	Teaching Economics: Inflation	1 hour
EC 783	Teaching Economics: Monetary Policy	1 hour
EC 784	Teaching Economics: Money	1 hour
EC 785	Teaching Economics: Unemployment	1 hour
EC 786	Teaching Economics: Opportunity Cost	1 hour
EC 787	Teaching Economics: Trade	1 hour
EC 788	Teaching Economics: Labor Markets	1 hour
EC 789	Teaching Economics: Environment	1 hour
*EC 701	Seminar in Economics	1-3 hours
*EC 705	Seminar in Economic Education	1-6 hours
Total Hours		**10 hours**

These courses are not necessarily offered each semester/summer.

Graduate courses in economics (EC) may be substituted with the approval of the dean or designee.

*Multiple versions of either, or both, of these courses may be used without limit.

Three (3) graduate credit hours in economic education coursework with a grade of B- or higher from a regionally accredited college or university may be transferred as partial fulfilment of this certificates program. No additional requirements beyond those of the ESU Graduate School apply.

MARKETING CERTIFICATE

MK 810	Marketing Analytics	3 hours
MK 830	Electronic Marketing	3 hours
MK 851	Consumer Behavior	3 hours
MK 864	Marketing Management	3 hours
Total Hours		**12 hours**

QUANTITATIVE ECONOMICS CERTIFICATE

The interdisciplinary Graduate Certificate in Quantitative Economics is a 12-hour, STEM-focused graduate certificate program. The program has an emphasis on regression techniques and application of object- oriented programming in economic analysis. This program will help to prepare students to work with large and messy datasets, write code, and analyze that data using statistical methods. The Quantitative Economics Certificate is especially recommended for individuals looking to increase their **skills** in quantitative analysis or for preparation for doctoral studies.

Admission Requirements:

- At least a bachelor's degree from a fully accredited institution (doesn't matter the subject matter)
- GPA requirement: 2.5 in the last 60 semester's hours of study or an overall grade point average of a minimum of 3.0 for a completed master's degree.
- At least a Calculus or Statistics course passed with a grade of C or better.
- Transcripts, one letter of recommendation, statement of purpose.

The discipline will accept a maximum of 6 transfer credit hours earned at a fully accredited institution including from ESU.

This certificate is a stand-alone program, no shared hours.

Required Courses (12 hours)

Core Courses* (6 hours)

ID 745	Programming and Data Analysis for Informatics	3 hours
EC 710	Econometrics I	3 hours

Elective Courses (6 hours):

Any two 700+ level economics courses from the following list:

EC 711	Econometrics II	3 hours
EC 712	Economic Theory	3 hours
EC 713	Seminar in Mathematical Economics	3 hours
EC 741	Seminar in Health Economics	3 hours
EC 731	Seminar in the Economics of Crime	3 hours
EC 727	Seminar in Industrial Organization	3 hours
EC 737	Seminar in Game Theory	3 hours
EC 740	Business Cycles and Forecasting	3 hours
EC 751	Seminar in Labor Economics	3 hours
EC 797	Graduate Internship in Economics	3 hours
EC 798	Directed Research in Economics	3 hours

*Students who earned credit (e.g., as undergraduates) may substitute from the elective courses.

SCHOOL OF HUMANTIES & SOCIAL SCIENCES

https://www.emporia.edu/humanities-social-sciences/

Associate Professors: Alfredo Montalvo, Rochelle Rowley.
Assistant Professors: Rebecca Rodriguez-Carey, Jan Todd, David Westfall.

The School of Humanities and Social Sciences offers the Master of Arts (MA) in Applied Sociology with a thesis or non-thesis track and concentrations in Community Leadership and Criminal Justice.

SOCIOLOGY

MASTER OF ARTS
Applied Sociology

The MA program in Applied Sociology will enable students to integrate sociological knowledge and skills needed to meet workforce demands in the service sector. The MA degree may be obtained with a thesis or non-thesis track and by following one of two concentrations: community leadership or criminal justice. Applied sociologists are trained to collect and interpret factual data and assess the opinions and beliefs of people in society. These skills assist the government and private sector in solving social problems. Applied sociologists work in many fields including government agencies, research firms, nonprofits, corporations, colleges and universities. More so than ever, private and governmental funders require data-driven evidence-based practices before providing much needed funding in communities. A master's degree in applied sociology enhances the employability and marketability of prospective and current social service professionals. Additionally, applied sociologists are qualified to be certified and serve as case managers in settings such as hospitals, schools, colleges and universities, law firms, hospice facilities, correctional facilities, foster care programs, etc. Applied sociologists work as planners, program development specialists, policy analysts, community outreach coordinators, and data analysts in corporations, research organizations, community agencies, government bureaus and programs, school systems, medical facilities, courts, and private businesses.

Admission Requirements
Minimum admission requirements (NOTE: meeting these minimums does not guarantee admissions.)

- Acceptance to the graduate school
- Completion of a minimum of 15 undergraduate semester hours in sociology or a related field (applicants not meeting this requirement may be granted probationary admission at the discretion of the Graduate Committee)

Applicants for the MA program in Applied Sociology must submit to the Graduate School

- Graduate School application, which includes choice of concentration, and all documentation required by the Graduate School
- A 1-2-page letter of intent including career aspirations and goals with connections on how completion of this Master of Applied Sociology degree will help in attaining those goals
- Three letters of recommendation, at least one of which is from a former professor addressing the applicant's aptitude for graduate study,
- Resume or curriculum vitae

  Note: The GRE (Graduate Record Examination) is NOT required

The graduate committee will evaluate the applicant's capacity for advanced study in and application of sociological knowledge and skills needed to meet workforce demands in the service sector through the examination of the letter of intent, transcripts, recommendation letters, and resume or curriculum vitae. Each member of the committee will independently evaluate the applicant's admission file with a "Satisfactory" or "Unsatisfactory" with a recommendation of full admission, rejection, conditional admission, or probationary admission.

- Full admission: no restrictions
- Conditional admission: used for seniors who must meet all the requirements for admission prior to full acceptance and may be admitted on a probationary basis
- Probationary admission: students must achieve a 3.0 GPA in their first 6 or 9 hours of study. The committee will indicate the level of probation in their recommendation.

The Graduate Committee will decide about the applicant's status with a proposed course of action agreed upon by a 2/3 majority vote. The Graduate Program Director will notify the Graduate School and the applicant of the committee's decision.

Program Structure
The curriculum includes 15 credit hours of core courses (5 courses at 3 credits each), 9 credit hours in either the Criminal Justice Concentration or Community Leadership Concentration (3 courses at 3 credit hours each), and 6 credit hours of applied sociology capstone or applied sociology thesis. The capstone and thesis courses are 1-3 credit hours each requiring enrollment twice in two separate block schedules. Six start dates are available, two per semester. Fall and Spring courses are 8-weeks and Summer courses are 6-weeks. The total of 30 credit hours can be completed in 1 or 2 years.

Transfer Credit: Transfer of up to 9 credit hours of graduate credit earned at another institution withing the last 7 years, or in another discipline at Emporia State University, or earned before admission to this program, must have prior work evaluated for transfer credit. Requests for transfer of credit must be approved by the Graduate Director. Requests must be made in writing for each course and accompanied by an official transcript, catalog description, and syllabus or other supporting documentation. Special permission must be obtained to take courses elsewhere and then have those credits transferred back to Emporia State University as part of your plan of study. Transfer credit is rarely approved to assure that the degree granted accurately reflects a student's education at Emporia State University in Applied Sociology.

MASTER OF ARTS
Applied Sociology

Core Courses (15 hours)

SO 710	Advanced Applied Sociological Theory	3 hours
SO 720	Qualitative Research Methods	3 hours
SO 730	Grant Proposal Writing	3 hours
SO 740	Intersectionality and Identities	3 hours
SO 764	Advanced Research Analysis	3 hours

Concentration Courses (9 hours)

(Student must choose either Community Leadership or Criminal Justice Concentration)

Community Leadership Concentration

SO 732	Leadership and Social Justice	3 hours
SO 736	Community Building and Development	3 hours
SO 738	Public Sociology	3 hours

OR

Criminal Justice Concentration

SO 742	Crime Causation, Prevention, and Control	3 hours
SO 744	Criminal Justice Organization and Management	3 hours
SO 746	Community Policing	3 hours

Thesis or Non-Thesis Requirement 6 hours

Thesis Option

SO 791	Applied Sociology Thesis	6 hours

OR

Non-Thesis Option

SO 790	Applied Sociology Capstone	6 hours

Total Required **30 hours**

Degree of Candidacy

- Satisfactory progress is a minimum GPA of 3.0 for all graduate courses at all levels. A B- and above constitutes a passing grade while a C+ or below constitutes a failing grade. If a student earns a failing grade, the course must be retaken.
- After students admitted on probation have completed the required number of hours according to their admission criteria plan, the Graduate Committee will decide if they are making satisfactory progress so that probationary status can be replaced.
- Students who fail to achieve a minimum GPA of 3.0 in any semester will be put on probationary status by the Graduate School.
- In all cases of probationary status, that status must be repealed before candidacy can be granted.

Graduation Requirements

- Courses taken to fulfill undergraduate deficiencies do not count toward graduate program requirements.
- All core courses and three concentration courses must be completed satisfactorily to meet graduation requirements.
- Capstone community partners must provide a satisfactory evaluation of the student's performance.
- Evidence of degree of candidacy

SCHOOL OF LIBRARY AND INFORMATION MANAGEMENT

Web: https://www.emporia.edu/school-library-and-information-management/

Phone: 620-341-5203

Wooseob Jeong, Dean

Kathie Buckman, Academic Advisor, MLS Program
Ernetta Fox, Academic Advisor, MLS Program
Jenny Jiang, Academic Advisor, MLS Program
Rebecca Kabasa, Academic Advisor, MLS Program

Graduate Faculty
Professors: Mirah Dow, Wooseob Jeong.
Associate Professors: Jinxuan Ma, Andrew J. M. Smith, Sarah Sutton, Emily Vardell, Michael Widdersheim.
Assistant Professors: Hao He, Amanda Hovious, Bobbie Sartin Long, Kanu Priya Singh, Stan Trembach, and Yu Xia.
Instructor: A'Kena Long

School of Library and Information Management + Library & Archives + Instructional Design & Technology offers Master of Library Science, Doctor of Philosophy in Library and Information Management, and Master of Science in Instructional Design and Technology along with graduate certificates.

LIBRARY AND INFORMATION MANAGEMENT

EMPORIA STATE UNIVERSITY has been teaching library science since 1902 and is the only library school in Kansas accredited by the American Library Association. The program is fully online and asynchronous, which means students are able to complete the MLS degree without any required whole-class meetings. Along with a variety of online enrichment activities throughout the year, small group assignments within specific classes may require students to schedule times to meet synchronously with their group members. Students can finish their Master of Library Science degrees in two years or faster.

CURRICULUM

The SLIM Master of Library Science program curriculum presents a dynamic mix of theory, tools and application courses, and context-sensitive electives. The curriculum reflects an essential core of knowledge for information professionals, including:

- a professional philosophy and ethic of service;
- an understanding of human behavior in terms of information seeking and social interaction;
- an understanding of the information transfer process—how information and knowledge is created, recorded, disseminated, organized, diffused, utilized, preserved, and destroyed;
- comprehension of information engineering—the theories supporting the organization of information for effective use;
- a working knowledge of management theory to enable leadership of an information agency; and
- knowledge of the global information infrastructure as it interfaces with local, regional, and national networks.

The theoretical base and working knowledge of information management tools prepares the student to apply their learning in elective courses designed for various career paths within the field of library and information management. A capstone course provides an opportunity to synthesize the educational experience in preparation for entering the field.

MASTER OF LIBRARY SCIENCE

Required Courses

LI 801	Foundations of Library and Information Science	3 hours
LI 802	Information-Seeking Behavior and Reference Services	3 hours
LI 804	Organization of Information	3 hours
LI 810	Research in Library and Information Science	3 hours
LI 855	Collection Development and Management	3 hours
LI 880	Capstone Course: Assessing the MLS Experience	1 hour
Total		**16 hours**

Management requirement – select one:

LI 805	Management in Information Organizations (for non-SLM licensure students)	3 hours
LI 851	Managing the School Library Media Center (for SLM licensure students only)	3 hours
Total		**3 hours**

Technology Requirement – select one:

LI 815	Information Technology	3 hours
LI 843	Web Design and Development	3 hours
LI 844	Database Design	3 hours
	Or	
Another approved Technology course		3 hours
Total		**3 hours**

Elective Course Credit Hours:	**14 hours**
Total Course Credit Hours for MLS Degree	**36 hours**

MASTER OF LIBRARY SCIENCE WITH A CONCENTRATION

In addition to the core courses, students may choose various courses in special topics, based on their interest and career goals. Some topics have been formalized into nine-credit-hour concentrations, and students may elect to complete a concentration as part of their MLS program. Upon successful completion of the requirements for a particular concentration, a statement is added to the student's transcript that shows the concentration completed under the degree awarded. (For example: Master of Library Science, Major: Library Science, Concentration: Youth Services.) Only one concentration can be added to a student's transcript.

The following concentrations are currently available:

MASTER OF LIBRARY SCIENCE– CONCENTRATION IN ACADEMIC LIBRARIES

MLS-Concentration in Academic Libraries

In this concentration, students will focus on the role of the academic library and academic librarians within the larger institution, particularly advance reference and research support services, library instruction, and information literacy. Students may then customize this concentration to a specific type of academic librarianship, e.g., government documents, electronic resources management, metadata, or sample a variety of academic library specialties.

Course Requirements

To earn a concentration in academic libraries, students must take three required courses and one additional course chosen from the list below. The courses taken in the concentration apply toward the 14 credit hours of electives required for the MLS degree.

Must take:

LI 835 Information Services for Academic Libraries	3 hours
LI 837 Library Instruction and Information Literacy	3 hours
LI 813 Advanced Reference Services	3 hours

Select at least one of:

LI 833 Resources and Services for Underserved Populations	3 hours
LI 838 Government Resources	2 hours
LI 842 Indexing Principles and Techniques	3 hours
LI 843 Web Design and Development	3 hours
LI 844 Database Design	3 hours
LI 856 Electronic Resources Management	3 hours
LI 881 Health Sciences Librarianship	3 hours
LI 883/884 Intro to Metadata/Advanced Metadata Applications	3 hours
LI 890 Advanced Research Strategies	3 hours

Total Course Credit Hours for Concentration in Academic Libraries **11 or 12 hours**

MASTER OF LIBRARY SCIENCE– CONCENTRATION IN ARCHIVES STUDIES

Required Courses and Course Credit Hours:

LI 809 Introduction to Archives	3 hours
LI 818 Archival Arrangement and Description	3 hours
LI 827 Preservation Strategies	3 hours

Total Course Credit Hours for Concentration in Archive Studies **9 hours**

MASTER OF LIBRARY SCIENCE- CONCENTRATION IN HEALTH INFORMATION PROFESSIONALS

Required Course and Course Credit Hours:

LI 881 Health Sciences Librarianship	3 hours

Select two (6 hours)

LI 800 Introduction to Informatics	3 hours
LI 819 Information Retrieval	3 hours
LI 828 Disaster Preparedness and Emergency Response for Information Professionals	3 hours
LI 833 Resources and Services for Underserved Populations	3 hours
LI 886 Consumer Health Information	3 hours

Total Course Credit Hours for Concentration in Health Information Professionals **9 hours**

MASTER OF LIBRARY SCIENCE – CONCENTRATION IN INFORMATICS

Required Courses

LI 800 Introduction to Informatics	3 hours

Must take 2 of the following courses:

LI 819 Information Retrieval	3 hours
LI 844 Database Design	3 hours
LI 887 System Analysis and Design	3 hours

Total Course Credit Hours for Concentration in Informatics **9 hours**

MASTER OF LIBRARY SCIENCE – CONCENTRATION IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

In this concentration, students will focus on core instructional design and educational technology skills including learning theories and instructional design principles to be able to perform the roles of Instructional Design Librarian or Online Learning Librarian in various organizations. Students may then customize this concentration to develop specific sets of skills, e.g., multimedia design, game-based learning, makerspaces, instructional video production, web-based instruction.

Required Courses (6 hours)

IT 790 Learning Theories in IDT	3 hours
IT 800 Instructional Design	3 hours

Select one below (3 hours)

IT 713 Digital Game-Based Learning	3 hours
IT 720 Digital Storytelling	3 hours
IT 726 Accessibility and UDL	3 hours
IT 728 Active Learning with Makerspace	3 hours
IT 743 Producing Instructional Videos	3 hours
IT 810 Multimedia Design	3 hours
IT 820 Design & Dev. Web-based Instruction	3 hours

Total Course Credit Hours for Concentration in Instructional Design and Technology **9 hours**

MASTER OF LIBRARY SCIENCE— CONCENTRATION IN LEADERSHIP AND ADMINISTRATION

Required Courses (6 hours)

LI 850 Leadership in Information Organizations	3 hours

Select two (6 hours)

LI 811 Community Needs Analysis	3 hours
LI 825 Special Topics in Diversity and Inclusion	1-3 hours
LI 833 Resources and Services for Underserved Populations	3 hours

LI 859	Project Management in Information Organizations	3 hours
LI 863	Current Issues in Management in Information Organization	1-3 hours
LI 868	Advocacy and Information Organizations	3 hours
LI 870	Practicum	1-3 hours
LI 893	Management in Library and Information Agencies Seminar	3 hours

Total Course Credit Hours for Concentration in Leadership and Administration **9 hours**

MASTER OF LIBRARY SCIENCE- CONCENTRATION IN OUTREACH AND COMMUNITY ENGAGEMENT

Must take at least 1 of

LI 780	Library Outreach	3 hours
LI 811	Community Needs Analysis	3 hours
LI 833	Resources and Services for Underserved Populations	3 hours

Select 6 hours from the following:

LI 809	Introduction to Archives	3 hours
LI 811	Community Needs Analysis	3 hours
LI 822	Multiple Literacies in Libraries	3 hours
LI 825	Special Topics in Diversity & Inclusion	1-3 hours
LI 833	Resources and Services for Underserved Populations	3 hours
LI 835	Information Services for Academic Libraries	3 hours
LI 836	Information Services for Public Libraries	3 hours
LI 868	Advocacy and Information Organizations	3 hours
LI 886	Consumer Health Information	3 hours
or other approved course		1-3 hours
OR		
approved practicum		1-3 hours

Total Course Credit Hours for Concentration in Outreach and Community Engagement **9 hours**

MASTER OF LIBRARY SCIENCE– CONCENTRATION IN SCHOOL LIBRARY MEDIA

Required Courses and Course Credit Hours:

LI 831	Resources and Services for Children	3 hours
LI 832	Resources and Services for Young Adults	3 hours
LI 858	Information Literacy and Instructional Collaboration	2 hours
LI 876	School Library Media Practicum I	1 hour
LI 877	School Library Media Practicum II	2 hours

Total Course Credit Hours for Concentration in School Library Media **11 hours**

MASTER OF LIBRARY SCIENCE– CONCENTRATION IN YOUTH SERVICES

Required Courses and Course Credit Hours:

LI 829	Resources and Services for Early Learners	3 hours
LI 831	Resources and Services for Children	3 hours
LI 832	Resources and Services for Young Adults	3 hours

Total Course Credit Hours for Concentration in Youth Services **9 hours**

MLS PROGRAM OBJECTIVES

SLIM MLS program outcomes that are related to teaching and learning are based on what students are to know and be able to do as a result of their course work. SLIM's web site states specifically that graduates of the SLIM Master of Library Science degree program will be able to:

1. Articulate a philosophy of ethical and client- centered information services for the library and information professions.
2. Explain and implement the development, maintenance, and management of collections and resources to meet specific information needs.
3. Explain, use, maintain, and develop systems to organize and retrieve recorded knowledge.
4. Employ current and emerging technologies effectively for communication, and to search for, identify, repackage, and deliver information resources.
5. Retrieve, evaluate, and synthesize information resources to fulfill an information needs assessment; evaluate the usefulness of these resources to the user.
6. Evaluate, critique, and discuss new research in the field; assess library or information problems and identify an appropriate research method.
7. Demonstrate a commitment to lifelong learning by participating in professional development activities and disseminating new information to colleagues and patrons.
8. Aid in effective and appropriate change in library and information services through collaboration, communication, and collegiality.

ARCHIVES STUDIES CERTIFICATE

The Certificate in Archives Studies requires 18 credit hours of coursework, including three credit hours of practical experience via a practicum or internship. Although it is encouraged to apply for the Archives Studies Certificate program while enrolled in the MLS degree or immediately following its completion, the MLS degree or any other master's degree is not required for admission to the Archives Studies Certificate program.

Required Course Credit Hours (9 hours)

LI 809	Introduction to Archives	3 hours
LI 818	Archival Arrangement and Description	3 hours
LI 827	Preservation Strategies	3 hours

Electives Course Credit Hours (9 hours)

LI 848	Introduction to Digitization and Born-digital Archives	3 hours
LI 849	Records and Information Management	3 hours
LI 873	Archives Studies Certificate Practicum	3 hours
LI 885	Research Methods in Archives	3 hours
MLS Elective Courses totaling 3 credit hours approved by the faculty		3 hours

Total Course Credit for Archive Studies Certificate **18 hours**

HEALTH INFORMATION PROFESSIONALS CERTIFICATE

Required Courses and Course Credit Hours:

LI 800	Introduction to Informatics	3 hours
LI 819	Information Retrieval	3 hours
LI 833	Resources and Services for Underserved Populations	3 hours
LI 881	Health Sciences Librarianship	3 hours
LI 886	Consumer Health Information	3 hours

Select three-hours from:

LI 828	Disaster Preparedness and Emergency Response for Information Professionals	3 hours
LI 825	Special Topics in Diversity and Inclusion	1-3 hours
LI 861	Current Issues in Information Transfer	1-3 hours
LI 862	Current Issues in Technology	1-3 hours
LI 863	Current Issues in Management in Information Organizations	1-3 hours

Note: current issues or special topics course must be on an approved health-related topic

Total Course Credit for Health Information Professionals Certificate 18 hours

INFORMATICS CERTIFICATE

Required Courses:

LI 800	Introduction to Informatics	3 hours
LI 819	Information Retrieval	3 hours
LI 844	Database Design	3 hours
		9 hours

Must select 3 of the following:

LI 887	System Analysis and Design	3 hours
LI 888	Information Technology Project Management	3 hours
LI 889	Knowledge Management	3 hours
LI 874	Informatics Practicum	3 hours

Total Course Credit Hours for Informatics Certificate **18 hours**

LEADERSHIP AND ADMINISTRATION IN INFORMATION ORGANIZATIONS CERTIFICATE

(Students with previous masters-level management course)

Required Courses:

LI 850	Leadership in Information Organization	3 hours

Select fifteen-hours of credit from any of the following courses:

LI 811	Community Needs Analysis	3 hours
LI 825	Special Topics in Diversity and Inclusion	1-3 hours
LI 833	Resources and Services for Underserved Populations	3 hours
LI 859	Project Management in Information Organizations	3 hours
LI 863	Current Issues in Management in Information Organizations	1-3 hours
LI 868	Advocacy and Information Organization	3 hours
LI 870	Practicum	1-3 hours
LI 893	Management in Library and Information Agencies Seminar	3 hours

Total Course Credit Hours for Certificate in Leadership and Administration in Information Organizations **18 hours**

(Students with no previous masters-level management course)

Required Courses:

LI 805	Management in Information Organization	3 hours
LI 850	Leadership and Information Organizations	3 hours

Select twelve-hours of credit from any of the following courses:

LI 811	Community Needs Analysis	3 hours
LI 825	Special Topics in Diversity and Inclusion	1-3 hours
LI 833	Resources and Services for Underserved Populations	3 hours
LI 859	Project Management in Information Organizations	3 hours
LI 863	Current Issues in Management in Information Organizations	1-3 hours
LI 868	Advocacy and Information Organizations	3 hours
LI 870	Practicum	1-3 hours
LI 893	Management in Library and Information Agencies Seminar	3 hours

Total Course Credit Hours for Certificate in Leadership and Administration in Information Organizations **18 hours**

YOUTH SERVICES CERTIFICATE

Required Courses:

LI 829	Resources and Services for Early Learners	3 hours
	LI 830 Current Issues in Youth Services.	2 hours
LI 831	Resources and Services for Children	3 hours
LI 832	Information Resources and Services for Young Adults	3 hours
LI 833	Resources and Services for Underserved Populations	3 hours

Select one:

LI 755	Special Topics: School Library Media Summer Institute	1 hour
LI 857	Advanced Programming for Youth Services	1 hour

Select one:

LI 822	Multiple Literacies in Libraries	3 hours
LI 870	Practicum	3 hours

Required Course Credit Hours	**14 hours**
Elective Course Credit Hours	**4 hours**
Total Course Credit Hours for Youth Services Certificate	**18 hours**

DUAL DEGREE PROGRAMS

To satisfy the need for library and information management professionals with subject specializations, SLIM has developed coordinated dual master's degree programs utilizing some courses taken for one degree as electives for a second degree at Emporia State University. For information about cooperative degrees in history, music, business, and English, contact SLIM at 1-800-552-4770 (toll free) or 620-341-5203. Students interested in obtaining dual degrees should discuss their plans with advisors in the respective programs as early as possible to coordinate their schedules effectively.

SCHOOL LIBRARY MEDIA LICENSURE

SLIM and The Teachers College at Emporia State University are authorized by the Kansas State Department of Education to prepare teachers who hold a state Kansas Teaching License to become licensed School Library Media Specialists. School Library Media Licensure requires 29 hours of selected courses within the Master of Library Science curriculum. The admission requirements are the same as for the MLS degree.

Required Courses and Course Credit Hours:

LI 801	Foundations of Library and Information Management	3 hours
LI 802	Information-Seeking Behavior and Reference Services	3 hours
LI 804	Organization of Information	3 hours
LI 831	Resources and Services for Children	3 hours
LI 832	Resources and Services for Young Adults	3 hours
LI 851	Managing the School Library Media Center	3 hours
LI 855	Collection Development and Management	3 hours
LI 858	Information Literacy and Instructional Collaboration in School Libraries	2 hours
LI 876	School Library Media Practicum I	1 hour
LI 877	School Library Media Practicum II	2 hours

Technology requirement – select one:

LI 815	Information Technology	3 hours
LI 843	Web Design and Development	3 hours
LI 844	Database Design	3 hours
	Or	
Another approved technology course		3 hours

Total Required Course Credit Hours for School Library Media Licensure	**29 hours**

THE MASTER OF LIBRARY SCIENCE WITH SCHOOL LIBRARY MEDIA LICENSURE

One of the Kansas State Department of Education's requirements to become a School Library Media Specialist, in addition to holding a Kansas State Teaching License and completing the School Library Media Licensure 29-credit-hour program, is to complete a master's degree in library science, education, or other approved academic program. To fulfill this requirement, many School Library Media Licensure students choose to complete their Master of Library Science (MLS) degree concurrently with their School Library Media Licensure program.

To complete SLIM's MLS, students must complete the following requirements in addition to the 29 credit hours of the School Library Media Licensure program:

Required Courses

LI 810	Research in Library and Information Science	3 hours
LI 880	Capstone	1 hour

Required School Library Media Courses Credit Hrs	**29 hours**
Elective Course Credit Hours	**3 hours**
Required MLS Course Credit Hours	**4 hours**
Total Course Credit Hours for MLS Degree with School Library Media Licensure	**36 hours**

DOCTOR OF PHILOSOPHY— LIBRARY AND INFORMATION MANAGEMENT

Overview:

The doctoral program enables students to conduct research that will contribute to society's understanding of the creation, diffusion, and utilization of information. The program also places special emphasis on developing effective teachers. The program draws upon the strengths of SLIM's academically diverse faculty, a unique curriculum designed for today's working scholar, and an environment of faculty-student interaction.

The SLIM doctorate does not require a traditional residency on campus; instead, students meet residency requirements by attending weekend-intensive classes that meet two times per course for a total of 10 hours each weekend. The classes are held at Emporia State University-Kansas City in Overland Park (Kansas City area), Kansas. Scholarships to cover travel expenses are available.

DOCTOR OF PHILOSOPHY CURRICULUM

The doctoral curriculum is a five-tier process. Coursework in the first tier introduces students to library and information science research and theory. In the second and third tier courses, students examine fields related to their research interests in greater depth.

Student may take courses from the three tiers simultaneously. Fourth tier courses prepare students for the qualifying to create research proposals and dissertations, and teaching. Upon successful completion of the qualifying exam and selection of the dissertation chair, students will advance to the fifth tier. The fifth tier is dedicated to proposing and writing the dissertation. After approval of the research proposal, students advance to Ph.D. candidacy status.

Tiers one and two course sequences are:
LI 900 – First fall semester
LI 903 – First fall semester
LI 892 – First fall semester
LI 890 – First spring semester
LI 891 – First spring semester

LI 904 – Second fall semester
LI 893 – Second fall semester
LI 905 – Second spring semester
LI 894 – Second spring semester
LI 940 – Second summer semester

Tier three courses provide opportunities for students to 1) customize their studies to deepen their knowledge of information science via additional SLIM graduate courses; 2) include concentrations in Informatics or Instructional Design Technology or 3) develop an approved specialized course of study. Tier four is preparation for the dissertation proposal on a student-centered schedule, which allows enrollment in directed readings for up to nine credit hours. Tier five is dedicated to developing the proposal and writing the dissertation under the guidance of the dissertation committee chair.

Tier 1: Introduction to Research and Theory

LI 890	Advanced Research Strategies	3 hours
LI 900	Introduction to Doctoral Studies	1 hour
LI 903	Research Philosophy	3 hours
LI 904	Research Strategies: Quantitative Methods and Theory	3 hours
LI 905	Research Strategies: Qualitative Methods and Theory	3 hours
Total Course Credit Hours		**13 hours**

Tier 2: Foundational courses

The four foundational fields of the curriculum are: Information Psychology, Information Transfer, Information Organization, and Administrative Theory. Students are required to take all four foundational courses in Tier 2 to ground their doctoral research in theoretical frameworks that support contemporary professional practice.

LI 891	The Knowledge Society	3 hours
LI 892	Information Behavior Seminar	3 hours
LI 893	Management in Library and Information Agencies Seminar	3 hours
LI 894	Organization of Information Seminar	3 hours
Total Course Credit Hours		**12 hours**

Tier 3: Advanced work in concentrations

To meet qualifications for the two pre-determined concentrations, students may choose 12 credit hours from the courses offered in this section (below) for Informatics or Instructional Design Technology. For students who do not elect to pursue one of the two defined concentrations, their transcripts will state "Doctor of Philosophy in Library and Information Management." For students who elect to pursue one of the two defined concentrations, the transcript will also state "with a concentration in Instructional Design Technology" or "with a concentration in Informatics" as appropriate. Students who elect to take 12 credits of 800-level SLIM courses, 700-and-above-level ESU graduate courses from other ESU disciplines (except Informatics or Instructional Design Technology), or 700-and-above-level graduate programs in other accredited institutions of higher learning, will not have a concentration on the diploma; however, the concentration will be evident on their transcripts. Courses chosen for Tier 3 must be appropriate for the student's doctoral studies and approved by the doctoral coordinator and the SLIM dean in advance of registration. Credits and available courses for the Informatics and the Instructional Design Technology concentrations are listed below:

Instructional Design Technology
(choice of 12 credit hours)

IT 800	Instructional Design	3 hours
IT 810	Multimedia Design	3 hours
IT 820	Designing/developing Web-based Instruction	3 hours
IT 830	Contemporary Issues in Distance Education	3 hours
IT 850	Implementation of Corporate Learning Systems	3 hours

Informatics Concentration
(choice of 12 credit hours)

LI 800	Introduction to Informatics	3 hours
LI 819	Information Retrieval.	3 hours
LI 887	Systems Analysis and Design	3 hours
LI 889	Knowledge Management	3 hours

Tier 4: Teaching, readings, and examination

LI 940	Teaching and Learning in Organizations	3 hours
LI 946	Directed Readings Directed readings prepare students for qualifying exams and proposal/dissertation research. Students are required to take at least one credit of LI 946. Directed readings may include concentration areas of studies.	1 hour
Total		**4 hours**

Tier 5: Proposal and Dissertation (15 hours)

Upon successful completion of the qualifying examination units and selection of the dissertation chair or co-chairs, the student will enroll in LI 947 to write the proposal under the supervision of the committee chair/co-chairs. After the proposal has been presented publicly and accepted by the student's committee and the SLIM dean, the student will advance to degree candidacy and will enroll in LI 950 to write the dissertation under the supervision of the committee chair/co-chairs. The dissertation must be approved by the dissertation committee and the SLIM dean prior to being scheduled for public presentation.

LI 947	Dissertation Proposal	3 hours
LI 950	Dissertation	12 hours

Students must complete at least 12 hours of dissertation credit and enroll in at least three credits each semester until the dissertation is completed or until eight years after admission to the doctoral program has expired. Dissertations are expected to contribute new

Knowledge to the field through high quality research. Dissertations will be supervised by a committee of at least three qualified members of the doctoral faculty, one of whom must be from outside the School of Library and Information Management and may be from a different university. Students must submit a Thesis/Dissertation Committee Declaration Form from the Graduate School. Students who have a concentration in Informatics or Instructional Design Technology will have a committee member from that discipline; students with an approved concentration from another institute of higher education will also have a representative committee member from that discipline/institution. Upon completion of the dissertation, all students will present their research during an oral examination conducted and evaluated by the dissertation committee and open to the public.

Continuous Enrollment
Students must be enrolled in graduate courses in fall and spring semesters at ESU or other approved institutions or be enrolled in LI 949 Continuous Enrollment under the direction of the coordinator or committee chair.

LI 949 Continuous Enrollment 1 hour

Overview of Doctoral Course Requirements
The Graduate School requires that Ph.D. students complete 90 credit hours; 34 credits will be accepted from previous graduate degrees from accredited institutions.

Tier 1	13 credit hours
Tier 2	12 credit hours
Tier 3	12 credit hours
Tier 4	4 credit hours
Tier 5	15 credit hours
Total	**56 credit hours**

ADMISSIONS
To begin your studies in the School of Library and Information Management, you must be admitted to the Graduate School at Emporia State University.

Please send all materials directly to the ESU Graduate School at:

Graduate School
Emporia State University
1 Kellogg Circle
Campus Box 4003
Emporia, KS 66801-5087

Graduate School Application Process for MLS program, School Library Media Licensure, and SLIM certificates.

Academic requirements are a BA or BS degree from an accredited four-year institution with an undergraduate GPA of 3.0 for full admissions. Applicants with a GPA under 3.0 may be considered for probationary admission. Applicants are expected to demonstrate competence in written and oral communication. It is essential that applicants apply and receive acceptance into the ESU Graduate School prior to being considered for acceptance by SLIM. Following acceptance by the ESU Graduate School, prospective students should begin the SLIM admission process.

Applicants must apply and receive acceptance into the ESU Graduate School prior to being considered for acceptance by SLIM.

Academic requirements for full admission to SLIM are a bachelor's degree from a regionally accredited institution, verified by submission of official transcript, with an undergraduate GPA of 3.00 in the last 60 hours or a master's degree from a regionally accredited institution with a cumulative GPA of not less than 3.00. Applicants with an undergraduate GPA between 2.20 to 2.99 in the last 60 hours may be considered for probationary admission.

In addition to the materials required for admission to the Graduate School, SLIM applicants must submit:

A current resume
Two letters of recommendation
A statement of purpose

Guidelines for the additional materials are provided in the online application form. A step by step application guide for the MLS program may be found on the SLIM website-
https://www.emporia.edu/school-library-and-information-management/admissions-costs-scholarships/admissions-process/applying-master-library-science/

Graduate School Application Process for Doctoral Students
It is essential that applicants apply and receive acceptance into the ESU Graduate School prior to being considered for acceptance by SLIM. Following acceptance by the ESU Graduate School, prospective students should begin the SLIM admission process. The application form is available at https://www.emporia.edu/graduate-school/admissions-costs/graduate-school-admissions-requirements/. For the doctoral program application, your degree objective is PhD and the major is LIM (Library and Information Management). You must apply for admission using these online forms.

Other documents to send to the Graduate School are:

- GRE scores (combine score of 304 or more on the verbal and quantitative exam portions)
- Official transcripts sent from each institution you have attended
- TOEFL scores as evidence of fluency in English, when appropriate (score of 650) (international students only)

Following admission to the Graduate School, you must submit additional material to the Graduate School for consideration by the SLIM doctoral faculty:

- A sample of written work that demonstrates your scholarly writing ability (published journal article, graduate research paper, etc.)
- A 200-300 word statement outlining your career goals and research interests.
- Current resume

In some cases, an applicant who does not meet the above criteria may be admitted on academic probation. Academic probation allows a student the opportunity to demonstrate their ability to succeed with graduate level course work.

Course Enrollment Procedure
To be enrolled in SLIM courses, all non-degree-seeking students must meet the admission requirements for the MLS degree. To ensure that all students receive appropriate advising, only SLIM Program Directors or Academic Advisors may enroll students or request enrollment in SLIM courses.

Technology Requirements

SLIM has specific hardware, software and network requirements for all students that are specified on the SLIM website.

Computer technology is integrated throughout the curriculum, including the use of Canvas, ESU's learning management system, and use of video-conferencing software. All students must have their own devices, high-speed Internet access, and current software for home use by the beginning of all SLIM programs. Full program participation requires extensive study and participation. It is not usually possible to complete the program successfully relying only on equipment and resources at work or in a library. Check with the financial aid office for full details about possible funding for purchase of computer equipment.

INSTRUCTIONAL DESIGN & TECHNOLOGY

Instructional Design and Technology offers a Master of Science Degree in Instructional Design and Technology. This degree prepares individuals for leadership in the design, development, and integration of technology and online learning into teaching and/or private sector training.

Individuals obtaining the IDT degree serve as instructional designers/trainers in business, industry, healthcare, military, and post-secondary institutions; charged with training, development, and eLearning programs within their organizations. Others are practicing P-12 educators who wish to improve the quality of curriculum, instruction, and student learning through appropriate integration of technology into the classroom.

Admission Requirements
Persons wishing to pursue a master's degree in Instructional Design and Technology are required to be admitted to the Graduate School and into the Instructional Design and Technology program. The discipline graduate committee will use the following criteria for assessing whether or not to recommend an applicant for admission to the program.

- Admission to Emporia State University Graduate School.
- Official transcripts of all college work.
- GPA of 2.75 or more based on the 4-point scale in last 60 hours of college course work for those completing a master's degree or in the last 30 graduate hours from a previously completed master's degree.

Only applicants with completed admission packets will be considered. An IDT admissions committee will meet to review admission materials. Those applicants who are not admitted may request that their names be placed on a waiting list for future consideration by the IDT admissions committee.

**Specific requirements available at the following website: www.emporia.edu/msidt.*

***Resume and paper may be submitted electronically as an email attachment to gradinfo@emporia.edu*

Degree Candidacy Requirements
Upon satisfactory fulfillment of the admission criteria and completion of the first 6-12 hours, the student will be admitted to candidacy for the degree sought. Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified admission criteria have been met. Students are expected to continuously demonstrate personal characteristics appropriate to the profession, maintain a 3.0 GPA or better through their MS program, and file a degree plan with their advisor.

Graduation Requirements
In order to receive a master's degree from this discipline, students must accomplish the following:

- Complete the program of study outlined below.
- Maintain a B average (a grade lower than a C cannot be used).

MASTER OF SCIENCE
INSTRUCTIONAL DESIGN & TECHNOLOGY

As part of the degree requirements, students will complete a comprehensive project or thesis. Upon successful completion of program requirements and other requirements outlined in the Graduate Catalogs and on this sheet, the student will be awarded the degree Master of Science in Instructional Design and Technology.

Non-Thesis Option

Required Courses		Hours
IT 700	Foundations of Instructional Design & Technology	3 hours
IT 710	Web Design	3 hours
IT 800	Instructional Design	3 hours
IT 810	Multimedia Design	3 hours
IT 820	Designing/Developing Web-Based Instruction	3 hours
IT 830	Contemporary Issues in Distance Education	3 hours
Total Core		**18 hours**

Learning Theory Requirement		
IT 790	Learning Theories in Instructional Design and Technology	3 hours
	OR	
PY 722	Theories of Learning	3 hours
Total Learning		**3 hours**

Research Requirement		
IT 795	Research in Instructional Design and Technology	3 hours
	OR	
ER 752	Analysis of Research	3 hours
	OR	
PY 520	Statistics I	3 hours
Total Research		**3 hours**

Electives	
Electives with approval of advisor or select concentration	**6 hours**
IT 899 Masters Project in Instructional Design & Technology	**3 hours**
Total Hours for Degree	**33 hours**

Thesis Option

IT 700	Foundations of Instructional Design and Technology	3 hours
IT 710	Web Design	3 hours
IT 800	Instructional Design	3 hours
IT 810	Multimedia Design	3 hours
IT 820	Designing/Developing Web-Based Instruction	3 hours
IT 830	Contemporary Issues in Distance Education	3 hours
Total Core		**18 hours**

Learning Theory Requirement		
IT 790	Learning Theories in Instructional Design and Technology	
	OR	3 hours
PY 722	Theories of Learning	
Total Learning		**3 hours**

Research Requirement

IT 795	Research in Instructional Design and Technology	
	OR	3 hours
ER 752	Analysis of Research	
PY 520	Statistics I	3 hours
Total Research		**6 hours**

IT 895	Thesis in Instructional Design & Technology	**6 hours**

Total Hours for Degree **33 hours**

Certificate - eLearning and Online Teaching

Core Courses

IT 800	Instructional Design	3 hours
IT 820	Designing and Developing Web-Based Instruction	3 hours
IT 830	Contemporary Issues in Distance Education	3 hours
Total		**9 hours**

Electives **3 hours**

Courses chosen from related graduate program offerings

Total Required Hours **12 hours**

Other Considerations:

- Transfer Credit cannot be applied toward this certificate
- Entry points each semester (fall, spring, summer)
- 10 months or less for certificate completion
- Credits may be applied toward the Master of Science in Instructional Design and Technology or other graduate degree programs.

Certificate – Teaching with Technology

Core Courses

IT 700	Foundations in Instructional Design and Technology	3 hours
IT 727	Integrating Educational Technology into Teaching	3 hours
TOTAL		**6 hours**

Electives (6 hours)

Select from any of the following electives:

IT 713	Digital Game-Based Learning	3 hours
IT 714	Teaching and Learning with Mobile Devices	3 hours
IT 720	Digital Storytelling	3 hours
IT 727	Accessibility and Universal Design for Learning	3 hours

Other Electives with Advisor Approval

Total Required Hours **12 hours**

Other considerations:

- Entry points each semester (fall, spring, summer)
- 10 months or less for certificate completion
- Credits may be applied toward the Master of Science in Instructional Design and Technology or other graduate degree programs.
- No transfer credit will be accepted toward this certificate

SCHOOL OF SCIENCES & MATHEMATICS

https://www.emporia.edu/school-of-science--mathematics/

Melissa Bailey, MSFS Graduate Coordinator
William Jensen, Biology Graduate Coordinator
Thomas Mahoney, Mathematics Graduate Coordinator

Graduate Faculty
Essam Abotteen (Mathematics), Claudia Aguirre-Mendez (Chemistry), Alivia Allison (Earth Science), Melissa Bailey (Forensic Science), Jorge Ballester (Physics), Rachel Bowes (Biology), Tim Burnett (Biology), Scott S. Crupper (Forensic Science, Biology), Rajarshi Dey (Mathematics) Stephen Fields (Biology), Stewart Gardner (Biology), Joanna Gress (Biology), Brian Hollenbeck (Mathematics), William Jensen (Biology), Andrea Luthi (Chemistry), Thomas Mahoney (Mathematics), Erika Martin (Biology), David McKenzie (Biology), Daniel Miller (Mathematics), Alexis Powell (Biology), Chad Wiley (Mathematics), Darren Rebar (Biology), Larry Scott (Mathematics), Kim Simons (Chemistry). Qiang Shi (Mathematics), Richard Sleezer (Earth Science), Asa Toombs (Chemistry), Qiyang Zhang (Forensic Science).

The School of Science and Mathematics offers graduate programs in Biological Sciences, Forensic Science, Mathematics, Statistics/Applied Mathematics and certificate in Geospatial Analysis. Degree programs offer both a traditional thesis option as well as a non-thesis option for a more course-based curriculum. All programs expand career options by providing advanced training, dedicated mentors, and state of the art equipment.

BIOLOGICAL SCIENCES

The graduate program in Biological Sciences is designed to qualify persons for teaching biology in community college, and liberal arts colleges; for continued graduate work at the doctoral level; and for employment in various fields of biology, including certain fields of applied biology. Our vast catalog of courses, and wide diversity of faculty research allow students to receive training in a variety of biological disciplines. These include ecology and biodiversity, fisheries and wildlife management, molecular and cellular biology, microbiology, and zoology.

Lecture rooms, teaching laboratories, a greenhouse, and research facilities are located in Breukelman Hall. Constant-temperature chambers for plant and animal studies, cell-culture equipment, and electrophoretic, spectrographic, chromatographic, electrophysiological, and immunochemical instruments, as well as field-operated physioecological monitoring equipment are extensively used by graduate students. There is also equipment for modern molecular biology (e.g. DNA sequencer), animal facilities, a herbarium, and research microscopes. A natural history museum, with specimens mounted by internationally recognized taxidermist Richard H. Schmidt, contains hundreds of species of birds, mammals, fish mounts, and hand-painted molds of Kansas snakes. The museum also has more than a thousand other vertebrate study specimens. A field station, The Ross Natural History Reservation, consisting of laboratory buildings, ponds, and 200 acres of native grassland and located ten miles northwest of the main campus is extensively used in conjunction with class work, research, and science education. The Prophet Aquatic Research and Outreach Center supports students in aquatic biology. In addition, the students in our graduate programs have access to two wooded areas, two wetlands, a 40 acre tall grass prairie area in the Flint Hills with a spring, stream and pond, and several Federal and State wildlife areas and reservoirs within a short drive. The Kansas Department of Wildlife Parks and Tourism has a research office on campus, and often interacts with our graduate students.

Admission Requirements
Students who plan to do graduate work in biology should have an adequate background of undergraduate courses suitable to the area of biology in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program.

Prospective students must apply for admission through the Graduate School's online portal. Biology applicants must include references and a personal background statement detailing goals and experiences in biology. International students must apply for graduate school through the Office of International Education. The Graduate Committee will make a decision based upon the applicant's undergraduate grade point average, the application materials, and a willing advisor. The applicant can be accepted unconditionally, on a probationary basis, or the applicant can be denied. To be considered for spring admission, completed Master of Science (Thesis and Non-thesis programs) applications need to be received by November and by April for summer/fall admission. There are no application deadlines for Master of Arts applications and their review will be performed as they are received.

Degree Candidacy Requirements
If the academic record, English proficiency examination (MS programs), proposed plan of research and degree plan are satisfactory, admission to Degree Candidacy will be recommended by the Graduate Coordinator and forwarded to the Graduate School. If the record is unsatisfactory, the student will not be admitted to degree candidacy and can be asked to terminate graduate study.

In the event the degree candidacy application is denied, the student can appeal the case by letter to the Graduate Committee for review. The committee, after consulting with the advisor, can require that the student discontinue graduate study or suggest that the student complete additional course work.

Master's Degree, Biology
Students must pass an English proficiency examination given by the discipline during the first semester of enrollment and prior to enrolling GB 752 (required for the M.S. programs). The student must present a public seminar and take an oral examination over the research at the completion of the thesis or research problem.

Master of Science (M.S.) Thesis Option
For those students considering graduate work beyond the master's degree, or employment as professional biologists, the M.S. Thesis program of study is strongly recommended. This program is designed to provide students with a more sophisticated research experience. Admission to the program under the Thesis option requires commitment of a major academic advisor to oversee the thesis research *(GB 890 Thesis, MS). The major in biology with a thesis requires not less than 33 hours of graduate credit. Up to

nine hours of approved graduate course work outside of Biology may be accepted towards the graduate course work requirements. At least 60% of graduate credit hours must be 700-level or above.

Required Courses	Hours
GB 750 Research Design and Analysis	3 hours
GB 751 Introduction to "R"	1 hour
GB 752 Scientific Writing	2 hours
GB 770 Graduate Research Seminar	1 hours
GB 771 Biology Seminar (three semesters)	3 hours
GB 890 Thesis, MS	5 hours
Electives numbered 500-899 (may include no more than 7 hrs of additional Thesis, Research, Internship and/or Project hours)	18 hours
Total	**33 hours**

MASTER OF SCIENCE (M.S.)(Non-thesis)

The M.S. (Non-thesis) in Biological Sciences will emphasize broad graduate training, designed to educate and train students with specific professional goals. As such, a restrictive curriculum will not be specified. Instead, individualized programs will be designed according to the needs and career objectives of the individual student, in consultation with the student and faculty members with expertise in the chosen area of study. Admission to the program under the Non-thesis option requires commitment of a major academic advisor to oversee the required literature review (GB 880 Research Problems in Biology) and final exam. The program of study must be approved by both the student's major advisor and by the Graduate Coordinator. Up to nine hours of approved graduate course work outside of Biology may be accepted towards the graduate course work requirements. At least 60% of graduate credit hours must be 700-level or above.

The final exam will consist of a written literature review (GB 880 Research Problems in Biology) and oral presentation (GB 770 Graduate Research Seminar) over a contemporary research area, under the mentorship of the student's committed advisor. All students enrolled in the M.S. (Non-thesis) program must select an exam committee of at least two other faculty members who will administer the oral examination over the literature review. If the student fails the exam on the first attempt, a second attempt must be made the following semester (including summer semesters). Failing the comprehensive oral exam a second time will result in dismissal from the program.

Required Courses	
GB 750 Research Design and Analysis	3 hours
GB 751 Introduction to "R"	1 hour
GB 752 Scientific Writing	2 hours
GB 770 Graduate Research Seminar	1 hour
GB 771 Biology Seminar (three semesters)	3 hours
GB 880 Research Problems in Biology	1 hour
Electives numbered 500-899 (may include no more than 6 hrs of Research and Internship)	25 hours
Total Hours	**36 hours**

MASTER OF ARTS (M.A.)
BIOLOGY

The M.A. in Biological Sciences emphasizes broad graduate training, designed to educate and train students with specific professional goals. As such, a restrictive curriculum will not be specified. Instead, individualized programs will be designed according to the needs and career objectives of the individual student, in consultation with the student and faculty members with expertise in the chosen area of study. The program of study must be approved by both the student's major advisor and by the Graduate Coordinator. The M.A. program requires at least 36 hours of course work of which 60% must be 700-level or above.

All students enrolled in the M.A. program must select an exam committee of at least three faculty members who will administer an oral examination. If the student fails the exam on the first attempt, a second attempt must be made the following semester (including summer semesters). Failing the comprehensive oral exam a second time will result in dismissal from the program.

Program requirements

GB 771 Biology Seminar (three semesters)	3 hours
GB 870 MA Biology Capstone Exam	1 hour
Electives numbered 500-899	32 hours
Total Hours	**36 hours**

MASTER OF SCIENCE
FORENSIC SCIENCE
Criminalistics Concentration

Admission Requirements

Students who plan to do graduate work in the MSFS concentration should have an adequate background of undergraduate courses suitable to the area of forensic science in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program. Students are required to have taken a minimum of one semester of general biology or equivalent and one semester of general chemistry or equivalent. Each student's academic background will be considered by the admissions committee on an individual basis. A minimum undergraduate GPA of a 3.0 is required for admission. Students with lower GPAs may be considered on a case-by-case basis, but may be admitted to the program on probation.

Required Courses		
FO 702	Biological and Physical Evidence	3 hours
FO 710	Forensic Microscopy	3 hours
FO 711	Forensic Microscopy Laboratory	1 hour
FO 730	Ethics and Professionalism in Forensic Science	1 hour
FO 770	Graduate Research Seminar	1-2 hours
FO 771	Forensic Science Seminar	1-2 hours
FO 850	Molecular Techniques for Forensic Science	3 hours
CH 732	Communication in the Sciences	2 hours

Electives at or above the 500 level to equal 40 total program hours.

At least 1 of the following (minimum 3 hours)		
FO 803	Current Research in Forensic Science	3 hours
FO 809	Graduate Project in Forensic Science	1-6 hours
FO 886	Internship: Forensic Science	3 hours
FO 890	Thesis, MSFS	1-6 hours
Total Hours for M.S. in Forensic Science		**40 hours**

4 + 1 UNDERGRADUATE/GRADUATE PROGRAM

Bachelor of Science, Applied Criminology Major
Master of Science, Forensic Science-Criminalistics Concentration

Student will be held to requirements of each degree. Please see applicable sections of this catalog and program advisor for details on degree and admission requirements.

MASTER OF SCIENCE FORENSIC SCIENCE Biology or Chemistry Concentration

Admissions Requirements

Students wishing to pursue the MSFS – Biology concentration must have an undergraduate degree in a natural or forensic science with relevant background courses suitable to the area of study in which they are interested. If such a background is lacking or incomplete, the student may be asked to make up these deficiencies in addition to pursuing the normal graduate program. **Students must have taken Quantitative Analysis or equivalent before they are allowed to take CH 777 or CH 779.** A minimum undergraduate GPA of a 3.0 is required for admission. Students with lower GPAs may be considered on a case-by-case basis, but may be admitted to the program on probation.

MASTER OF SCIENCE FORENSIC SCIENCE Biology Concentration

Required Courses		**Hours**
FO 702	Biological and Physical Evidence	3 hours
FO 730	Ethics and Professionalism in Forensic Science	1 hour
FO 770	Graduate Research Seminar	1-2 hours
FO 771	Forensic Science Seminar	1-2 hours
FO 850	Molecular Techniques for Forensic Science	3 hours
FO 711	Forensic Microscopy Laboratory	1 hour
FO 732	Communication in the Sciences	2 hours

Electives at or above the 500 level to equal 40 total program hours.

At least 1 of the following (minimum 3 hours):

FO 803	Current Research in Forensic Science	3 hours
FO 809	Graduate Project in Forensic Science	1-6 hours
FO 886	Internship: Forensic Science	3 hours
FO 890	Thesis, MSFS	1-6 hours
Total Hours for M.S. in Forensic Science		**40 hours**

MASTER OF SCIENCE FORENSIC SCIENCE Chemistry Concentration

FO 702	Biological and Physical Evidence	3 hours
FO 711	Forensic Microscopy Laboratory	1 hour
FO 730	Ethics and Professionalism in Forensic Science	1 hour
FO 770	Graduate Research Seminar	1-2 hours
FO 771	Forensic Science Seminar	1-2 hours
FO 732	Communication in the Sciences	2 hours
CH 779	Advanced Instrumental Analysis	5 hours
FO 720	Toxicology	3 hours
GB 760	Pharmacology	3 hours

Electives at or above the 500 level to equal 40 total program hours.

At least 1 of the following (minimum 3 hours required**)**

FO 803	Current Research in Forensic Science	3 hours
FO 809	Graduate Project in Forensic Science	1-6 hours
FO 886	Internship: Forensic Science	3 hours
FO 890	Thesis, MSFS	1-6 hours
Total Hours for M.S. in Forensic Science		**40 hours**

4 + 1 UNDERGRADUATE/GRADUATE PROGRAM

Bachelor of Science, Biochemistry & Molecular Biology
Master of Science, Forensic Science-Biology Concentration

Student will be held to requirements of each degree. Please see applicable sections of this catalog and program advisor for details on degree and admission requirements.

MATHEMATICS

The graduate program in mathematics is designed to promote a high level of competence and understanding in the field of mathematics. The graduate course offerings are such that an individualized program may be designed emphasizing various areas of mathematics, mathematics education, and statistics.

This program is beneficial to teachers in secondary schools and community colleges, persons interested in applying mathematics or statistics to problems in industry or government, and those preparing for further graduate study or research in these areas.

Admission Requirements
To be accepted in the graduate program in mathematics, a student must present work essentially equivalent to 20 hours of undergraduate mathematics, including at least two semesters of calculus and one course with a substantial focus on mathematical proofs, or gain consent of the graduate committee.

MASTER OF SCIENCE MATHEMATICS

Students in this degree program can select either a thesis option or a non-thesis option.

The Thesis Option
To fulfill the requirements for this option the student must complete 32 hours of acceptable graduate work including a thesis. The thesis will be worth 3 to 5 credit hours, MA 850, Thesis Requirement.

The Non-Thesis Option
The student must take 34 hours of acceptable graduate work including at least one hour of MA 810, Seminar in Mathematics, which would involve the presentation of a seminar.

Written Examination
All students are required to take a written final examination to complete the program. The examination can be taken after 18 hours of graduate work, but no later than the fourth week of the final semester (or the second week if the final semester is a summer semester.) For the non-thesis option the examination will be over four graduate courses that the student has completed. Under the thesis option, in addition to a defense of the thesis, the student will also be required to take an examination over three courses. Under either option the student will select the courses for the examination, but the selection must include at least one course from each of the three areas of algebra, analysis, and statistics/applied mathematics and is subject to the approval of the Graduate Committee.

Core and Non-Core Courses
A course from inside the standard mathematics curriculum is called a core course, and otherwise it is called a non-core course. At most 6 hours of non-core courses can be counted towards the MS in Mathematics degree from the following list:

MA 510 Technology in Mathematics	3 hours
MA 592 Topics in Elementary/Middle School Mathematics	3 hours
MA 792 Topics in Elementary/Middle School Mathematics	3 hours
MA 793 Topics in Secondary School Mathematics	3 hours
MA 795 Topics in the History of Mathematics	3 hours

Or any graduate level non-core course approved by the advisor and graduate committee.

By default, an ESU course with a graduate-level math course number is designated to be a core course unless it is explicitly stated otherwise in either the course's catalog description or the course's syllabus or by inclusion in the above list of non-core courses.

Course Requirements
Students receiving the Master of Science degree in mathematics must have successfully completed MA 701 Mathematical Proofs and at least two courses in each of the following areas:

Algebra:	**Hours**
MA 727 Groups, Rings and Fields	3 hours
MA 728 Vector Spaces	3 hours
MA 740 Number Theory	3 hours
MA 741 Group Theory	3 hours
MA 742 Ring Theory	3 hours
MA 743 Field Theory	3 hours
MA 746 Computational Algebraic Geometry	3 hours

Or any graduate level course in this area approved by the advisor and graduate committee.

Analysis:

MA 715 Topology	3 hours
MA 734 Complex Variables	3 hours
MA 735 Advanced Calculus I	3 hours
MA 736 Advanced Calculus II	3 hours

Or any graduate level course in this area approved by the advisor and graduate committee.

Statistics and Applied Mathematics:

MA 532 Mathematical Statistics I	3 hours
MA 537 Financial Mathematics	3 hours
MA 731 Statistics Using SAS	3 hours
MA 732 Categorical Data Analysis	3 hours
MA 733 Mathematical Statistics II	3 hours
MA 738 Applied Differential Equations	3 hours
MA 739 Applied Analysis	3 hours
MA 758 Wavelets	3 hours
MA 760 Numerical Analysis	3 hours
MA 762 Optimization Techniques	3 hours
MA 763 Simulation Techniques	3 hours
MA 764 Regression Analysis	3 hours
MA 765 Numerical Linear Algebra	3 hours
MA 766 Nonparametric Statistics	3 hours
MA 767 Multivariate Data Analysis	3 hours
MA 768 Design of Experiments	3 hours
MA 769 Spatial Data Analysis	3 hours
MA 770 Bayesian Data Analysis	3 hours

Or any graduate level course in this area approved by the advisor and graduate committee.

MASTER OF SCIENCE MATHEMATICS STATISTICS AND APPLIED MATHEMATICS CONCENTRATION

Students receiving the Master of Science degree in mathematics with a concentration in Statistics and Applied Mathematics must have successfully completed MA 701 Mathematical Proofs as well as the following required courses:

MA 735 Advanced Calculus I	3 hours
MA 728 Vector Spaces	3 hours
MA 532 Mathematical Statistics I	3 hours

MA 733	Mathematical Statistics II	3 hours
MA 810	Seminar (Non-Thesis option)	1 hour
	OR	
MA 850	Thesis (Thesis option)	3-5 hours

In addition, students must take at least twelve credit hours from the following Applied Mathematics and Statistics courses:

MA 537	Financial Mathematics	3 hours
MA 731	SAS	3 hours
MA 732	Categorical Data Analysis	3 hours
MA 738	Applied Differential Equations	3 hours
MA 739	Applied Analysis	3 hours
MA 758	Wavelets	3 hours
MA 760	Numerical Analysis	3 hours
MA 762	Optimization Techniques	3 hours
MA 763	Simulation Techniques	3 hours
MA 764	Regression Analysis	3 hours
MA 765	Numerical Linear Algebra	3 hours
MA 766	Nonparametric Statistics	3 hours
MA 767	Multivariate Data Analysis	3 hours
MA 768	Design of Experiments	3 hours
MA 769	Spatial Data Analysis	3 hours
MA 770	Bayesian Data Analysis	3 hours

Or any graduate level course in this area approved by the advisor and graduate committee.

No more than six hours of graduate work can be counted from outside the standard mathematics curriculum, and this is subject to the approval of the graduate committee. Students in this degree program can select either a thesis option or a non-thesis option.

The Thesis Option
To fulfill the requirements for this option the student must complete 32 hours of acceptable graduate work including a thesis. The thesis will be worth 3 to 5 credit hours, MA 850, Thesis Requirement.

The Non-Thesis Option
The student must take 34 hours of acceptable graduate work including at least one hour of MA 810, Seminar in Mathematics, which would involve the presentation of a seminar.

Written Examination
All students are required to take a written final examination to complete the program. The examination can be taken after 18 hours of graduate work, but no later than the fourth week of the final semester (or the second week if the final semester is a summer semester.) For the non-thesis option the examination will be over four graduate courses that the student has completed. Under the thesis option, in addition to a defense of the thesis, the student will also be required to take an examination over three courses. Under either option the student will select the courses for the examination, but the selection must include at least one course from each of the three areas of algebra, analysis, and statistics/applied mathematics and is subject to the approval of the Graduate Committee.

CERTIFICATE IN MATHEMATICS

This certificate is designed primarily for students who require 18 hours of graduate mathematics content in order to teach at the community college level or to teach dual-credit courses at the secondary level.

Course Requirements	**Hours**
MA 701 Mathematical Proof	3 hours
*Any course in the algebra area	3 hours
**Any course in the analysis area	3 hours
***Any course in the statistics and applied mathematics area	3 hours
Two additional graduate mathematics courses, excluding non-core courses, which must be approved by the advisor and the Graduate Committee.	6 hours
Total	**18 hours**

***Algebra courses include:**	**Hours**
MA 727 Groups, Rings and Fields	3 hours
MA 728 Vector Spaces	3 hours
MA 740 Number Theory	3 hours
MA 741 Group Theory	3 hours
MA 742 Ring Theory	3 hours
MA 743 Field Theory	3 hours
MA 746 Computational Algebraic Geometry	3 hours

Or any graduate level course in this area approved by the advisor and graduate committee.

**** Analysis courses include:**

MA 715 Topology	3 hours
MA 734 Complex Variables	3 hours
MA 735 Advanced Calculus I	3 hours
MA 736 Advanced Calculus II	3 hours

Or any graduate level course in this area approved by the advisor and graduate committee.

***** Statistics and applied mathematics courses include:**

MA 532 Mathematical Statistics I	3 hours
MA 732 Categorical Data Analysis	3 hours
MA 733 Mathematical Statistics II	3 hours
MA 738 Applied Differential Equations	3 hours
MA 739 Applied Analysis	3 hours
MA 758 Wavelets	3 hours
MA 760 Numerical Analysis	3 hours
MA 762 Optimization Techniques	3 hours
MA 763 Simulation Techniques	3 hours
MA 764 Regression Analysis	3 hours
MA 765 Numerical Linear Algebra	3 hours

Or any graduate level course in this area approved by the advisor and graduate committee.

CERTIFICATE IN APPLIED STATISTICS & DATA ANALYSIS

This certificate is designed primarily for students who want to focus on applied statistics and data analysis. The proof-based courses from the MS Mathematics and the Certificate in Mathematics are replaced by a more intensive focus in statistics and applied mathematics courses.

Course Requirements:

MA 532 Mathematical Statistics I	3 hours

15 Hours from the following Applied Mathematics And Statistics courses:

MA 537 Financial Mathematics	3 hours
MA 731 SAS	3 hours
MA 732 Categorical Data Analysis	3 hours
MA 733 Mathematical Statistics II	3 hours
MA 738 Applied Differential Equations	3 hours
MA 739 Applied Analysis	3 hours
MA 758 Wavelets	3 hours
MA 760 Numerical Analysis	3 hours
MA 762 Optimization Techniques	3 hours
MA 763 Simulation Techniques	3 hours

MA 764	Regression Analysis	3 hours
MA 765	Numerical Linear Algebra	3 hours
MA 766	Nonparametric Statistics	3 hours
MA 767	Multivariate Data Analysis	3 hours
MA 768	Design of Experiments	3 hours
MA 769	Spatial Data Analysis	3 hours
MA 770	Bayesian Data Analysis	3 hours

Or any courses in this area approved by the discipline's Graduate Committee.

PHYSICAL SCIENCES

Graduate Certificate in Geospatial Analysis

Emporia State University offers a graduate certificate in the specialty of geospatial analysis (GSA). The certificate program is a collection of courses designed to provide training and competency in geographic information systems (GIS), remote sensing, global positioning system (GPS), and related technologies. The GSA graduate certificate may exist either within or independent of traditional graduate majors.

The GSA graduate certificate can be completed through on-campus courses or by distance learning via internet. The certificate requires 16 graduate credit hours, of which some may be accepted by transfer or by professional experience (see below). The certificate in geospatial analysis provides valuable technical skills for professional career advancement without the long-term commitment necessary for a Master's degree. The program is designed for traditional on-campus students as well as post-graduate students in two situations.

1. Professionals at governmental agencies, which increasingly utilize techniques of geospatial analysis. GSA skill would enhance projects for career advancement.
2. Recent university graduates from traditional science programs. These individuals have sufficient disciplinary training, but in many cases lack technical skills necessary for career opportunities in the private or governmental sector.

Requirements for Admission to the Graduate Certificate Program in GSA

- Undergraduate (baccalaureate) degree in any subject from an accredited college or university.
- ES/EB/GE 351 Introduction to Geospatial Analysis, or GE 371 Cartography, or equivalent professional experience by the student's portfolio.

Required Courses (12 credit hours)

ES 551	Geographic Information Systems	3 hours
ES 751	Advanced Geographic Information Systems	3 hours
ES 771	Remote Sensing	3 hours
ES 775	Advanced Remote Sensing	3 hours

Required Research Project (3 credit hours)

An independent research project involving some application of geospatial analysis technology. The project should include generation, analysis, and interpretation of geospatial datasets. The project shall be developed in consultation with the student's GSA advisor. Results of the project shall be presented in the form of a final report, which will be kept in the student's permanent portfolio. The subject matter for the research project is open to any suitable topic in the biological, mathematical, physical or social sciences. The research course should be chosen based on the subject matter; examples of appropriate research courses are given below.

- EB 885 Graduate Research in Ecology and Biodiversity.
- ES 739 Research Problem in Earth Science
- GB 885 Graduate Research in Biology.
- GE 810 Research Problem in Geography.

- MA 847 Research Projects in Mathematics.
- SO 810 Research Problem in Sociology.
- ZO 885 Graduate Research in Zoology.

Application for Admission
Upon application for the graduate certificate in GSA, the program director(s) will evaluate the student's transcripts and portfolio of academic or professional work. The director(s) will evaluate the student's background and recommend any probationary (prerequisite) courses that may be needed. A decision will be made to accept the student without conditions, to accept the student with probationary requirements, or not to accept the student. The director(s) all will decide about accepting transfer credit or giving credit for professional experience (see below).

Advising and Degree Plan
Each student will be assigned an advisor in the student' main area of interest, background, or specialization. The advisor and student shall develop a plan of study including courses to be taken and research to be conducted. This plan of study shall be submitted for approval by the director(s) of the GSA program, and then forwarded for approval by the appropriate division chair and graduate dean.

Transfer Credit
The student may transfer a maximum of three (3) graduate credit hours from other universities upon approval by the student's advisor and the director(s) of the GSA program. The transfer credits may apply toward any of the required courses, but shall not count toward the research project.

Credit for Professional Experience
The student may be given credit for up to three (3) graduate hours for equivalent professional experience. This experience may be demonstrated by a portfolio of the student's work, and will be evaluated by the student's advisor and the director(s) of the GSA program. Credit for professional experience may apply toward any of the required courses, but shall not count toward the research project.

Transcripts and Certificate
Completion of all courses in the student's plan of study will result in award of the graduate certificate in geospatial analysis. This shall be noted on the student's official university transcript. In addition, the student will receive a "certificate" from the university.

For more information, contact the program director.

TEACHERS COLLEGE

https://www.emporia.edu/teachers-college/

Professors: Nancy Albrecht, Elizabeth Dobler, Kelly O'Neal-Hixson, Kirsten Limpert, Neal Luo, and Heather Caswell.

Associate Professors: Mari Caballero, Bret Church, Tiffany Hill, Kathy Howe, Jerry Liss, Teddy Roop, Cecil Short, Brandy Crowley, and Sara Schwerdtfeger.

Assistant Professors: Sharice Adkins, Sandra Bequette, Emily Cline, Lee Jones, Haley Olson, Jessica Brockmeier, Russell Swanson, and Joshua Montgomery.

Instructors: Sage Maydew, and Blair Falldine.

Graduate Programs

The graduate programs in The Teachers College are designed to prepare educators for advanced roles in education including special education opportunities, leadership roles as lead teachers, reading specialists, contents area leaders, building-leadership team members, principals, superintendents, and other central office personnel.

The Master of Science degree in Curriculum and Instruction offers four concentrations to prepare teachers to become staff development coordinators, curriculum specialists, and practitioners. Specific concentrations are 1) Curriculum Leadership, 2) Effective Practitioner, 3) National Board Certification and 4) Instructional Coach/Teacher Leader.

The Master of Education in Teaching degree prepares students to teach middle school and/or high school while teaching in the state of Kansas. Students pursuing Restricted Licensure must be degree seeking students in the M.Ed. program.

The Master of Science and licensure programs in Educational Administration qualify students for Building-Level Leadership licensure and District-Level Leadership licensure in the state of Kansas. Out-of-state applicants for these programs must check with their state boards to ensure satisfaction of relative licensing requirements.

The Master of Science and licensure programs in Special Education qualify educators to teach children and youth with special needs including children and youth with high incidence disabilities and/or children and youth who are gifted, talented, and creative in the grade bands of Grades K-6, 6-12, or K-12.

The Master of Science degree in Instructional Specialist offers four concentrations to prepare teachers to become leaders in their content area, instructional coaches/strategists, and team leaders. Specific concentrations include Reading Specialist PK-12, Elementary Content, STEM, and Dyslexia. Licensure is available in Reading Specialist.

The Master of Science degree in Early Childhood Unified prepares teachers to work effectively with young children in early childhood settings that are inclusive or non-inclusive, as well as teachers working with young children in early childhood special education settings. Licensure is available in ECU Birth through 3rd grade or ECU Birth to Kindergarten.

Admission and Retention Policies

Application for admission to all graduate programs listed must be initiated online at https://www.emporia.edu/graduate-school/admissions-costs/graduate-school-admissions-requirements/.

In addition to the Graduate Admission Application, students must submit copies of official transcripts of all college credit. Students are expected to continuously demonstrate personal characteristics appropriate to the profession and, maintain a 3.0 GPA or better through their program. Degree seeking students must file a degree plan within their first year in the program and notify the Graduate School office of their intent to graduate during the semester preceding their semester of expected graduation.

COMPLETION OF THE ABOVE STANDARDS DOES NOT GUARANTEE ADMISSION TO A DEGREE OR LICENSE/LICENSURE PROGRAM AT EMPORIA STATE UNIVERSITY.

ELEMENTARY EDUCATION/ EARLY CHILDHOOD/SPECIAL EDUCATION

MASTER OF SCIENCE ELEMENTARY EDUCATION

Admission Requirements
Candidates must follow the graduate degree procedures of Elementary Education/Early Childhood/Special Education and the Graduate School. The requirements for admission include the following:

a. If the applicant does not have a master's degree, a GPA of 2.75 on the most recent 60 hours of college course work is required. If the applicant does have a master's degree, an overall GPA of 2.75 from the graduate degree is required.
b. Submission of all official college transcripts.
c. Disclosure statement completed and signed (embedded element of graduate school application).

Additional information regarding any of the stated criteria is available upon request. Candidates are urged to begin immediately to make arrangements or complete details to gain degree candidacy. APPLICANTS FOR ADMISSION TO DEGREE CANDIDACY MUST HAVE ALL REQUIREMENTS COMPLETED.

Admission and Retention Policies

Knowledge and compliance with the requirements for any graduate degree are primarily the responsibility of the candidate. Consequently, careful reading and study of the Graduate Policy Handbook should be a self-imposed prerequisite for all candidates applying for admission to graduate study. The Graduate Policy Handbook is available online at https://www.emporia.edu/graduate-school/graduate-student-resources/graduate-policies/.

Application for admission must be made on a form provided by the Graduate School. Official transcripts of all college credit must be supplied. (Transcripts must include the baccalaureate degree and all transfer credit that is to be applied to the master's degree.)

Upon satisfactory completion of the graduate school and disciplines admission requirements, the candidate will be admitted to the program of the degree being sought and will be assigned an advisor.

The MSELED admissions committee admits candidates to the Practicum experience (EL 819) when the following requirements are met:
a. Maintain a minimum overall GPA of 3.0, maintaining a C or higher in all courses.
b. Satisfactory disposition form(s) completed by faculty (i.e.,EL 892).
c. Clear a criminal background check.
d. Successfully complete at least 9 credit hours.

The MSELED admissions committee admits candidates to the Clinical experience (EL 875) when the following requirements are met:
a. Maintain a minimum overall GPA of 3.0, maintaining a C or higher in all courses.
b. Successfully complete at least 20 credit hours.
c. Earn a grade of B or higher in EL 819 (practicum).
d. Satisfactory evaluations completed by the mentor teacher and supervisor during practicum.
e. Satisfactory disposition forms completed by faculty, mentor teacher, and supervisor during practicum.
f. Maintain a clear criminal background check.

Time Requirements
All work must be completed within a seven-year period. The seven-year period begins with the semester in which the first course applied to the degree was taken.

Degree Requirements
To receive the Master of Science Elementary Education, the following *requirements must be met:*

a. Completion of 33 graduate hours
b. Complete all required courses.
c. Maintain a minimum overall GPA of 3.0, maintaining a C or higher in all courses.
d. Earn a grade of B or higher in EL875 (clinical).
e. Satisfactory evaluations completed by the mentor teacher and supervisor during clinical.
f. Satisfactory completion of a Teaching and Learning Portfolio.

Foundations

EL 751	Application of Developmental Theories	3 hours
EL 892	Teaching/Learning Models	3 hours
EL 750	Classroom Management and Positive Behavior Supports	2 hours
IT 727	Integrating Educational Technology into Teaching	2 hours
EL 725	Differentiating Instruction	2 hours

Methods/Practice

EL 803	Best Practices in Elementary Science	3 hours
EL 801	Best Practices in Elementary Language Arts	3 hours
EL 804	Best Practices in Elementary Social Studies	3 hours
EL 802	Best Practices in Elementary Mathematics	3 hours
EL 721	Science of Reading I	3 hours
EL 819	Practicum Experience: Master of Science Elementary Education	2 hours

Clinical/Application

EL 875	Clinical Experience: Master of Science Elementary Education	4 hours
TOTAL HOURS		**33 hours**

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST

Degree Procedures and Requirements

Candidates must follow the graduate degree procedures of Elementary Education/Early Childhood/Special Education and the Graduate School. The requirements for admission include the following:

- Minimum of 3.0 GPA on last 60 hours

Additional information regarding any of the stated criteria is available upon request. Candidates are urged to begin immediately to make arrangements or complete details to gain degree candidacy. APPLICANTS FOR ADMISSION TO DEGREE CANDIDACY MUST HAVE ALL REQUIREMENTS COMPLETED.

Admission and Retention Policies
Knowledge and compliance with the requirements for any graduate degree are primarily the responsibility of the candidate. Consequently, careful reading and study of the Graduate Policy Handbook should be a self-imposed prerequisite for all candidates applying for admission to graduate study. The Graduate Policy Handbook is available online at https://www.emporia.edu/graduate-school/graduate-student-resources/graduate-policies/

Application for admission must be made on a form provided by the Graduate School. Official transcripts of all college credit must be supplied. (Transcripts must include the baccalaureate degree and all transfer credit that is to be applied to the master's degree.)

Upon satisfactory completion of the graduate school and program admission requirements, the candidate will be admitted to the program of the degree being sought and will be assigned an advisor. Candidates shall continuously demonstrate personal characteristics appropriate to the profession and maintain a 3.0 GPA or better throughout their program.

Time Requirements
All work must be completed within a seven-year period. The seven-year period begins with the semester in which the first course applied to the degree was taken.

Degree Requirements
Master Instructional Specialist degrees requires the completion of 30 graduate hours.

If courses listed below were taken as an undergraduate, they must be replaced by additional advisor-approved advanced electives.

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST – ELEMENTARY CONTENT CONCENTRATION

The Elementary Content concentration is intended for the teaching practitioner in K-6 settings. A candidate for this program is typically an educator that intends to remain in a general education classroom or work as an instructional specialist/team leader in the school setting. The candidate will learn to more effectively teach diverse learners and move from theory to evidence-based practice in the field. The Elementary Content concentration is designed for educators who wish to improve their teaching, management, and assessment skills.

Introductory Core Courses (15 hours)

EL 751	Applications of Developmental Theories	3 hours
EL 810	Information Literacy	3 hours
EL 725	Differentiating Instruction	2 hours
EL 828	Instructional Leadership and Coaching	2 hours
EL 854	Action Research in the Classroom	3 hours
EL 829	Leadership and Coaching Practicum	2 hours
Total		**15 hours**

Concentration (15 hours)

EL 801	Best Practices in Elementary Language Arts	3 hours
El 802	Best Practices in Elementary Math	3 hours
EL 803	Best Practices in Elementary Science	3 hours
EL 804	Best Practices in Elementary Social Studies	3 hours

Choose one (1) course below:

EL 721	Science of Reading I	3 hours
EL 740	STEM Concepts Through Fiction and Non-Fiction	3 hours
EL 784	Trends in STEM Education	3 hours
EL 821	Literary Practices & Dyslexia in the Classroom	3 hours
EL 892	Teaching/Learning Models	3 hours
SD 703	Inclusive Practice in K-6 Math Education	3 hours
Total		**15 hours**

Total Hours For Degree **30 hours**

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST – READING SPECIALIST PK-12 & DYSLEXIA CONCENTRATION

The Instructional Specialist Reading Specialist PK-12 and Dyslexia, a program based on the International Literacy Association standards and aligned with International Dyslexia Knowledge and Practice standards, is intended for the teaching practitioner in settings from early childhood through adolescence and young adulthood. The candidate will learn to effectively teach diverse learners and move from theory evidence-based practice in the field. The Reading Specialist PK-12 & Dyslexia serves practicing teachers, elementary or secondary, who wish to acquire initial reading specialist licensure with a master's degree in Kansas.

Introductory Core Courses (15 hours)

EL 751	Applications of Developmental Theories	3 hours
EL 810	Information Literacy	3 hours
EL 725	Differentiating Instruction	2 hours
EL 828	Instructional Leadership and Coaching	2 hours
EL 829	Leadership and Coaching Practicum	2 hours
EL 854	Action Research in the Classroom	3 hours
Total		**15 hours**

Concentration (15 hours)

EL 721	Science of Reading I	3 hours
EL 723	Science of Reading II	3 hours
EL 821	Literary Practices & Dyslexia in the Classroom	3 hours
EL 823	Analysis of Reading Assessment and Instruction	3 hours
EL 827	Assessing and Instructing Learners: Literacy Practicum	3 hours
Total		**15 hours**

Total Hours **30 hours**

READING SPECIALIST LICENSURE ONLY

Application for admission as a non-degree seeking candidate must be made on a form provided by the Graduate School. Licensure only is for candidates who have already completed a master's degree which is related and acceptable (as determined by the discipline's program committee). Minimum of 3.0 GPA on last 60 hours, as evidenced by official transcripts.

Courses are listed in preferred sequence.

EL 721	Reading Theory and Literacy Practices: Elementary	3 hours
EL 723	Reading Theory and Literacy Practices: Secondary	3 hours
EL 821	Curriculum and Standards in the Literacy Environment	3 hours
EL 823	Analysis of Reading Assessment and Instruction	3 hours
EL 827	Assessing and Instructing Learners: Literacy Practicum	3 hours
EL 828	Instructional Leadership and Coaching	2 hours
EL 829	Leadership and Coaching Practicum	2 hours
Total Hours		**19 hours**

MASTER OF SCIENCE – INSTRUCTIONAL SPECIALIST – ELEMENTARY STEM CONCENTRATION

The STEM concentration is intended for the teaching practitioner interested in science, technology, engineering, and mathematics (STEM). It is designed to provide the graduate student with courses in educational foundations and all areas of STEM education. Graduates from this program will develop their:

- content knowledge in STEM education
- awareness of current trends and opportunities in STEM education
- teaching skills in STEM education that engage students in investigation and critical thinking
- coaching and leadership skills in order to support teachers in STEM education

*This program does not lead to a teaching license

Introductory Core Courses (15 hours)

EL 751	Applications of Developmental Theories	3 hours
EL 810	Information Literacy	3 hours
EL 725	Differentiating Instruction	2 hours
EL 828	Instructional Leadership and Coaching	2 hours
EL 829	Leadership and Coaching Practicum	2 hours
EL 854	Action Research in the Classroom	3 hours
Total		**15 hours**

Concentration (15 hours)

EL 803	Best Practices in Elementary Science	3 hours
EL 726	Elementary Engineering and Robotics	3 hours
EL 740	STEM Concepts Through Fiction and Non-fiction	3 hours
EL 784	Trends in STEM Education	3 hours
EL 802	Best Practices in Elementary Mathematics	3 hours
Total		**15 hours**

Total Hours for Degree **30 hours**

MASTER OF SCIENCE – EARLY CHILDHOOD UNIFIED

Admission/Eligibility Requirements

In addition to the requirements of the Graduate School, the following items are necessary for admissions into the Early Childhood Unified:

- Cumulative or last 60 hours of student GPA of 2.75 or higher or a completed master's degree with at least a GPA of 3.0
- Copy of teaching license

Degree Candidacy

Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. Requirements for degree candidacy are as follows:

1) The candidate must have met the admission requirements.
2) The advisor must have filed the candidate's degree plan with the Graduate School.
3) The candidate must have completed at least six hours of course work **but no more than 12 hours of course work** on the graduate program.
4) When all steps above are completed (1-3), the advisor will inform the Graduate School, and the candidate will be removed from probation.

Clinical Experiences

There are two Clinical Experiences in the Early Childhood Unified Graduate Program:
CD 861: Clinical Experience: Inclusive Early Childhood Home Based, Birth to 3 Years
CD 866: Clinical Experience & Capstone: Inclusive Early Childhood PreK-Grade 3

Permission to Participate in the Clinical Experiences

Even though students are admitted to degree candidacy, enrollment in the two clinical experiences required in this program is not automatic. Permission from the instructor is required for enrollment in the two clinical experiences. Candidates will be evaluated on knowledge, skills and dispositions required for success in the two clinical experiences, CD 861 and CD 866. If a student does not meet expectations, they will not be allowed to enroll in the Clinical Experiences.

Graduation Requirements

In order to receive a master's degree in early childhood education, candidates must accomplish the following:

1) Complete the program of study outlined below.
2) A grade of B or better must be earned in all Early Childhood courses. This includes prerequisite courses, in order to move forward in the program.
3) Maintain at least 3.00 overall grade point average.
4) Demonstrate dispositions of professional/ethical standards throughout the program

Degree Requirements

Core Courses (30 hours)		**Hours**
CD 730	Characteristics of Inclusive Early Childhood Education	3 hours
CD 832	Observation, Assessment and Screening in Early Childhood with Inclusive Kindergarten Classroom	3 hours
CD 838	Advanced Methods for Inclusive Early Childhood Education with Inclusive Preschool Practicum	3 hours
CD 843	Working With Infants & Toddlers with and Without Special Needs & Their Families	3 hours
CD 861	Clinical Experience: Inclusive Early Childhood Home Based (Birth to 3 years)	3 hours
CD 736	Collaborating with Families, Schools, Service Agencies, and Community Partners	3 hours
CD 866	Clinical Experience & Capstone: Inclusive Early Childhood Preschool to Grade 3	3 hours
CD 785	Integrating Creative Arts into Inclusive Early Childhood Education	3 hours
SD 803	Promoting Literacy for Students with High	

	Incidence Disabilities	3 hours
ER 753	Research in Education	3 hours
Total Hours for Degree		**30 hours**

EARLY CHILDHOOD UNIFIED LICENSURE PROGRAMS

Admission Procedures
Application for admission as a non-degree-seeking candidate must be made on a form provided by the Graduate School. A plan of study will be developed with the assistance of an advisor. It is the candidate's responsibility to follow the plan to be certain all requirements for licensure are met.

In addition to the requirements of the Graduate School the following items are necessary for admission into Early Childhood licensure:

- Cumulative or last 60 semester hours of student GPA of 2.75 or higher or a completed master's degree with at least a GPA of 3.0
- Copy of teaching license

Required Courses:		**Hours**
CD 730	Characteristics of Inclusive Early Childhood Education	3 hours
CD 832	Observation, Assessment and Screening in Early Childhood with Inclusive Kindergarten Classroom	3 hours
CD 838	Advanced Methods for Inclusive Early Childhood Education with Inclusive Preschool Practicum	3 hours
CD 843	Working With Infants & Toddlers with and without Special Needs & Their Families	3 hours
CD 861	Clinical Experience: Inclusive Early Childhood Home Based (Birth to 3 years)	3 hours
CD 736	Collaborating with Families, Schools, Service Agencies, and Community Partners	3 hours
CD 866	Clinical Experience & Capstone: Inclusive Early Childhood Preschool to Grade 3	3 hours
Total Hours for ECU Licensure Program:		**21 hours**

PROCEDURE FOR TEACHER CERTIFICATION (B-K or B-8)
Upon completion of the requirements, the candidate is responsible for applying for licensure by contacting the Teacher Licensing Officer of Emporia State University. The candidate must also pass the Educational Testing Service content exam for Early Childhood Unified. The Teacher Licensing Officer then recommends to the Kansas State Department of Education that the candidate be licensed in the appropriate area.

The discipline will recommend a candidate for full licensure when all of the requirements for the program have been completed. A grade of B or better must be earned in practicum courses to receive a recommendation.

MASTER'S DEGREE – SPECIAL EDUCATION

Admissions Requirements
To gain admission to the Master's Degree in Special Education:

- Cumulative or last 60 semester hours of student GPA of 2.75 or higher or a completed master's degree with at least a GPA of 3.0
- Copy of teaching license

If a candidate has previously received a grade of B or better in a required course, the advisor may approve the substitution of graduate level, degree appropriate electives.

All candidates must be accepted into the degree program before starting the first practicum.

Degree Candidacy Requirements
Candidacy is the formal approval for pursuit of the master's degree after it is determined that all specified criteria have been met. Upon completion of no more than twelve hours, candidates should make application through their advisor. Requirements for degree candidacy are as follows:
1. Degree plan filed through candidate's advisor.
2. Maintain a B average with no grade lower than B in core courses is required in all courses for the High Incidence Program.

The candidate must apply for degree candidacy upon completion of at least 6 hours of coursework but no more than 12 hours of course work. A candidate must be a degree candidate before enrolling in thesis or the second practicum.

Other Requirements for Special Education
For applicants who have been denied admission: Before reapplying for a graduate program, an applicant must (1) complete all background deficiencies.

Graduation Requirements
In order to receive a master's degree the candidate must accomplish the following:
1. Complete an approved program of study as developed and approved by your faculty advisor.
2. Be admitted to Degree Candidacy.
3. Complete an Intent to Graduate Form (submit to the Graduate School).

MASTER'S DEGREE– SPECIAL EDUCATION, HIGH INCIDENCE CONCENTRATION

Required Hours (30 hours)		**Hours**
SD 702	Strategies for Students with High Incidence Disabilities	3 hours
SD 799	Consultation and Collaboration	3 hours
SD 802	Seminar in Behavior Management	3 hours
SD 803	Promoting Literacy for Students with High Incidence Disabilities	3 hours
SD 820	Assessment in Schools	3 hours
SD 760	ASD-Evidence Based Practices	3 hours
SD 710	Supervised Practicum I for High Incidence Disabilities K-12	3 hours
SD 810	Supervised Practicum II for High Incidence Disabilities K-12	3 hours
ER 753	Research in Education	3 hours

One Elective course:

SD 730	Special Education Para-Educator Supervision	3 hours
CD 785	Integrating Creative Arts into Inclusive Early Childhood Education	3 hours

SD 850	Characteristics of the Gifted	3 hours
SD 864	Creative Teaching and Learning	3 hours
ED 835	Cultural Influences & Educational Practices	3 hours
ED 858	Student Behavior and Neurologically Informed Practice	3 hours
Total Hours		**30 hours**

NOTE: Recommendation for High Incidence Special Education Endorsement requires that all Kansas State Licensure Exams be passed.

LICENSURE/ENDORSEMENT – SPECIAL EDUCATION, HIGH INCIDENCE

Admission Requirements:
In addition to the requirements of the Graduate School the following items are necessary for admission into High Incidence Licensure:

- Cumulative or last 60 semester hours of student GPA of 2.75 or higher or a completed master's degree with at least a GPA of 3.0
- Copy of teaching license

SD 702	Strategies for Students with High Incidence Disabilities	3 hours
SD 799	Consultation and Collaboration	3 hours
SD 803	Promoting Literacy for Students with High Incidence Disabilities.	3 hours
SD 802	Seminar in Behavior Management	3 hours
SD 820	Assessment in Schools	3 hours
SD 710	Supervised Practicum I for High Incidence Disabilities K-12	3 hours
SD 810	Supervised Practicum II for High Incidence K-12	3 hours
Total Hours		**21 hours**

Endorsement PRAXIS II is required.

NOTE: Recommendation for High Incidence Special Education Endorsement requires that all Kansas State Licensure Exams be passed.

MASTER OF SCIENCE – SPECIAL EDUCATION – GIFTED, TALENTED AND CREATIVE CONCENTRATION

Required Courses:

SD 799	Consultation and Collaboration	3 hours
SD 802	Seminar in Behavior Management	3 hours
SD 820	Assessment in Schools	3 hours
SD 850	Characteristics of the Gifted	3 hours
SD 851	Education of Gifted Learners	3 hours
SD 852	Affective Needs of the Gifted	3 hours
SD 864	Creative Teaching and Learning	3 hours
ER 753	Research in Education	3 hours
SD 865	Supervised Practice I, Gifted and Talented	3 hours

One Elective:

EA 849	Educational Law and Regulation	3 hours
ED 833	Beliefs/Values/Issues in Educational Practice	3 hours
ED 835	Cultural Influences & Educational Practice	3 hours
ED 886	Designing Instructional Programs	3 hours
ED 837	Brain-Based Learning	3 hours
Total		**30 hours**

NOTE: KSDE requires passing score on the Gifted Praxis Examination Gifted, Talented, and Creative Special Education K-6, 6-12, or PK-12 endorsement**.**

SPECIAL EDUCATION, GIFTED, TALENTED AND CREATIVE LICENSURE

Admission Requirements:
In addition to the requirements of the Graduate School the following items are necessary for admission into the program:

- Cumulative or last 60 semester hours of student GPA of 2.75 or higher or a completed master's degree with at least a GPA of 3.0
- Copy of teaching license

Required Courses:

SD 850	Characteristics of the Gifted	3 hours
SD 851	Education of Gifted Learners	3 hours
SD 852	Affective Needs of the Gifted	3 hours
SD 864	Creative Teaching and Learning	3 hours
SD 865	Supervised Practice I: Gifted, Talented & Creative P-12	3 hours
Total		**15 hours**

NOTE: KSDE requires passing score on the Gifted Praxis Examination Gifted, Talented, and Creative Special Education K-6, 6-12, or PK-12 endorsement**.**

CERTIFICATE IN SOCIAL-EMOTIONAL LEARNING AND PSYCHOLOGICAL WELL-BEING

The Certificate in Social Emotional Learning and Psychological Well-Being will further educators, mental health professionals and others in the science of social-emotional learning, development, and interventions, and aspects related to diversity and systems change.

Admissions requirements:
Certificate Prerequisites:

1. Undergraduate (baccalaureate) degree in a related field of study from an accredited college or university.
2. Admission to Emporia State University for graduate study.
3. Complete the online application form.
4. Pay application fee following the directions on the application form.
5. Submit official transcripts from each institution you have attended to the following address:

Graduate School, Campus Box 4003
Emporia State University
1 Kellogg Circle
Emporia, KS 66801-5415

Transfer credits allowed:
Up to six transfer credit hours from a regionally accredited institution can be accepted.

Coursework required
18 hours required; must take coursework in 4 of the 5 areas
Crisis Management

PY 765	School Crisis Response – The PREPaRE Model	3 hours
CE 801	Crisis Counseling and Trauma-Informed Care	3 hours

Diversity and Cultural Awareness

PY 846	Culture, Assessment and Treatment in Psychology	3 hours
CE 708	Multicultural Counseling	3 hours
EL 535	Cultural Awareness for Educators	3 hours

Counseling & Behavioral Interventions

SD 805	Advanced Behavior Interventions	3 hours
SD 802	Seminar in Behavior Management	3 hours
CE 830	Group Processes in Counseling	3 hours

Social Emotional Development & Learning

EL 515	Introduction to Trends in Trauma and Resilience in Education	3 hours
SD 560	Collaboration and Strategies for Inclusive Settings	3 hours
PY 836	School Based Prevention & Intervention	3 hours

Systems Change and Research

PY 801	School Psychological Consultation	3 hours
PY 760	Research and Statistical Analysis for School and Applied Psychologist	3 hours

Each candidate will be assigned an advisor in the candidate's main area of interest, background, or specialization. The advisor and candidate will develop a plan of study including courses to be taken. This plan of study will be submitted for approval.

SCHOOL LEADERSHIP AND MIDDLE/SECONDARY EDUCATION

MASTER OF SCIENCE EDUCATIONAL ADMINISTRATION and EDUCATIONAL ADMINISTRATION LICENSURE-ONLY

This 33 credit hour program is designed to prepare school leaders for managing today's schools at PreK-12 grade levels as unique social systems and complex organizations. In this leadership program, students will explore contemporary theory, methods and practice to help develop and maintain a healthy organizational culture that promotes creativity and performance. Taught by experienced practitioners in the field, the rigorous curriculum facilitates leadership for change—as well as developing strategies for teaching and leading a diverse school population. Accelerated online classes are available during the spring, fall, and summer semesters.

Admission Requirements for Master of Science in Educational Administration

1. Admission to graduate study by the ESU Graduate School..
2. A cumulative or last 60 semester hours of study GPA of 2.75 or higher or a completed master's degree with at least a GPA of 3.0.
3. The applicant must be certified as a teacher/administrator. Students outside of Kansas are advised to contact their state departments of education to determine specific state licensing requirements.
4. The applicant must have a minimum of five years of accredited professional experience, to be eligible for the state building-level license in Kansas.

Program Requirements: Educational Administration – Master's Program Level Pre-K12

MASTER OF SCIENCE

Required Courses		**Hours**
ER 753	Research in Education	3 hours
SD 799	Consultation and Collaboration	3 hours
ED 833	Beliefs, Values & Issues in Educational Practice	3 hours
ED 835	Cultural Influences & Educational Practice	3 hours
EA 811	Supervision and Evaluation	3 hours
ED 810	Supporting Technology Integration for School Leaders	3 hours
EA 830	School Leadership Theory	3 hours
EA 849	Educational Law & Regulations	3 hours
EA 888	School Systems Management	3 hours
EA 894	Field Experiences in Educational Administration: Building Level	3 hours
EA 895	Practicum in Educational Administration: Building Level	3 hours
Total		**33 Hours**

Admission Requirements for Educational Administration-Building Level Licensure- Only Program

1. Admission to graduate study by the ESU Graduate School.
2. Successful completion of a bachelor's degree and a completed master's degree with at least a GPA of 3.0 from a regionally accredited institution.
3. The applicant must be certified as a teacher/administrator. Students outside of Kansas are advised to contact their state departments of education to determine specific state licensing requirements.
4. The applicant must have a minimum of five years of accredited professional experience, to be eligible for the state building-level license in Kansas.

Program Requirements: Educational Administration – Building Leadership Level Pre-K12 –

LICENSURE-Building Leadership Licensure Only Program

Required Courses		Hours
SD 799	Consultation and Collaboration	3 hours
EA 811	Supervision and Evaluation	3 hours
EA 830	School Leadership Theory	3 hours
EA 849	Educational Law & Regulations	3 hours
EA 888	School Systems Management	3 hours
EA 895	Practicum in Educational Administration: Building Level	3 hours
Total		**18 hours**

Admission Requirements for Educational Administration-District Level Licensure- Only Program

1. Admission to graduate study by the ESU Graduate School.
2. Successful completion of a bachelor's degree and a completed master's degree with at least a GPA of 3.0 from a regionally accredited institution.
3. The applicant must be certified as a teacher or administrator (to perform a professional role in public school district level applicants, must be eligible for licensure as a building level administrator). Students outside of Kansas are advised to contact their state departments of education to determine specific state licensing requirements.
4. The applicant must have a minimum of five years of accredited professional experience, to be eligible for the state building-level license in Kansas.

Program Requirements: Educational Administration - District-Level Licensure Only Program

Required Courses		Hours
EA 941	Business Administration in School Leadership	3 hours
EA 942	Leadership of Special Programs	3 hours
EA 984	Educational Buildings and Facilities	3 hours
EA 986	District School Leadership	3 hours
EA 997	Practicum I in Educational Administration: District Level	3 hours
Total		**15 hours**

Upon completion of the program requirements, the student is responsible for applying for licensure by contacting the Licensure Office of Emporia State University. Pending successful completion of all requirements, the Licensure Officer then recommends to the Kansas State Department of Education that the student be endorsed in the appropriate area.

MASTER OF EDUCATION –TEACHING

Emporia State University's Master of Education Teaching (M.Ed.) is associated with the Restricted Licensure program and leads to licensure in the state of Kansas for students who successfully complete all program requirements.

Admission Requirements for Master of Education-Teaching

The policies for program admission include:

a. Admission to graduate study by the ESU Graduate School.
b. Bachelor's degree from a regionally accredited university in the academic content area confirmed by receipt of all official transcripts.
c. A .5 FTE to full time contract in an accredited Kansas school district for the content area in which the candidate has a bachelor's degree or equivalent course work, with up to 9 hours of course deficiencies, or be a heritage language speaker.
d. GPA of 2.75 on the most recent 60 hours of college course work.
e. 40 hours minimum of supervised experience working with children or youth in an educational setting.
f. A passing score on the content area Praxis exam by August 1 for fall semester admission or December 1 for spring semester admission.
g. Licensure disclosure statement completed and signed (embedded element of program application).

Teacher education program completers or licensed educators are not eligible for this program. Previous participation in an alternative pathway to licensure program must be disclosed during the program admission process. Failure to disclose this information may result in dismissal from the ESU restricted licensure program.

The Restricted admissions committee admits candidates to the Practicum experience (ED894) when the following requirements are met:

a. Maintain a minimum overall GPA of 3.0, maintaining a C or higher in all courses.
b. Satisfactory disposition form(s) completed by faculty (i.e., EL892).
c. Successfully complete at least 6 credit hours.

The Restricted admissions committee admits candidates to the Clinical experience (ED893) when the following requirements are met:

a. Maintain a minimum overall GPA of 3.0, maintaining a C or higher in all courses.
b. Earn a grade of B or higher in ED894 or equivalent (practicum).
c. Satisfactory evaluations completed by the mentor teacher and supervisor during practicum.
d. Satisfactory disposition forms completed by faculty, mentor teacher, and supervisor during practicum.

To receive the degree of Master of Education in Teaching, the following requirements must be met:

a. Complete all required courses.

b. Maintain a minimum overall GPA of 3.0, maintaining a C or higher in all courses.
c. Earn a grade of B or higher in ED893 (clinical).
d. Satisfactory evaluations completed by the mentor teacher and supervisor during clinical.
e. Satisfactory completion of a Teaching and Learning Portfolio.

MASTER OF EDUCATION-TEACHING

***Required for Restricted Licensure**

EL 750*	Classroom Management & Positive Behavior Supports	2 hours
EL 892*	Teaching/Learning Models	3 hours
SD 550*	Survey of Exceptional Child	3 hours
EL 723*	Science of Reading II	3 hours
ER 752	Analysis of Research	3 hours
ED 735	Technology for Educators	3 hours
ED 540	Using Assessment & Data in the Secondary Classroom	3 hours
Elective	800 Level Instructional Specialist Foundations Course or Content Course	3 hours
ED 894*	Master of Education-Teaching: Practicum	4 hours

AND

Secondary Subject License:

ED 893*	Master of Education-Teaching: Clinical Experience	6 hours

OR

Library Media Specialist License:

LI 876	School Library Media Practicum I	1 hour
LI 877	School Library Media Practicum II	2 hour
Library Media Electives		3 hours

Total Credit Hours **33 hours**

MASTER OF SCIENCE – CURRICULUM AND INSTRUCTION

The Curriculum & Instruction (C & I) Master's degree is a 33 credit hour program intended for individuals who teach or lead programs in all levels of public and private education. The C & I Master's Degree accommodates various areas of interest through four areas of concentration Curriculum Leadership, Effective Practitioner, National Board Certification or Instructional Coach/Teacher Leader. Accelerated online classes are available during the spring, fall, and summer semesters. Practicum is completed during the final fall or spring semester of the program.

Admission Requirements for Master of Science Degree in Curriculum & Instruction

1. Admission to graduate study by the ESU Graduate School.
2. Official transcripts of all college work.
3. A cumulative or last 60 semester hours of study GPA of 2.75 or higher or a completed master's degree with at least a GPA of 3.0.

Program Requirements

MASTER OF SCIENCE CURRICULUM & INSTRUCTION

ED 835	Cultural Influences & Educational Practice	3 hours
ED 810	Supporting Technology Integration for School Leaders	3 hours
ED 820	Curriculum Leadership: Models and Strategies	3 hours
ED 833	Beliefs, Values & Issues in Educational Practice	3 hours
ED 880	Contemporary Teaching & Learning Strategies	3 hours
ED 887	Developing Authentic Assessments	3 hours
ER 753	Research in Education	3 hours
ED 895	*Practicum in Curriculum & Instruction	3 hours
Total		**24 hours**

Students will select one of four areas of concentrations (9 hours).

Curriculum Leadership Pre-K-12
(9 credit hours from the following options)

ED 818	Professional Development and the Adult Learner	3 hours
ED 848	Creating a Culture of School Improvement	3 hours
ED 858	Student Behavior and Neurologically Informed Practice	3 hours
ED 865	Advanced Theory & Practice in Teaching	3 hours
ED 886	Designing Instructional Programs	3 hours
Total		**9 hours**

Effective Practitioner Pre-K-12
(9 credit hours from the following options)

ED 837	Brain Based Learning for Educators	3 hours
ED 858	Student Behavior and Neurologically Informed Practice	3 hours
ED 865	Advanced Theory & Practice in Teaching	3 hours
ED 868	Teacher as Leader	3 hours
ED 886	Designing Instructional Programs	3 hours
Total		**9 hours**

National Board Certification Pre-K-12
(9 credit hours)
NBC website click here.

ED 842	National Board Certification Portfolio Development	3 hours
ED 844	National Board School Based Project I	3 hours
ED 846	National Board School Based Project II	3 hours
Total		**9 hours**

*All coursework is to be completed prior to the practicum.
Completion of NBPTS School Site Portfolio
Completion of NBPTS Assessment Center Exercises

Instructional Coach/Teacher Leader
(9 credit hours from the following options)

ED 818	Professional Development and the Adult Learner	3 hours
ED 819	Mentoring & Coaching	3 hours
ED 848	Creating a Culture of School Improvement	3 hours
ED 858	Student Behavior and Neurologically Informed Practice	3 hours
ED 868	Teacher as Leader	3 hours
Total		**9 hours**

Total Required Course Credit Hours	**24 hours**
Concentration Elective Credit Hours	**9 hours**
Total Hours in Degree	**33 hours**

Transfer Credit: Up to nine credit hours can be authorized for degree-seeking students. Requests for transfer credit must be approved. The University of Transfer must be fully accredited. Workshops do not qualify. Before making any determination concerning transfer credits, ESU requires a transcript explanation, normally found on the back of official transcripts. All courses counted towards the degree must be completed within a 7-year period. University policy prohibits the transfer of courses where a grade of "C" or lower was obtained.

SPECIAL PROGRAMS AND COURSES

COLLEGEWIDE

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 014. CORE WRITING 0 HRS.
This course fulfills the minimum Writing competency requirement for students' seeking a baccalaureate degree as stated in section 4C.08 of the University Policy Manual. This course serves to fulfill admittance requirements into The Teachers College Teacher Education Programs Block 1 and Phase I.

CW 015. CORE READING 0 HRS.
This course fulfills the minimum Reading competency requirement for students' seeking a baccalaureate degree as stated in section 4C.08 of the University Policy Manual. This course serves to fulfill admittance requirements into The Teachers College Teacher Education Programs Block 1 and Phase I.

CW 016. CORE MATHEMATICS 0 HRS.
This course fulfills the minimum Mathematics competency requirement for students' seeking a baccalaureate degree as stated in section 4C.08 of the University Policy Manual. This course serves to fulfill admittance requirements into The Teachers College Teacher Education Programs Block 1 and Phase I.

CW 050. CULTURAL CURRENTS OF THE UNIVERSITY 1 HR.
A course designed to induct students, through attendance at cultural events of the university, into the variety of intellectual experiences integral to the university; and to encourage students, through the keeping of a journal, to reflect and write on those experiences.

CW 094. ELEMENTARY EDUCATION: READING AND LANGUAGE ARTS CKT SUBTEST 0 HRS.

CW 095. ELEMENTARY EDUCATION: MATHEMATICS CKT SUBTEST 0 HRS.

CW 096. ELEMENTARY EDUATION: SCIENCE CKT SUBTEST 0 HRS.

CW 097. ELEMENTARY EDUCATION: SOCIAL STUDIES CKT SUBTEST 0 HRS.

CW 099. PRINCIPLES OF LEARNING AND TEACHING EXAMINATION 0 HRS.
Passing this examination is a graduation requirement for teacher education.

CW 101. FIRST-YEAR SEMINAR 1 HR.
This course will help orient first-year students 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 105. FIRST YEAR SEMINAR/ACADEMIC SUCCESS 1 HR.
(Prerequisite, consent of instructor.) This course will focus on assisting students that are on Academic Probation or Reinstated to the University. The course will help foster academic success by sharing learning resources, support services, wellness, study skills, self-exploration, and identifying academic and personal goals. Students will also use Clifton Strengths assessment to learn more about themselves, how to use their natural talents in the classroom, on a career path, and in personal and professional relationships.

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-nary 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 SEMINAR I 3 HRS.
This course is required of all Honors College students. It satisfies a requirement in the general education program and it aligns with Goal Two of the university's strategic plan to learn and practice adaptive leadership. Students are taught the principles and competencies of adaptive leadership and they develop strategies to make progress on adaptive challenges communities face.

CW 121. LEADING IN TEAMS 1 HR.
(Prerequisite, permission of instructor.) The primary focus of this course is on building and sustaining decision making teams. Students will explore the interrelated processes of discerning purpose, thinking systemically, developing, reflective judgement, and exercising leadership by mobilizing and setting the direction for adaptive change within a team. Industry-based examples will be infused into the course. This course is designed to weave together theoretical and experiential threads regarding teamwork using insights gained from readings, case studies, class assignments and experiential activities.

CW 122. HORNET FOUNDATION COURSE 2 HRS.
The purpose of this course is to guide students as they create and develop strategies and skills for success at ESU. This required course will assist new ESU students to (1) transition into and engage with the academic community and (2) develop personal, academic, and career goals and related skills. This course contains a cultural competency foundation to assist students to learn to interact respectfully and effectively with people from different cultures, languages, classes, races and ethnic backgrounds.

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 131. LEADING IN STUDENT ORGANIZATIONS 1 HR.
(Prerequisite, consent of instructor.) This course is designed to educate student organization leaders, provide an overview of concepts related to leadership within recognized student organizations (RSO's), create a framework for understanding dynamics with RSOs, analyze the leader's roles and responsibilities in leadership positions within the RSO and develop skills to critically evaluate the purpose and function of an RSO. The primary focus of this course is on building and sustaining thriving student organizations. Students will explore apathy within members in student organizations, develop a strategic plan for their student organization, and plan an event/program.

CW 141. LEADERSHIP FACILITATION 1 HR.
(Prerequisite, CW 121 or CW 131, or permission of instructor.) Students with special interests in Leadership Studies may do individual research, investigative study or intensive field work as an Independent Study with approval of the supervising faculty member.

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 261. THE GREAT PLAINS IN FILMS 3 HRS.
A survey of cinematic images of the Great Plains. The course will focus on the variety of ways in which the Great Plains has been portrayed in films. From early westerns to such contemporary works as The Last Picture Show, the course will attempt to distinguish between stereotypical and accurate presentations of the region.

CW 280. PARAPROFESSIONAL IN STUDENT RECRUITMENT 1-3 HRS.
(Required for students selected to be ESU Ambassadors.) This course is designed to train and educate students about the history, traditions, and current procedures of ESU disciplines 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 0-6 HRS.
(Prerequisite, completion of 24 hours earned at Emporia State University at a 2.5 GPA or better or at the discretion of the course instructor.) This course provides students the opportunity to: 1. gain practical work experience under professional supervision, 2. apply theories and principles to specific situations in a business setting, 3. observe and analyze professional behavior and 4. identify and develop marketable skills for long-term employment.

CW 300. SPECIAL STUDIES IN: ( ) 1-3 HRS.
This interdisciplinary course is designed for the study of various special topics and for experimental course offerings at the undergraduate level.

CW 310. INTRODUCTION TO LATIN AMERICA 3 HRS.
(Prerequisites, intermediate language proficiency or instructor permission.) In this course we will study Latin America, U.S. Latino culture, Central and South America, the Caribbean, and Transatlantic spaces from a cultural perspective that focuses on cultural products, like food, dance, religion and performance. It examines the socio-political and theoretical perspectives of gender, race, and class to plot the experiences and processes that have shaped the "Idea of Latin America".

CW 311. HONORS SEMINAR II 1 HR.
(Prerequisite, CW 111 or permission of instructor.) A seminar centered on themes dealing with the nature of liberal education, interdisciplinary connections, and the relevance of participation in the Honors Program and in Honors courses to each student's major field, or fields of study.

CW 342. ALTERNATIVE FACTS 3 HRS.
This course is designed to teach critical thinking and analyzation skills to students. Students will learn reasoning and problem-solving skills, including the interpretation of basic mathematics and statistical analyses. Students will interpret figures and graphs, understand and recognize bias, and learn to recognize source credibility.

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 0-6 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 495. HONORS CAPSTONE 1 HR.
A senior seminar in which the student will reflect on the nature of liberal education, select examples of work in previously taken courses to include in a portfolio, and compose a reflective essay that evaluates the relevance to their major field, or fields, of study in light of participation in the Honors Program and in Honors courses. The course concludes with a symposium in which each student participates, giving an oral presentation of their reflective essay and conclusions.

CW 499. SENIOR HONORS THESIS 3-6 HRS.
This course is the capstone intellectual experience for the honors student. The thesis is a one year, independent project guided by two faculty mentors. A proposal is prepared, and once approved by the Honors Council, the work/research is conducted.

CW 500. GREAT PLAINS WORKSHOP 1 HR.
An intense capsule view of a topic which has contributed to the culture and heritage of the Great Plains. Topics from literature, biology, geography, geology, politics, economics, etc. will be presented with the needs of the target audience dictating what the topic will be. Each workshop consists of a minimum of five five-hour days. Evaluation based on active participation and written assignments.

CW 501. SPECIAL STUDIES: ( ) 1-3 HRS.
This interdisciplinary course is designed for the study of various special topics and for experimental course offerings at the 500 level. Not for graduate credit.

CW 510. COMMUNITY ENGAGEMENT PRACTICUM HONORS 1-3 HRS.
The purpose of this practicum is to provide Honors College students with the opportunity to practice civic leadership by designing, implementing and completing a community enhancement project for a community in Kansas or beyond. Students will be required to use civic leadership skills as well as academic material gleaned from their major or minor programs of study or the General Education Program to complete this project.

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.

GREAT PLAINS

Additional Great Plains-related courses are included with the listings of various disciplines.

GP 200. CULTURES OF THE GREAT PLAINS 2 HRS.
This course entails the study of the diversity of Great Plains society with selected units on minorities that have contributed to the cultural texture of the region. The antecedents, migration, and influence of minorities on regional life are presented in the course. Great Plains minorities are examined in both a historical and contemporary context through the perspectives of history, sociology, anthropology, and literature.

GP 701. SEMINAR IN REGIONAL GEOGRAPHY 1-3 HRS.
A seminar on the physical and cultural patterns and interrelationships existing in selected political regions with emphasis upon the distribution of human activities and effects of various environments upon man and national economic development.

GP 722. PRO-SEMINAR IN AMERICAN HISTORY 1-3 HRS.
(Prerequisite, consent of instructor.) Selected main events, trends, and interpretations in American history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

CW 261. THE GREAT PLAINS IN FILMS 3 HRS.
A survey of cinematic images of the Great Plains. The course will focus on the variety of ways in which the Great Plains has been portrayed in films. From early westerns to such contemporary works as The Last Picture Show, the course will attempt to distinguish between stereotypical and accurate presentations of the region.

CW 500. GREAT PLAINS WORKSHOP 1 HR.
An intense capsule view of a topic which has contributed to the culture and heritage of the Great Plains. Topics from literature, biology, geography, geology, politics, economics, etc. will be presented with the needs of the target audience dictating what the topic will be. Each workshop consists of a minimum of five five-hour days. Evaluation based on active participation and written assignments.

UNIVERSITY LIBRARIES & ARCHIVES

UL 100. RESEARCH SKILLS, INFORMATION, AND TECHNOLOGY 3 HRS.
An introduction to the concepts and skills needed to locate, evaluate and use information in a manner that contributes to academic, professional, and civic success. This course emphasizes critical thinking skills through an examination of: finding and evaluating information, ethical issues in information, and using information to create new knowledge.

UL 121. READING FOR LEARNING, DIVERSITY AND PERSONAL GROWTH 1 HR.
Recreational reading throughout the lifespan correlates with lry the development of empathy, greater understanding of self and society, and a vocabulary that continues to grow. We will read and discuss one novel from another country with the goal of enhancing our knowledge of cultures and communities that are different from ours. Students will choose, by majority vote, a second novel or nonfiction book to read and discuss, completing an associated project on it at the end of the course.

UL 242. RESEARCH SKILLS IN THE INFORMATION AGE 2 HRS.
This course will introduce information literacy concepts and provide foundational skills for library-based research across the disciplines. Students will learn the concepts of access, retrieval, utilization, and evaluation of information in a variety of electronic, print and other formats.

UL 742. DISCIPLINE-BASED INFORMATION LITERACY 2 HRS.
Students will receive an overview of the way in which information is disseminated, retrieved, utilized, and evaluated in the different disciplines. Subject-specific resources in print and electronic forms will be examined in terms of their relative value, use, and future roles in their respective disciplines. Basic and advanced search strategies will be covered, as well as the ethical use of information and influence of the Internet.

UL 745. BUSINESS INFORMATION: ITS LOCATION, USE AND EVALUATION 2 HRS.
This course is designed to assist graduate business students in accessing, using and evaluating business information. Students will become familiar with the "tricks of research". Skills learned in this course will enable students to achieve better results in future courses and business projects.

COURSE LISTINGS

This course is approved by the Kansas Board of Regents for guaranteed transfer among all Kansas public postsecondary institutions. Additional courses may also be eligible for transfer. Please visit the Emporia State Registrar to learn more.

Visit Kansas Board of Regents Transfer and Articulation website for more information.

ARABIC

AB 110. ARABIC LANGUAGE & CULTURE I 5 HRS.
Emphasis will be placed on the basics of Arabic language communication and its culture. The four skills of the language both spoken and written, handwriting, spelling and vocabulary will be presented. Offered every fall.

AB 210. ARABIC LANGUAGE & CULTURE II 5 HRS.
This course will be a continuation of AB 110 Arabic Language & Culture I with emphasis placed on the basics of the Arabic language communication and its culture. The four skills of the language both spoken and written, handwriting, spelling, and vocabulary will be presented sufficiently. Offered every Spring.

AB 300. INTRODUCTION TO THE ARAB WORLD 3 HRS.
This class will introduce students of Arabic language and other Humanities disciplines (history, sociology, English, etc.) to the society, politics and culture in the Arab World. The major patterns of social change, modernization of states and political revolutions in the 20th Century will be studied. The course includes an examination of the historical process that the Arab World has gone through in relation to its different societies, cultures, religions, etc.

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.
(MA110 is a prerequisite or co-requisite) 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.

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 3 HRS.
(Prerequisites: AC 223 and IS 113) An introduction to the concepts and tools associated with providing accounting information to management. Major topics include: cost behavior, cost estimation, cost accumulation and assignment; budgeting ,responsibility accounting, and the uses of accounting information for control.

AC 302. PROFESSIONAL DEVELOPMENT & LEADERSHIP FOR ACCOUNTING MAJORS 1 HRS.
(Pre or Co-Requisite for AC 313 Intermediate Accounting II) The course is designed to introduce students to the accounting profession. The primary objectives of the course are to allow the students to learn about the role of accounting in business, learn about career opportunities in accounting, and learn about job search strategies and preparation.

AC 304. INTERMEDIATE ACCOUNTING I 3 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.
(Prerequisite, AC304.) 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.) 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.) 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, BU 255 or MA 120 or MA 380, and AC 304.) This course is a study of basic theory and underlying principles of auditing financial statements for the purpose of rendering an opinion on the fairness of representations made therein. The purposes and procedures of tests of transactions and balances are presented. The scope of these procedures is considered in relation to the assessment of internal controls and audit risk.

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

AC 490. INDEPENDENT STUDY IN ACCOUNTING 1-4 HRS.
(Prerequisites, Completion of a minimum of 12 hours of accounting including AC 304, and permission of the dean or designee.) This course provides an opportunity to develop more extensive, in-depth knowledge of a topic than is available through the existing accounting curriculum. Students desiring to do an independent study in accounting should provide the Dean or designee with a well developed proposal or the study including an outline of the work to do done and the learning activity to be completed from the project including sources of information to be used.

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

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

AC 523. INCOME TAXATION OF CORPORATIONS & OTHER ENTITIES 3 HRS.
(Prerequisite, AC 423.) This course introduces the federal tax law as it applies to the taxation of corporations, subchapter S corporations, limited liability companies, and partnerships. Tax issues associated with formation, operation, distributions, redemptions, liquidations, reorganizations, and selected special topics are included.

AC 533. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 HRS.
(Prerequisite, AC304) This course is an introduction to accounting and reporting standards for local governmental units and not-for-profit entities. Entities to be covered include municipal and state governments and various non-profit organizations. The objective of this course is to provide the student with an understanding of Generally Accepted Accounting Principles for governmental and not-for-profit entities. Students should develop an understanding of the basic concepts of fund accounting, be able to contrast accounting concepts of governmental and non-profit organizations with that of for-profit organizations, and have a basic knowledge of state and local government financial reporting requirements. In addition, students should have a basic awareness of the different requirements for local governments in Kansas.

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

AC 773. FOUNDATIONS OF ACCOUNTING AND FINANCE 3 HRS.
An introductory study of the accounting and finance function of business firms from a manager's point of view. Emphasis is placed on the basic understanding of financial statements, accounting cycle, financial accounting vs managerial accounting, time value of money, and cash flows analysis.

AC 801. ACCOUNTING BACKGROUND IDENTIFIER 0 HRS.
This zero credit hour course will serve as an indicator of completion of a bachelor degree with a major or equivalent coursework in accounting to fulfill graduate level accounting prerequisites.

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 810. FOUNDATIONS OF INCOME TAXATION 3 HRS.
Advanced study of taxation as it applies to sole proprietorships, C and S Corporations, partnerships, limited liability entities, and fiduciaries including the tax implications of forming, operating, and dissolving such entities. Also covers advanced topics such as financial tax accounting concepts, employee compensation, related party transactions, and tax planning.

AC 820. ADVANCED INCOME TAXATION 3 HRS.
Advanced study of taxation as it applies to sole proprietorships, C and S corporations, partnerships, limited liability entities, and fiduciaries including the tax implications of forming, operating, and dissolving such entities. Advanced topics such as financial tax accounting concepts, employee compensation, related party transactions, and tax planning are also included.

AC 821. TAX PLANNING AND RESEARCH 3 HRS.
(Prerequisite: AC 423.) This course introduces the fundamental aspects of conducting tax research combined with the study of federal estate and gift taxation and various aspects of family business tax planning. Emphasis is placed on creative tax planning techniques used for individuals and businesses.

AC 830. FRAUD EXAMINATION 3 HRS.
This course is a study of concepts of fraud examination and forensic accounting related fraud, asset theft and financial statement misstatements. Topics covered include: the nature of fraud, fraud prevention, detection methods, investigation procedure, and types of fraud.

AC 833. ADVANCED AUDITING 3 HRS.
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 834. GOVERNMENTAL AND NOT FOR PROFIT ACCOUNTING 3 HRS.
This course is an introduction to accounting and reporting standards for local governmental units and not-for-profit entities. Entities to be covered include municipal and state governments and various non-profit organizations.

AC 840. ADVANCED MANAGEMENT ACCOUNTING 3 HRS.
This course covers advanced management accounting topics, including cost behavior, cost-volume-profit (CVP) analysis, activity-based costing, master budgeting, responsibility accounting, relevant costing, strategic cost management, flexible budgeting, variance analysis, inventory costing, capacity analysis, activity-based management, the Balanced Scorecard, joint product cost allocation, data analytic thinking and prediction, and ethical control.

AC 843. MANAGEMENT ACCOUNTING & BUSINESS ANALYSIS 3 HRS.
This course introduces the application of accounting information from a managerial perspective. Topics include cost behavior, cost-volume-profit (CVP) analysis, activity-based costing, product costing, decision analysis, operational budgeting, capital budgeting, responsibility accounting, relevant costing, strategic cost management, flexible budgeting, variance analysis, inventory costing, and business analysis using accounting information.

AC 845. FINANCIAL STATEMENT ANALYSIS AND VALUATION 3 HRS.
This course is a study of financial statement analysis and valuation. Topics include the analysis of financial statements, operating profitability, and credit risk. The course provides an overview of how to better interpret financial statements to improve business analysis and valuation.

AC 847. DATA ANALYTICS FOR ACCOUNTING 3 HRS.
This course introduces the process of data analytics tailored specifically for accounting professionals using hands-on practice with data processing and analyzing tools. Topics include data preparation, descriptive data analysis, statistical data analysis, data visualization, and data interpretation.

AC 849. ENVIRONMENTAL, SOCIAL, AND GOVERNANCE (ESG) REPORTING ANALYSIS 3 HRS.
This course introduces students to ESG reporting. The course explores how ESG reporting creates firm value in relation to traditional financial reporting. Students will learn about present ESG disclosure standards and requirements, qualitative and quantitative metrics involved with

ESG issues, and current trends in ESG disclosure and reporting practices.

AC 850. INTERNATIONAL ACCOUNTING 3 HRS.
The objective is to understand international accounting issues from a strategic decision point of view and to practice problems with an ERP system in an international setting.

AC 853. ACCOUNTING THEORY 3 HRS.
This course provides a comprehensive overview of the conceptual and theoretical foundations of generally accepted accounting principles within the context of policy setting and the economics of financial reporting. Key accounting concepts and practices are discussed through a review of relevant accounting literature.

AC 860. ADVANCED ACCOUNTING INFORMATION SYSTEMS 3 HRS.
This course is an advanced accounting systems class and seeks to examine the linkages between information systems and accounting and to prepare students to be a trusted business advisor. The course provides an overview of how to understand, analyze, and control computerized information systems.

ANTHROPOLOGY

AN 101. INTRODUCTION TO ANTHROPOLOGY 3 HRS.
An introduction to the basic assumptions and objectives of anthropology.

AN 200. FIELD ARCHAEOLOGY 1-3 HRS.
A research participation course in which the student gathers archaeological data in the field. Field techniques such as excavation, note-taking, mapping, and photography are emphasized.

AN 210. INTRODUCTION TO CULTURAL ANTHROPOLOGY 3 HRS.
A survey of how anthropologists make sense of our global diversity and shared humanity. This course will review anthropological explanations for such universally held phenomena as culture, language, economy, political organization, family, identity, religion, and the modern world system, while also discussing the reasons for our unique group differences across societies. Case studies from different societies are used to illustrate such cultural variation and commonality.

AN 300. TOPICS IN ANTHROPOLOGY 1-3 HRS.
Investigations into selected areas of anthropological thought. Can be repeated with the permission of the instructor.

AN 302. INTRODUCTION TO ARCHAEOLOGY 3 HRS.
An introduction to the methods and major conclusions of archaeological research.

AN 310. ANTHROPOLOGY OF WOMEN 3 HRS.
This course will explore the dramatic differences in women's lives, primary focus will be Third World women.

AN 315. FAMILY IN CROSS-CULTURAL PERSPECTIVE 3 HRS.
(Prerequisite, AN 210) An introduction to kinship studies in Anthropology that surveys kinship beliefs and practices around the world and reveals the socio-economic factors that help to shape our globally diverse family structures.

AN 319. ETHNOGRAPHIC FIELD SCHOOL 1-3 HRS.
(Consent of instructor needed.) The course offers an introduction to the ethnographic research method through first-hand experiences with American Indian Tribes of Oklahoma.

AN 320. HUMAN EVOLUTION AND CIVILIZATION 3 HRS.
This course provides an introduction to physical anthropology. Focus will be to explore the causes and consequences of human evolutionary history.

AN 325. NATIVE PEOPLES OF NORTH AMERICA 3 HRS.
A culture history of the indigenous peoples of North America from the Pleistocene migration to the present. Topical areas include North American archaeology and ethnography, the impact of European colonialism and expansion, and the more recent effects of American Indian policy.

AN 330. WOMEN, CULTURE, DEVELOPMENT 3 HRS.
This course will explore the dramatic changes occurring in women's lives in response to development and modernization. Emphasis placed on understanding the context in which development occurs, the efforts of development on women, and the effects of women on development.

AN 331. FOLKLORE AND URBAN LEGENDS 3 HRS.
The course investigates urban legends as cultural phenomena from the perspective of Folklore Studies. Prominent legends are compared cross-culturally and historically to demonstrate the contextual nature of such legends and what each can tell us about the particular culture in which they persist. Students will collect, analyze and report on an urban legend using methodology learned in the course.

AN 334. FORENSIC ANTHROPOLOGY 3 HRS.
A laboratory supplemented introduction to the anthropological study of human skeletal remains resulting from an unexplained death.

AN 336. MAGIC, WITCHCRAFT AND RELIGION 3 HRS.
This course provides an introduction to the anthropological study of religion and beliefs in the supernatural. Course material and instruction approaches the topics from a cross-cultural and relativistic perspective.

AN 355. ARCHAEOLOGICAL ANALYSIS 3 HRS.
A research participation course in which the student analyzes and interprets archaeological data.

AN 356. ARCHAEOLOGICAL FIELD METHODS 1-3 HRS.
A research participation course in which the student gathers archaeological data in the field. Field techniques such as excavation, note-taking, mapping and photography are taught. Students are expected to gain an understanding of the problems of archaeological research strategies.

AN 408. GLOBAL WOMEN'S HEALTH 3 HRS.
Through reading, thinking, talking, and writing about a series of articles and ethnographic monographs, students in this course will gain broad exposure to a number of significant global women's health concerns, issues of qualitative and visual methods in health research, and the interdisciplinary theorizing of feminist, anthropological, sociological, and public health scholars. In particular, the course is designed to explore in an in-depth fashion the social status of "gender" and its relationship to health.

AN 410. CROSS-CULTURAL STUDIES 3 HRS.
The application of cross-cultural methods to the explanation of cultural differences and similarities.

AN 425. NATIVE PEOPLES OF THE PLAINS 3 HRS.
The course surveys the cultures and histories of the American Indians of the Great Plains. Course instruction is organized historically into the four periods: Pre-Contact, European Trade and Conquest, Reservation Era and the Self-determination Era. Emphasis is placed on both anthropological and tribal perspectives.

AN 430. RACE AND IDENTITY 3 HRS.
An exploration of human diversity and its sociopolitical implications. The course will focus on the anthropological understandings of race and

the multiple ways in which race intersects with other forms of identity while applying such models to the diverse ways in which race is made meaningful around the world.

AN 445. CULTURE AND PERSONALITY 3 HRS.
An investigation of the relationship between personality and culture.

AN 471. INDEPENDENT STUDY 1-3 HRS.
(Prerequisites, six hours of anthropology, plus consent of instructor.) Special project or reading on a topic initiated by the student and approved by the instructor.

AN 472. ANTHROPOLOGY INTERNSHIP 1-6 HRS.
(Prerequisites, 6 hours of Anthropology course work.) The student is placed with an anthropology-focused agency to gain practical experience in anthropological activities, planning, and leadership.

AN 540. TOPICS IN ANTHROPOLOGY 3 HRS.
A course in Anthropology offered periodically to cover topics which are important to the discipline but which cannot be taught on a regular basis.

AN 701. ANTHROPOLOGY OF THE GREAT PLAINS 1-3 HRS.
This course examines prehistoric and historic Great Plains cultures. The special focus of the course is on how different groups viewed the Great Plains, and how this influenced their adaptations to the environment. Content and assignments will vary according to the number of credit hours for which the course is being offered.

AN 750. SEMINAR IN ANTHROPOLOGY 1-3 HRS.
(Prerequisites, six hours of anthropology and permission of instructor.) In-depth concentration of specialized areas in anthropology for more advanced students.

AN 810. RESEARCH PROBLEM IN ANTHROPOLOGY 1-6 HRS.
(Prerequisites, six hours of anthropology, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

ART

AR 101. BASIC DRAWING 3 HRS.
The fundamental approach to all kinds of drawing including freehand drawing, perspective, specimen drawing, drawing from the imagination, object drawing, techniques involving the use of a variety of art media.

AR 102. TWO-DIMENSIONAL DESIGN 3 HRS.
Introduction to the elements and principles of design and the theory of color. Projects are directed toward the application of these theories to practical and aesthetic problems in composition.

AR 103. THREE-DIMENSIONAL DESIGN 3 HRS.
This course is an introduction to the elements and principles of three-dimensional design. Students will develop a visual vocabulary while learning to resolve three-dimensional structural and design problems using a variety of 3D media. Emphasis is placed on applying formal concepts and language through hands-on learning, readings, discussions, and critiques.

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 195. FIRST YEAR EXPERIENCE SEMINAR 0-1 HR.
This course for all incoming first-year students in the discipline of Art 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 the Art discipline policies, campus resources, and possible art related career choices, as well as build students' creative problem solving and time management skills.

AR 198. ART FORUM 0-1 HR.
Art Forum is designed to expose students to the work of active professional artists and people working in related fields, in order to gain an understanding of their influences, thinking processes, and methods of working. Students must take Art Forum every semester they are declared as an Art major (up to eight semesters) in order to graduate. Art Forum is taught on a Pass/No Credit basis.

AR 199. INTRODUCTION TO PROFESSIONAL PRACTICE 0-1 HR.
The successful completion of this course is required of all BA, BFA, BS, and BSE majors. All Art Majors' work will be reviewed after completion of 18-24 studio hours. The purpose of the review is to evaluate the student's progress and to afford an opportunity for the student to reflect on their knowledge acquisition and artistic development. Assessment is based on the quality of both presentation and work. Students receive a grade of "P" or "N".

AR 225. ART HISTORY: PREHISTORIC TO RENAISSANCE 3 HRS.
A survey of the development of art from prehistory to approximately 1400 CE. This course takes a global perspective, exploring connections between civilizations through visual and material culture.

AR 235. ART HISTORY: RENAISSANCE TO MODERN 3 HRS.
A survey of the major monuments of art and architecture from the fourteenth through the twentieth centuries. This course takes a global perspective, exploring connections between regions around the world through visual and material culture.

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

AR 302. GLASS FORMING I 3 HRS.
(Prerequisite, 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 themselves 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 101 Basic Drawing strongly recommended prior to enrolling in this course.

AR 305. INTRODUCTION TO DIGITAL DESIGN 3 HRS.
This course introduces students to computers, related hardware, and general vocabulary relevant to the art world; to the development of pixel-based and vector-based imagery; to the use of computers as a tool to develop artwork in other media; and to the importance of the web. This course will begin with assignments designed to develop specific skills in generating ideas as well as knowledge of current hardware and software. By mid-semester, students should be sufficiently equipped to pursue their own ideas and interests through the examination of information from various viewpoints.

AR 309. ENGRAVING I 3 HRS.
(Prerequisites: AR 101 and AR 102.) 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 and AR 102, or permission of instructor.) This course involves problems in painting based on historical and contemporary concerns in art. Students will learn the fundamentals of working with oil paint and will apply these techniques to specific aesthetic problems with an emphasis on mastery of skills and developing individual expression.

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

AR 313. PRINTMAKING I **3 HRS.**
(Prerequisites, AR 101 and AR 102, 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 HANDBUILDING **3 HRS.**
(Prerequisites, AR 102 and AR 103 or consent of instructor.) This course introduces students to the material of clay as a means of artistic expression. Students will gain experience using a variety of ceramic hand-building techniques, including but not limited to pinch, coil, and slab, to create functional and sculptural forms. Historical to contemporary practices in clay, the fundamentals of ceramic materials, and a variety of surface and glazing techniques will also be explored.

AR 315. B&W PHOTOGRAPHY **3 HRS.**
(Prerequisites, AR 102.) This course examines the aspects of camera use in film-based black and white darkroom photography. Classroom discussions include technical, historical, and artistic topics. Assignments are designed to teach camera functions with an emphasis on developing the visual language of photography.

AR 316. CERAMICS WHEEL THROWING **3 HRS.**
(Prerequisite, AR 102 and AR 103, or permission of instructor.) This course will introduce students to the use of the pottery wheel to create functional and sculptural forms in clay. Emphasis will be placed on technical proficiency and craftsmanship using the pottery wheel. Traditional to contemporary practices in clay, the fundamentals of ceramic materials, and a variety of surface and glazing techniques will also be explored.

AR 317. DIGITAL PHOTOGRAPHY **3 HRS.**
(Prerequisite, AR 305) Introduction to digital photography and the fundamentals of digital imaging, beginning with the use of computer software and hardware to control image quality and to manage the digital workflow. Projects will explore the creative possibilities of the digital darkroom, while addressing aesthetic and conceptual concerns.

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. CONTEMPORARY TRENDS IN PHOTOGRAPHY **3 HRS.**
(Prerequisite, AR 315 and AR 317, or consent of instructor) This course is a continuation of the development of visual content and creative thinking by exploring and emulating some of the traditional genres of photography and the directions that contemporary photographers are pushing the medium. Students may work in either analogue or digital formats. The course will also further develop an understanding of contemporary theory.

AR 322. LIFE DRAWING **3 HRS.**
(Prerequisites, AR 101 and AR 102.) This course will help the student in developing technical and perceptual life drawing skills, along with a basic understanding of human anatomy. The student will use a variety of drawing media, while focusing on proportion, composition, and technique. Consent of instructor.

AR 323. SCULPTURE I **3 HRS.**
(Prerequisite, 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 101 Basic Drawing strongly recommended prior to enrolling in this course.

AR 324. ELEMENTARY ART EDUCATION **2 HRS.**
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 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 328. GRAPHIC DESIGN PROCESSES **3 HRS.**
(Prerequisites, AR 102 and AR 305.) 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 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.) Intermediate 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 335. PUBLIC ART **3 HRS.**
(Consent of instructor) This course has been designed to give the student an intensive experience within the area of public art. The class will collaborate to design, execute, and install public art projects. Topics will rotate with different mediums, and different methods of engaging with the community.

AR 340. TYPE AND DESIGN 3 HRS.
(Prerequisite, AR 328.) 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. WEB DESIGN 3 HRS.
(Prerequisites, AR 305, AR 328 and AR 340.) This course will develop an understanding of digital technology as it relates to Visual Communications, as well as an understanding of web terminology, language, and process related to current design applications.

AR 345. MODERN ART 3 HRS.
Study of the major movements in art from the mid-19th century to World War II in Western Europe and the United States, with particular emphasis on the impact of social, intellectual, and political developments on the art of the period. Completion of AR 225 and/or AR 235 are recommended.

AR 346. HISTORY OF GRAPHIC DESIGN 3 HRS.
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 347. INTERMEDIATE CERAMICS 3 HRS.
(Prerequisites: AR 314 and AR 316, or permission of instructor.) In this course students will build upon the skills gained in Ceramics Handbuilding and Wheel Throwing classes. An expanded range of traditional to contemporary ceramic forming, surface and glazing techniques will be explored as a means of artistic expression. This course will also include more in-depth study of clay and glaze materials, kiln loading, firing techniques, and expanded knowledge of ceramics studio maintenance and safety.

AR 350. ALTERNATIVE PHOTOGRAPHIC PROCESSES 3 HRS.
(Prerequisites, AR 101, AR 102) This course explores various historical and contemporary approaches to alternative processes in photography through the use of analog and digital technologies, while building skills in idea development, critical thinking, and expressive uses of the photographic medium.

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

AR 360. CHILD ART METHODS 2 HRS.
This course examines concepts, issues, and practices related to current theories of child artistic development.

AR 361. THEORY AND PRACTICE IN ART EDUCATION 3 HRS.
This course examines curriculum theories and pedagogical practices related to art education.

AR 400. ART HISTORY: (Special Topic Title) 3 HRS.
(Prerequisite: Consent of instructor) In this course, students will explore the work of significant artists related to a specific topic in art history.

AR 401. NON WESTERN ART HISTORY 3 HRS.
(Consent of instructor) In this course, students will explore the work of significant artists related to non-western topics in art history. As a special topics course, various sections will be offered, focusing on specific non-western art history topics.

AR 402. ART AND GENDER 3 HRS.
(Consent of instructor) Study of art and material culture with the application of gender and sexuality studies. Topics will rotate, changing focus on material, chronology, region, and/or methodology. May be retaken up to 9 credits.

AR 409. PROJECTS IN ENGRAVING 3 HRS.
(Prerequisite, AR 309.) Projects in Engraving is designed to enable Students to develop advanced skills and techniques in the area of engraving.

AR 411. PAINTING III 3 HRS.
(Prerequisite, AR 330.) Individual painting problems.

AR 412. PROJECTS IN GLASS FORMING 3 HRS.
(Prerequisite, AR 312.) An advanced glass forming class wherein the student is guided into highly personalized projects. The main focus of the student's creative endeavors will be directed towards two distinct series of glass forms.

AR 422. ADVANCED LIFE DRAWING 3 HRS.
(Prerequisite: AR 322: Life Drawing) This course allows students to expand on their technical and perceptual life drawing skills, and understanding of human anatomy. Students will use a variety of drawing media, while focusing on proportion, composition, technique, and expression.

AR 440. ADVANCED TYPOGRAPHY 3 HRS.
(Prerequisites, AR 341.) 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 I 3 HRS.
(Prerequisite, AR 341 and AR 440.) Advanced, team-oriented graphic design studio course, concerned primarily with professional issues and topics in visual communication. Part I of a sequential year-long capstone project. Coursework will necessarily build upon both conceptual and pragmatic understandings developed in the courses Graphic Design Processes, Web Design, Type and Design, and Advanced Typography. Coursework will involve design studio business issues and topics.

AR 450. PROJECTS IN PHOTOGRAPHY 3 HRS.
(Prerequisites, permission of instructor) This class emphasizes the creation of individual projects in the medium of photography through concept development and experimentation. Professional practices are addressed, as they pertain to the medium. The student and instructor will devise an agreeable plan for the semester's outcomes that focus on either analog, digital, or alternative processes.

AR 460. CONTEMPORARY ISSUES IN ART EDUCATION 3 HRS.
This course explores the ways in which contemporary issues in art, education, and society influence theories and practices in art education.

AR 489. INTERNSHIP IN (SUBJECT TITLE) 1-6 HRS.
(Prerequisites, permission of instructor) The art internship course involves self-directed, independent professional development in coordination with a faculty sponsor and client(s), in which the student participates in the production of a designated, professionally executed

product or project on a timeline specified by involved parties. Processes such as design, fabrication, communication, budgeting, promotion, or other business practices may be emphasized as they relate to the art discipline.

AR 490. INTERNSHIP IN GRAPHIC DESIGN 1-6 HRS.
(Prerequisites, AR 340 and AR 341) Advanced level graphic design course concerned with fundamental issues and topics in the professional world of graphic design. Basic, traditional and contemporary (digital/web) aspects of profession-oriented design composition, preparation, and production will be applied in real-world projects. Students will work under the supervision of a representative from the partnering agency hosting the internship and/or a professor. The work may be independent or collaborative but always to serve the client and art director.

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

AR 493. PROJECTS IN SCULPTURE 3 HRS.
(Prerequisite, AR 333 or permission of instructor.) Advanced work in sculpture, specialization in two or more media. Continued emphasis on mastery of skills in sculpture and further developing individual expression.

AR 495. INDEPENDENT STUDY 1-6 HRS.
(Prerequisite, permission of instructor.) Advanced work in a field of specialization for which the student can show sufficient background. Prior to enrollment, student must obtain approval of the instructor under whom they wish to work, and together should devise an agreeable plan for the semester's outcomes.

AR 496. PROJECTS IN CERAMICS 2-3 HRS.
(Prerequisite, permission of instructor.) Individual projects in ceramics to advance student knowledge and artistic development. Emphasis will be placed on research, experimentation, and hands-on artistic practice.

AR 497. PROJECTS IN PRINTMAKING 3 HRS.
(Prerequisite, AR 326.) Advanced work in the print medium of the student's choice.

AR 500. WORKSHOP: (SUBJECT TITLE) 1-3 HRS.
(Special stipulations, if any, will vary depending on the nature of the workshop subject.) A course designed to give the upper division undergraduate student an intensive experience of a specific nature within a studio area.

AR 501. ADVANCED DRAWING 3 HRS.
(Prerequisite, AR 322.) 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 540. ART DIRECTION II 3 HRS.
(Prerequisites, AR 440 and AR 441) Advanced, senior-level Graphic Design studio course to directly follow Art Direction I, as the second half of a yearlong capstone project. It will necessarily build upon both conceptual and pragmatic understandings developed in the previous graphic design courses. Each student will propose and develop an approved, in-depth, professional quality visual communications concept. This course is to be taken concurrently with AR 599 Capstone in Professional Practices. Not for graduate credit.

AR 560. PROFESSIONAL DEVELOPMENT IN ART EDUCATION 2 HRS.
This course addresses professional development, organization and preparation knowledge, and professional materials meant to prepare preservice art education students to enter the field of teaching.

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 critques. Work in a studio area of art may be selected from the following: ceramics, drawing, metalry, painting, photography, printmaking, sculpture and weaving.

AR 599. CAPSTONE IN PROFESSIONAL PRACTICES 3 HRS.
(Prerequisite: Consent of instructor) This is a capstone course developed to demonstrate advanced level student achievement. The course will include professional development and an exhibition of a body of work. 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 ofart in school and community life, and problems related to staff, equipment, and finances.

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

ASIAN STUDIES, EAST

AS 110. CHINESE LANGUAGE & CULTURE I 5 HRS.
This course has a two-fold purpose: to enable students to speak and understand Mandarin Chinese at the beginning level, and to help students recognize and write the often-used 200 Chinese characters. It is designed to prepare students for real-world language experiences. Offered every fall.

AS 210. CHINESE LANGUAGE & CULTURE II 5 HRS.
This course is a continuation of AS 110 Chinese Language & Culture I and is designed to prepare students for real-world language experiences. The two-fold purpose of enabling students to speak and understand Mandarin Chinese at the beginning level will be continued. Students will learn to recognize and write the often-used 200 Chinese characters. Offered every Spring.

AS 310. EAST ASIAN CULTURE STUDIES 3 HRS.
This course is an introduction to the traditional cultures of China and Japan until 1600. Students will gain an overall knowledge of history,

geography, social structure, politics, religions, languages and literature of these two countries. Students are encouraged to explore their thoughts and feelings about these cultures through papers, presentations, and class discussions. In addition to the regular lectures and reading assignments, guest speakers will be invited to meet with the class and several educational films will be offered.

AS 313. CHINESE LANGUAGE & CULTURE III 4 HRS.
This course will enable students to speak and understand Mandarin Chinese at the intermediate level, help them recognize and write 200 new Chinese characters, and read simple Chinese text. Offered every Fall.

AS 314. CHINESE LANGUAGE & CULTURE IV 3 HRS.
This is a course in spoken Chinese. Its purpose is to enable the student to speak and understand Mandarin Chinese. Students will acquire the ability to orally express thoughts, and react appropriately to others' oral behavior. Students will learn to do this both automatically and with authenticity. Offered every Spring.

AS 320. INTRODUCTION TO MODERN ASIA 3 HRS.
This course will be an introduction to the modern cultures of China, Japan, and Korea. Topics will include government and politics, social structures, business and economics, and art and culture. Offered every spring.

ART THERAPY

AT 708. ART MEDIA AND MATERIAL USE IN ART THERAPY 3 HRS.
This course is an advanced seminar providing opportunities for art therapy graduate students to explore media and its applications within the context of art therapy practice. The use and exploration of diverse media in art therapy will emphasize Kagin and Lusebrink's Expressive Therapies Continuum (ETC) Model. The course will engage students in experiential learning, both in and out of class, and will underscore studio art practices within the context of art therapy and specific to application with clinical populations. Venue and cultural implications, as well as ethical and safety issues, of media and its use will be explored. The course presents opportunities for students to plan for self-care through art making, both as graduate art therapy students and in future professional practice. Finally, the course engages students in art-based community service learning experiences.

AT 800. ART THERAPY FOUNDATIONS 3 HRS.
Designed for graduate art therapy students, this course will introduce the theoretical and practical applications of art therapy, some of which parallel approaches studied in prerequisite courses, as well as an historical overview of the field. Students will be introduced to the Expressive Therapies Continuum (ETC) and acquire introductory knowledge in the areas of graphic development, clinical properties of art media, treatment modalities and techniques, and the use of art therapy with special populations.

AT 801. GROUP DYNAMICS AND SPECIAL POPULATIONS 2 HRS.
Students will gain an understanding of group dynamics, learn about needs and approaches for various special populations and settings, and acquire sufficient knowledge of theory and practical applications to plan and facilitate art therapy groups. The course will be both didactic and experiential and will require outside reading and class participation.

AT 802. DEVELOPMENTAL TREATMENT MODELS IN ART THERAPY 3 HRS.
The course explores models of developmental psychology to address the entire lifespan, along with art therapy methods pertinent to the various life stages. Students learn about the universal developmental path of artmaking through childhood and adolescence and about variations that may occur. The course will be both didactic and experiential and will require outside reading and class participation.

AT 804. ART THERAPY ADVANCED ASSESSMENT TECHNIQUES IN RELATIONSHIPS AND FAMILIES 3 HRS.
This advanced art therapy course will introduce art therapy and psychological projective assessments their roles in client evaluation and treatment planning, and will provide a clinical understanding of family art therapy assessment and approaches, with a focus on structural and narrative family art therapy. An emphasis on experiential learning will foster critical thinking in the application of methods and tools relevant to art therapy practice. Assessments covered include Sentence Completion, Draw-A-Person, Kinetic House-Tree-Person, Kinetic Family Drawing, Draw a Story, Person Picking an Apple from a Tree, Diagnostic Art Interview, and Family Art Assessments by Kwiatkowska and Landgarten.

AT 810. INTRODUCTION TO ART THERAPY RESEARCH 2 HRS.
This course will provide an introduction to art therapy research. Existing literature in the art therapy field will be explored and discussed. The class will be introduced to basic research terminology and concepts, formats in proposals in research, problems in art therapy and research design. Students are expected to gain an understanding of current research, pitfalls in research, ethics and multicultural considerations. The student will formulate and complete two research proposals. The instructor will aid in research ideas, as needed. Additionally, students will complete pertinent literature reviews and participate regularly in class discussions.

AT 812. APPLIED ART THERAPY RESEARCH 2 HRS.
This course will provide an advanced review of research design and implementation in the art therapy field. The class will review research terminology and concepts, formats in conducting research, research problems in art therapy and research design. Students are expected to research, design and complete a research project in conjunction with the SPSS class. The instructor will aid in research ideas, as needed. Additionally, students are expected to complete critical reviews of research and participate regularly in class discussion.

AT 835. ART THERAPY INTERNSHIP 1-6 HRS.
This course is an advanced art therapy seminar providing supervision and peer consultation specific to internships and clinical practice. Formal and brief case presentations incorporating theoretical framework (including technique), diagnosis, assessment and treatment, and relevant ethical issues will be presented and discussed. Students will examine their performance at their current internship site(s), contribute regularly, provide and receive feedback, and engage in discussions regarding case studies presented in class. Professional issues and opportunities will be presented, discussed, and pursued. Additionally, the course includes an experiential learning component; learners will engage in media exploration and appropriate application (as well as contra-indication) with clinical populations. Full participation in class dialogue is essential; peer feedback, critical thinking, and idea sharing are viewed as intellectual exercises.

AT 848. RESEARCH AND TECHNICAL WRITING 3 HRS.
This course is required for graduate art therapy students, including those in dual curricula with counseling or psychology, who are preparing to conduct master's theses or projects in the subsequent semester. It will enable students in their mastery of the fundamentals of academic and APA writing and literature research methodology.

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.
This course is an advanced art therapy seminar providing mentoring and peer consultation specific to the creation of a Master's Thesis. Students are expected to be proficient in APA style writing. Students will design and implement research within a structured format, supervised by art therapy faculty and a Thesis Committee. Students will prepare for committee proposal and defense of their work, as well as future presentation and publication.

ATHLETIC TRAINING

AX 711. ATHLETIC TRAINING PRINCIPLES 3 HRS.
The course is designed to provide introductory information in athletic training aligned with current NATA Athletic Training Education Competencies. Concepts of professional development and responsibilities, risk management, pathology of sports injury, management skills, and general medical conditions will be presented. Students will learn skills related basic concepts of prevention, evaluation, first aid, therapeutic treatment, and rehabilitation.

AX 717. CLINICAL EDUCATION I 2 HRS.
Students are assessed for competency on acute care and immediate emergent management, emergency stabilization and transportation, wound care, environmental injury/illness, anthropometric screening, ambulatory aids, and basic taping, bracing, padding, and wrapping techniques. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 250 clinical hours.

AX 727. CLINICAL EDUCATION II 2 HRS.
(Prerequisites: Admission to the Athletic Training Program, and AX 717, AX 737, and AX 781.) Students are assessed for competency on postural and gait analysis (lower body), and evaluation of lower body injuries. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 250 clinical hours.

AX 737. ASSESSMENT OF LOWER EXTREMITIES 3 HRS.
This course provides the student with information and basic skills used to evaluate physical injuries and special problems of the lower body. Students will acquire a basic understanding and skills in palpation methods, neurological and special tests. They will also learn pathological and etiological information for a variety of injuries relating to the lower body. Students will also have an opportunity for out of class experiences with medical professionals and surgical observations.

AX 747. ASSESSMENT OF UPPER EXTREMITIES 3 HRS.
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 a basic understanding and skills in palpation methods and neurological and special tests. They will also learn pathological and etiological information for a variety of injuries relating to the upper body. Students will have the opportunity to participate in experiences outside of class with medical professionals and surgical observations.

AX 757. PROFESSIONAL PREPARATION IN AT 1 HR.
(Athletic Training majors only.) This course is a supervised review of the athletic training curriculum. This course prepares students in their final year of the Master of Science in Athletic Training Program for the Board of Certification examination. Students will learn how register for the national exam, complete readings, take written practice test-lets and complete computer-based quizzes and exams.

AX 767. RESPONSIBILITIES & ETHICS IN ATHLETIC TRAINING 1 HR.
(Athletic Training majors only.) This course is designed to develop and promote critical thinking, problem-solving skills, and promotion of responsible behavior, through the examination of moral values and principles, ethical decision-making, and accepted social behavior related to athletic training.

AX 781. MODALITY USAGE IN ATHLETIC TRAINING 3 HRS.
(Prerequisites: Admission to Athletic Training Program.) The purpose of this course is to provide you with guidance and knowledge to learn the theory and application of therapeutic modalities for athletic injuries. Understanding of the appropriate reasons for modality usage, guidelines for proper application, and individualization will be trained and tested through curriculum and application of the NATA Athletic Training Educational Competencies.

AX 782. REHABILITATION IN ATHLETIC TRAINING 3 HRS.
The purpose of this course is to provide students with guidance and knowledge to build, apply, and progress rehabilitation programs for physical injuries. Understanding of the appropriate rehabilitation process, guidelines for progression, and individualization will be trained and tested through curriculum and application of the National Athletic Training Association Athletic Training Education Competencies.

AX 838. CLINICAL EDUCATION III 2 HRS.
(Prerequisites: Successful completion of AX 727, AX 747 and AX 782.) Students will be assessed for competency on therapeutic modalities, postural analysis (upper body), and evaluation of upper body injuries. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 350 clinical hours.

AX 848. CLINICAL EDUCATION IV 2 HRS.
(Prerequisites: Successful completion of AX 838, AX 883 and AX 866.) Students will be assessed for competency on general medical assessment, and rehabilitation exercise. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 350 clinical hours.

AX 866. ORGANIZATION AND ADMINISTRATION IN ATHLETIC TRAINING 3 HRS.
(Prerequisite: Permission of AT Program Director.) The course is an introduction to administration and organization of athletic training. The course includes both the theoretical basis of management as well as administrative task, organizational task, and problem solving techniques. The intent of the course is to prepare prospective athletic trainers to effectively develop concepts of healthcare management as well as learn the values in healthcare administration consistent with the Code of Ethics of the National Athletic Trainers' Association and the Standards of Practice for Athletic Trainers.

AX 867. INTERPROFESSIONAL PRACTICE I 2 HRS.
(Prerequisite: Successful completion of AX 727 Clinical Education II.) Students will participate in the first of two athletic training immersive clinical experiences that are practice-intensive and allow students to experience the totality of care provided by athletic trainers. Students will participate in the day-to-day and week-to-week role of an athletic trainer for a specified period of time not to be less than four weeks. Students will implement strategies, concepts and skills learned in previous course work under the supervision of a Preceptor.

AX 868. INTERPROFESSIONAL PRACTICE II 2 HRS.
(Prerequisite: Successful completion on AX 838-Clinical Education III, and AX 867-Interprofessional Practice I.) Students will participate in the second of two athletic training immersive clinical experiences that are practice-intensive and allow students to experience the totality of care provided by athletic trainers. Students will participate in the day-to-day and week-to-week role of an athletic trainer for a specified period

of time not to be less than four weeks. Students will implement strategies, concepts and skills learned in previous course work.

AX 883. MEDICAL ISSUES IN ATHLETIC TRAINING 3 HRS.
(Prerequisite: Admission into the Athletic Training Program or Permission of Program Director.) This course will cover current and special topics in Sports Medicine as well as recognition, evaluation, management, and prevention of the most common non-orthopedic medical conditions that affect athletic participation..

ECONOMICS

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 ECONOMICS 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 450. CONCEPTS OF INTERNATIONAL ECONCOMICS 3 HRS.
(Prerequisites: BC 103 and BC 104 or equivalent and junior standing) The causes and consequences of the international movement of goods and services. Comparative advantage, the terms of trade, welfare effects, factor price and resource mobility implications are considered. The economics of tariffs, quotas and other artificial barriers to trade are considered. A consideration of international finance includes: the balances of payments, foreign exchange markets, international financial arrangements and the adequacy of international reserves and system of payments.

BC 807. MANGERIAL ECONOMICS 3 HRS.
This course is an extension of microeconomic analysis to enterprises in the private and public sectors of the economy. Major emphasis is placed on the application of statistics and economic theory to decision making in the firm. Background in Economics (Micro and Macro) and background in Statistics, and graduate standing are required for this course.

BC 810. RESEARCH PROBLEM IN ECONOMICS 1-3 HRS.
(Prerequisites, six hours of Economics, plus consent of instructor and the dean or designee) Special research problem or readings on a topic initiated by the student and approved by the instructor.

BC 820. INTERNATIONAL ECONOMICS 3 HRS.
(Prerequisites, BC103 and BC104.) Discuss the causes and consequences of the international movement of goods and services. Comparative advantage, the terms of trade, welfare effects, factor price and resource mobility implications are considered. The economics of tariffs, quotas and other artificial barriers to trade are considered.

BUSINESS EDUCATION

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 344. OFFICE SYSTEMS APPLICATIONS 3 HRS.
(Prerequisites, IS 113 and junior standing.) This course is designed to provide future office systems managers with practical experience in using office systems technologies (hardware and software). It provides an opportunity to evaluate and analyze office systems software through experiential activities.

BE 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 573. BUSINESS CURRICULUM AND TEACHING METHODS 3 HRS.
(Prerequisites, Junior level standing and admittance to the School of Business & Technology.) This course will focus on the business curriculum development process, state and federal funding and program approval processes as well as principles of teaching accounting and basic business courses such as accounting, entrepreneurship, marketing, business law, and personal finance. Current business curricula curricular issues, and trends related to business education will be covered. Teaching and assessment methods and resources in the business field will also be included. Educational opportunities and careers in business and computer fields will be reviewed.

BE 583. TRAINING AND DEVELOPMENT 3 HRS.
(Prerequisites, IS 113 and junior standing.) Essential training principles covered include adult learning theory, needs assessment, development of training objectives, selection of training methods and resources, creation and sequencing of learning materials, and training assessment. Instructional strategies and assessment techniques for teaching computer and information technology courses in the information technology career cluster are also covered.

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

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

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

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

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

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

BE 710. DESIGNING COMPUTER PRESENTATIONS 2 HRS.
Students will design charts, transparencies, slides, and presentation software. The course covers evaluation of media for various target audiences, advantages and disadvantages of various presentation methods/media, principles of design, and analysis of cost and quality of presentations.

BE 711. ENTREPRENEURSHIP EDUCATION 2 HRS.
Entrepreneurship education will be directed toward educators who will develop and teach entrepreneurship courses on the secondary, post-secondary, and adult levels. It will be a summary of the background information, curricula options, and teaching techniques for entrepreneurship.

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

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

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

BE 760. IT PATHWAYS 3 HRS.
(Undergraduate or Graduate standing) The purpose of the course is to examine the Information Technology (IT) Career Cluster, corresponding pathways and course offerings through the lenses of a business educator. The course will explore each of the four Kansas State Department of education IT pathways which include: Information support & Services, Network Systems, Programming & Software Development, and Web & Digital Communications. Within each of the four pathways, the course offerings, technology competencies, and teaching requirements will be analyzed**.**

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

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

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

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

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

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

BE 882. COMPUTER & BUSINESS CURRICULUM DEVELOPMENT 3 HRS.
A study of the growth, development and present status of business and computer education. Evaluation of present curricular practices and trends. Principles and practices involved in curriculum construction as applied to the elementary, intermediate, secondary, and post-secondary schools.

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

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

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

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

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

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

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.
A study of anatomical and physiological problems, growth and development, ecology and evolution of plants

BO 213. BIOLOGY OF PLANTS LAB 1 HR.
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.
(Co-requisite BO 339) 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 they have some interest and competence.

BO 430. ECONOMIC BOTANY 3 HRS.
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 450. PLANT ANATOMY & PHYSIOLOGY & LAB 4 HRS.
(Prerequisites: GB 150, GB 151, GB 160, and GB 161.) A course designed for students interested in furthering their understanding of plant growth and development. It will further develop some of the major botanical concepts introduced in introductory biology courses and provide students with hands-on experience investigating plant physiological processes and anatomical structures.

BO 456. PLANT ECOLOGY AND LAB 3 HRS.
(Prerequisite: GB 380) Lecture/laboratory dealing with the ecology of plants, including their interaction with other plants, animals, microbes, and abiotic factors. Methods for characterizing and quantifying plant communities are also covered.

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.
(Co-requisite; BO 543.) 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, GB 160 and 161.) 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, GB 160 and GB 161, co-requisite 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.
(Prerequisite; GB 380.). 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 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 they have some interest orcompetence.

BO 850. PLANT ANATOMY & PHYSIOLOGY & LAB 4 HRS.
A course designed for students interested in furthering their understanding of plant growth and development. It will further develop some of the major botanical concepts introduced in introductory biology courses and provide students with hands-on experience investigating plant physiological processes and anatomical structures. Graduate students will develop a deeper understanding of the concepts covered through weekly discussions of primary literature related to the topics covered during lecture and lab.

BO 856. PLANT ECOLOGY AND LAB 3 HRS.
Lecture/laboratory dealing with the ecology of plants, including their interaction with other plants, animals, microbes, and abiotic factors. Methods for characterizing and quantifying plant communities are also covered. Students learn science communication by presenting on the history of a topic important in plant ecology.

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.

BUSINESS, GENERAL

BU 102. BUSINESS DYNAMICS 3 HRS.
The purpose of the course is threefold: (1) to prepare students to deal effectively with the challenges of contemporary life, including business-society relationships, business history, worked events, economic implications, and future expectations; (2) to help students to develop the skills they need to understand the principles and processes of every day business life; and (3) to introduce students to the academic opportunities and activities offered by the School of Business & Technology.

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 202. BUSINESS COMMUNICATION 3 HRS.
(Prerequisites: EG 102.) This course will cover a range of communication used in business ranging from written and oral communication to non-verbal communication. The course will help students develop a personal brand, develop their ability to write and speak with confidence in business settings, and develop their nonverbal communication skills (professional attire and body language). This course will also discuss how to appropriately communicate with people from different cultures, generations, disciplines, and backgrounds. The skills developed will be applicable for internship searches and job interviews.

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

BU 255. BUSINESS STATISTICS 3 HRS.
(Prerequisite, MA 110 with grade of C or higher, MA 161, or MA 165.) A course designed to introduce the student to both descriptive and inferential statistics as applied to business. Includes the use of descriptive measures, probability, discrete and continuous distributions, sampling distributions, estimation, hypothesis testing, and regression. A statistical software package isutilized.

BU 302. BUSINESS PROFESSIONALISM 1 HR.
(Prerequisite: BU 202.) The course is designed to introduce students to the professional environment. The primary objectives of the course are to allow the students to learn about the role
of professional behavior in business, to learn about career opportunities in business, and to learn about networking, job search strategies, and negotiating a job offer.

BU 305. SPECIAL TOPICS IN BUSINESS 3 HRS.
(Prerequisite, junior standing.) A course for the study of special topics and experimental course offerings at the undergraduate level in business programs. Students must earn a minimum of a "C" grade to meet major requirement.

BU 353. PRINCIPLES OF BUSINESS LAW 3 HRS.
An overview of the U.S. Legal system and laws that apply to business activities. The areas of law covered include the court system, constitutional law, contract law, tort law, product liability, international law, agency law, law of corporations, antitrust and securities law, plus several other areas. The class also includes coverage of ethical principles, both separately and as part of several other topics. Students must earn a minimum of a "C" grade to fulfill degree requirements.

BU 393. ETHICAL DECISION-MAKING IN ORGANIZATIONS 3 HRS.
This course investigates, analyzes, and applies the various theories/frameworks that examine ethical decision-making within business. Students will develop competencies in recognizing rationalizations that impede ethical decision-making, implement strategies to address ethical issues, and communicate their analysis. Throughout the course, students will examine topics such as compliance, governance, corporate culture, core practices, workplace relationships, leadership styles, whistleblowing, sustainability, bribery and corruption, stakeholder theory, and shareholder theory. Students must earn a minimum of a "C" grade in BU 393 to fulfill major/minor requirements.

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

BU 505. SPECIAL TOPICS IN BUSINESS 1-5 HRS.
(Prerequisite, senior or graduate standing). A course for the study of special topics and experimental course offerings in business. Students must earn a minimum of a "C" grade in BU 505 to fulfill major/minor requirements.

BU 520. ADVANCED BUSINESS STATISTICS 3 HRS.
(Prerequisite, BU 255 and senior or graduate standing.) This is an advanced course dealing with the application of quantitative procedures to business decision making. It includes the business application of analysis of variance, multiple regression analysis, covariance and decision theory. Students must earn a minimum of a "C" grade in BU 520 to fulfill major/minor requirements.

BU 528. INTERNSHIP IN BUSINESS 1-5 HRS.
(Prerequisites, senior or graduate standing.) Professional employment experience in a business occupation coordinated through visitations, discussions, and written analysis. Students are employed by business firms, government offices, and nonprofit organizations. Student and employer and supervising instructor develop plan. Students must earn a minimum of a "C" grade in BU 528 to fulfill major/minor requirements.

BU 530. BUSINESS, LAW AND SUSTAINABILITY 3 HRS.
(Prerequisite, Senior or graduate standing.) This course reviews the legal measures taken by governments in the United States to promote a sustainable business environment; explores how and why businesses adopt sustainability as a measure of performance; and analyzes selected industry sectors with the objective of identifying barriers to and opportunities for achieving sustainable growth, emphasizing the legal environment within which these industries operate.

BU 540. BUSINESS AND SOCIETY 3 HRS.
(Prerequisite, senior or graduate standing.) A study of the history, philosophy, and social responsibility of business; the relationship between business and a dynamic social, political, and economic environment; and the issues of poverty, ecology, and consumerism. Students must earn a minimum of a "C" grade in BU 540 to fulfill major/minor requirements.

BU 543. ADVANCED BUSINESS COMMUNICATIONS 3 HRS.
(Prerequisites: 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.

BU 550. PRINCIPLES OF INTERNATIONAL BUSINESS LAW 3 HRS.
(Prerequisite, senior or graduate standing.) A law-based course that explores the legal environment a business person will encounter in international business transactions, including various legal systems and the International Code on the Sale of Goods. Students must earn a minimum of a "C" grade in BU 550 to fulfill major/minor requirements.

BU 573. LAW OF COMMERCE 3 HRS.
(Prerequisite, senior or graduate standing.) This class covers, in detail, the common law of contracts, sale law (UCC), negotiable documents, secured transactions, property law, bailments, trusts and estates, and bankruptcy law. The class is intended to give students more detailed coverage of important areas of law for businesses and to prepare accounting majors for the CPA exam. Students must earn a minimum of a "C" grade in BU 573 to fulfill major/minor requirements.

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

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

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

BU 773. FOUNDATIONS OF ECONOMICS AND STATISTICS 3 HRS.
An introduction to important economic and statistics concepts. The course covers the basics in these two areas that will be necessary for students with no previous degree in business to be prepared for their core MBA courses. This course draws material from applied (business) statistics and applies that material to problems reinforcing both microeconomics and macroeconomics.

BU 802. HEALTHCARE LAW, ETHICS, AND QUALITY IMPROVEMENT 3 HRS.
This theory course will provide various ethical frameworks and an overview of the US legal system, as a basis for analyzing health care issues affecting health care institutions, patients, and health care providers. Common legal-ethical issues addressed by health care administrators, expanded health care practice, and health care education are reviewed.

BU 803. HEALTH CAE INFORMATICS 3 HRS.
This theory course examines information systems as they relate to health care. Issues surrounding information systems are examined. Gathering, storing, retrieving, creating, and utilizing data are discussed. Integrates healthcare, science, and information systems to identify, define, manage, and communicate data, information, and knowledge in decision making. Translating and integrating scholarship into practice is emphasized.

BU 805. HEALTH CARE BUDGETING, FINANCE, AND ECONOMICS 3 HRS.
This theory course will provide an introduction to basic economic, financial and accounting concepts relating to health care management. Programming, budgeting, and controlling processes in health care organizations will be discussed within the healthcare manager's role.

BU 820. QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS 3 HRS.
Quantitative Analysis for Business Decisions is a graduate course designed to introduce the student to quantitative approaches in business decision making. It includes decision analysis, regression analysis in forecasting, linear and integer programming, transportation, assignment and transshipment problems, project scheduling, inventory management, simulation, and multi-criteria decision problems. The software packages Management Scientist, Excel, and/or SAS/SPSS are used to solve quantitative business analysis problems.

BU 858. BUSINESS CASE STUDY 1-3 HRS.
(Prerequisite, consent of chair.) A study of an actual case in business and the development of a practical solution to the situation.

EARLY CHILDHOOD

CD 730. CHARACTERISTICS INCLUSIVE EARLY CHILDHOOD EDUCATION (BIRTH TO AGE EIGHT) 3 HRS.
The purpose of this course is to provide an overview of early childhood special education, including historical perspectives; rationale; normal and exceptional development (including learning disabilities; attention deficit-hyperactivity disorder; emotional and behavior disorders; intellectual and developmental disabilities; speech and language disorders; deafness and hearing loss; visual impairments; autism spectrum disorders; physical and health disabilities; severe and multiple disabilities; gifted and talented); etiology; identification and assessment; characteristics; service delivery approaches; educational considerations/accommodations/modifications; program models; teaming; working with families, including culturally diverse populations; research; and current issues in ECSE and ECU. Working with infants and toddlers with special needs and their families (Part C of the Individuals with Disabilities Education Act - IDEA); Individualized Family Service Plans (IFSP), as well as Individual Education Plans (IEP), and on preschoolers age 3-5 with special needs (Part B, Section 619 of the IDEA), the course also includes information on children age 6-8 with disabilities (Part B for children and youth 6- 21). This is due to the fact that early childhood encompasses a huge developmental spread--from birth to age eight, yet part B of IDEA covers age 3 – 21.

CD 736. COLLABORATING WITH FAMILIES, SCHOOLS, SERVICE AGENCIES AND COMMUNITY PARTNERS 3 HRS.
This course focuses on skills that foster communication, cooperation, and collaboration between families, schools, 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. Topics include communication skills; diversity, equity, and inclusion; teaming; problem solving; co-teaching approaches; working with paraeducators; models for collaboration with regular educators; engaging and empowering families and community in the education of the learner; and the use of technology for collaborative communication.

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 discipline. 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 785. INTEGRATING CREATIVE ARTS INTO INCLUSIVE EARLY CHILDHOOD EDUCATION 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 832. OBSERVATION ASSESSMENT & SCREENING IN EARLY CHILDHOOD WITH INCLUSIVE KINDERGARTEN CLASSROOM 3 HRS.
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 and K-3 classrooms. Data collection using a variety of methods will be emphasized. A practicum experience provides opportunities to administer assessments and analyze data within a classroom setting.

CD 838. ADVANCED METHODS FOR INCLUSIVE EARLY CHILDHOOD EDUCATION WITH INCLUSIVE PRESCHOOL PRACTICUM 3 HRS.
This course emphasizes methods and materials for working with young children (birth to 3rd grade) with special needs and their families. Topics include IEP, instructional strategies, current service delivery approaches, program models, curriculum development, and transition. A practicum experience provides opportunities to plan and teach lesson to young learners within classroom settings.

CD 841. CLINICAL EXPERIENCE: INCLUSIVE EARLY CHILDHOOD PRACTICUM: CENTER BASED 3 HRS.
(Prerequisite, CD 730.) This course provides students with 150 hours experience in an early childhood special education preschool setting. Assessment and program planning are included.

CD 843. WORKING WITH INFANTS AND TODDLERS WITH AND WITHOUT SPECIAL NEEDS AND THEIR FAMILIES 3 HRS.
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 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 dean or designee for the discipline.) Under individual direction, the student will select and pursue the investigation of special problems.

CD 861. CLINICAL EXPERIENCE: INCLUSIVE EARLY CHILDHOOD: HOME BASED, (BIRTH TO 3 YEARS) 3 HRS.
(Prerequisite, CD 843) 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 866. CLINICAL EXPERIENCE & CAPSTONE: INCLUSIVE EARLY CHILDHOOD PREK-GRADE 3 3 HRS.
(Prerequisite: CD 838) This course provides an extended practicum experience in an early childhood inclusive setting for children between three years and third grade. Activities will include administering assessments, using assessment information to guide instruction, teaching lessons, participating in collaboration activities with families and colleagues, and reflecting on these experiences. A capstone project

will be developed to synthesize this clinical experience and ECU program content and other field-based experiences.

COUNSELOR EDUCATION

CE 694. ASSESSMENT & EMPLOYMENT OF INDIVIDUALS WITH DISABILITIES 3 HRS.
An orientation to occupations, occupational assessment, assessment instruments, assessment techniques, and interpretation as utilized in various vocational rehabilitation settings. Consideration will also be given to various theoretical approaches to career choice and vocational planning, as well as the impact of theory in practice. Students will learn about factors that influence successful employment of people with disabilities in the current labor market, with an emphasis on meeting the needs of both the worker with a disability who is seeking employment and the employer who creates employment opportunities for workers. In addition, 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.

CE 702. BEHAVIOR ANALYSIS, ART, & PLAY WITH THE CHILD WITH AUTISM 3 HRS.
This course concentrates on the use of Applied Behavior Analysis, Creative Arts Therapies and Play Therapy with individuals with diagnoses on the Autism Spectrum. Additionally, it will explore the history of these disciplines, their application to working with individuals with Autism and combinational use of these techniques. This course is a broad overview and will not qualify students as practitioners of any of the disciplines, however it will provide students with tools that can be used in their professional interaction with individuals with Autism.

CE 704. TRAUMA TREATMENT MODELS 3 HRS.
This class is intended to expand upon the introductory crisis and trauma-informed care course. Its focus is on understanding and working with clients who experience complex trauma. Students are introduced to psychodynamic theory, e.g., Object Relations of Fairbairn and Winnicott. Attachment Theory of Bowlby and Ainsworth is a crucial as part of the framework for doing trauma-informed work. Students are provided assessment and diagnostic resources to work with children, adolescents, and adults. The topics of suicidal ideation, self-injury, deep poverty-related stressors, and racial trauma are also addressed. Students are introduced to trauma-informed theories of Attachment-Based Family Therapy (ABTF), Accelerated Experiential Dynamic Psychotherapy (AEDP), Dialectical Behavioral Therapy (DBT), and Attachment, Regulation, and Competency Theory. Additionally, students are introduced to current trauma resolution/memory reconsolidation treatments of Eye Movement Desensitization & Reprocessing (EMDR), Accelerated Resolution Therapy (ART) Trauma-focused Cognitive Behavioral Therapy (TF-CBT), Flash Technique, and Prolonged Exposure Therapy. Kernberg's theory of personality organization is presented to help students better understand the relationship between trauma and Personality Disorders. At the practical level, students will apply course content to one case study of their choice.

CE 706. SPIRITUALITY IN COUNSELING 3 HRS.
This course is designed for mental health professionals of all persuasions and those in the helping fields interested in understanding and possibly incorporating spiritual and/or religious themes when counseling clients and families. Students will be exposed to religious and spiritual traditions, practices, myths, and rituals. Students will be expected to critically evaluate their own religious and/or spiritual experiences and beliefs. This exploration will challenge how students' current religious and/or spiritual beliefs and practices are indicated and contraindicated in developing and maintaining the therapeutic relationship. Finally, students will learn how to ethically select and use, where applicable, religious and/or spiritual-relevant techniques.

CE 708. MULTICULTURAL COUNSELING 3 HRS.
This course is designed to meet the growing demand for culturally competent counseling and human service providers by providing graduate students with a foundation in multicultural counseling. The text provides interpretation, examination, and information on a broad range of cultures and potential views of therapy and treatment. Students are expected to comprehensively evaluate their own ethnic upbringing and belief systems, as well as a broad range of other cultural value systems to enhance their level of awareness, knowledge, and skills. Course material will be experienced through a variety of teaching and learning methods, including: reading, discussion, didactics, class presentation, and experiential activities. This course includes the use of imagery and metaphor within counseling and art therapy settings. Non-verbal symbol systems in arts-based interventions can prove to be extremely effective with diverse cultures and persons with disabilities.

CE 712. SUBSTANCE ABUSE IN COUNSELING 3 HRS.
This course provides a theoretical and practical orientation to a broad range of topics in substance abuse counseling, including: etiological theories; substances of abuse; assessment and diagnosis; treatment planning; ethical and legal issues; individual, group, and family modalities; the continuum of care; and clinical considerations for special populations and diverse cultures. Special focus will be on predominant approaches including Motivational Interviewing and the Stages of Change model.

CE 716. BASICS OF SANDTRAY THERAPY 2 HRS.
(Permission from instructor) Graduate students in counseling and affiliated programs will learn the history and theory of sandtray therapy and will personally experience and practice the basic provision of the sandtray process during this in-person class. Sandtray therapy is a complementary approach that may be used by trained therapists with children, adults, and families to address a variety of presenting issues.

CE 717. ADVANCED SANDTRAY THERAPY 1 HR.
(Permission from instructor) Graduate students in counseling and affiliated programs who have passed the Basics of Sandtray Therapy class will build upon the earlier class through further personal experience of the process as well as investigation of the sandtray therapy professional literature to assist in devising unique therapeutic protocols.

CE 720. SPECIAL TOPICS IN COUNSELING 1-3 HRS.
The purpose of this course is to provide in-depth studies in the specific dimensions of addictions, mental health, rehabilitation counseling, and related disciplines. Topics to be covered will vary from semester to semester.

CE 731. 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.

CE 732. LIFESPAN DEVELOPMENT & DISABILITY 3 HRS.
This course focuses on neurobiological, psychological, cognitive, emotional, and social development throughout the lifespan, and the effects of disability upon individuals and their families at any developmental stage during the lifespan. Learning, personality, and adjustment theories will be addressed. The impact of developmental crises, onset of disability, substance use, psychopathology, and the environment as it relates to psychosocial development and typical human behavior will be explored.

CE 735. INTEGRATED TREATMENT OF CO-OCCURRING DISORDERS 3 HRS.
This course presents an integrated perspective on working with persons experiencing co-occurring disorders. It includes a whole-person

approach to psychopharmacological interventions, provision of employment supports, awareness of cultural diversity in the treatment population, and recovery-oriented counseling approaches, such as psychoeducational groups.

CE 740. RESEARCH & PROGRAM EVALUATION IN COUNSELING 3 HRS.
This course provides an overview of research design, statistics, and program evaluation procedures in counseling. Research methodologies, data analysis, and applications are explored in the context of client satisfaction, continuous improvement of treatment services, and data reporting to funding and oversight entities. Counselors-in-training read, analyze, and critically evaluate research articles and Internet materials to determine reliability, validity, and usefulness to counseling practice.

CE 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.

CE 746. PSYCHOPHARMACOLOGY 3 HRS.
This is a graduate level course addressing the application of psychopharmacologic interventions as a component of comprehensive mental health care. Initial emphasis placed on scientific study of the actions of drugs and their effects on mood, sensation, thinking, and behavior. The course assists the counselor in training understand their role in working with medical professionals in the concurrent treatment of mental health issues using an interdisciplinary approach. Additionally, students will examine the ethical uses of psychopharmacology within the context of consumer care and service planning. Students will examine their role in the process of referring consumers for prescription medications including identifying medical health professionals for referral, providing consumer information to the prescribing professional, and the collaborative relationship between the mental health professional and prescribing professional.

CE 751. CASE MANAGEMENT IN ADDICTIONS & REHABILITATION 3 HRS.
This course integrates rehabilitation principles, knowledge, and skills using systematic and sequential planning and management. Topics will include: (1) the goals and models of case management in rehabilitation; (2) client/consumer interviewing and assessment; (3) planning for appropriate and effective intervention strategies, services, and benefits, included in a rehabilitation plan; (4) plan implementation, program monitoring, and evaluation; and (5) placement and closure. The course will address several key components including effective documentation, process and relationships, health care management, community resources and supports, service delivery, psychosocial interventions, conflict resolution and problem-solving processes, and management techniques. It will focus on facilitating the consumer's quality of life, maximum functioning in the environment of choice, and making desired vocational or employment decisions.

CE 770. RELATIONSHIP & FAMILY COUNSELING 3 HRS.
(Prerequisites: 9 graduate hours in Art Therapy Counseling, Clinical Counseling, Rehabilitation Counseling, School Counseling. 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.

CE 801. CRISIS COUNSELING AND TRAUMA-INFORMED CARE 3 HRS.
This course is designed to help counselors work with individuals, families, or groups who have experienced crisis and trauma from a catastrophic event. This course focuses on the understanding of crisis events, crisis responses, and crisis counseling for individuals responding to crises in their immediate aftermath, and sometimes months or years later. This course also examines how society responds to crises and the psychological aftermath of crises when catastrophic events are at an all-time high. Providing knowledge and skills that will lead to competent and effective crisis counseling by professional counselors in schools and mental health settings is the major focus of this course. Intervention strategies and models for developmental and situational crisis situations, as well as, disaster trauma will be discussed. Physiological and psychological reaction to stress, the continuum of crisis response, diagnosis and lethality, and specifics of various crises will be discussed. The mode of instruction for the course will be a mixture of lecture, online postings and discussion, and small group work. Additionally, videos and guest speakers will be used to supplement course material.

CE 802. FOUNDATIONS OF PROFESSIONAL COUNSELING 3 HRS.
This course serves as the basic introduction of students to the theoretical and historical framework within which a professional counselor functions. The student will develop an understanding of the roles and professional identity of professional counselors, as well as develop an understanding of relevant professional organizations, primarily the American Counseling Association. The student will be introduced to various counseling professions and to the interfacing of all mental health professions. The student will develop an understanding of professional credentialing and accreditation practices and standards, and the effects of public policy on these issues. Methods of instruction include lecture, guest speakers, small group work, video, and class discussion. Students are expected to participate in class activities.

CE 804. CLINICAL SUPERVISION 3 HRS.
(Prerequisites: CE810 and CE898 or SC871) This course offers advanced graduate students an introductory conceptual and experiential framework for the practice of clinical supervision. The basic tenets of clinical counseling supervision will be presented along with the roles, expectations, and functions of the supervisor/supervisee. Students will participate in both didactic and laboratory activities.

CE 810. COUNSELING & MICROSKILLS DEVELOPMENT 3 HRS.
This course involves an experiential study of the characteristics, skills, and techniques, essential for creating professional counseling relationships. The course will provide the opportunity for personal growth and the development of competency and judgment in utilizing basic interactional skills and techniques. This will be accomplished through a discussion, demonstration, role-play, dyadic practice, recording and critiquing mock counseling sessions, and learning from improvement feedback provided by peers and instructor, and may include clinical note taking. Additionally, student progress in developing professional dispositions will be evaluated through the formal assessment procedures of the discipline.

CE 811. ADVANCED COUNSELING APPLICATIONS 3 HRS.
(Prerequisites, CE810, CE830, CE833, CE893 or concurrent) Designed to build upon skills, techniques, and knowledge already obtained, the course covers a variety of topics relevant to clinical mental health counseling. Foundations, contextual dimensions, and practice of clinical mental health counseling are discussed. Issues addressed include wellness principles, advocacy, legislation and government policy, ethical considerations, case conceptualization, and applied techniques in group and individual counseling. The course places heavy emphasis on experiential activities such as practicing counseling skills, small-group work, and student led discussions.

CE 820. CAREER COUNSELING AND DEVELOPMENT 3 HRS.
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.
This course provides students with an overview of foundational counseling theories: psychodynamic, phenomenological, cognitive-behavioral, and post-modern approaches. Students reflect on their values and beliefs to identify the counseling theories that best fit their worldviews. The application of theory to client concerns in education, private practice, public rehabilitation, and community settings is introduced and modeled. Videos demonstrating how theory and techniques can be used are presented weekly.

CE 830. GROUP PROCESSES IN COUNSELING 3 HRS.
(Prerequisites: 9 graduate hours in Art Therapy Counseling, Clinical Counseling, Rehabilitation Counseling, School Counseling or permission required.) This course provides an understanding of group dynamics, stages of group development, group leadership styles, group counseling methods and skills, and presents group process theories and methods applicable in all group counseling settings. Specifically, this course is designed to provide experiential techniques and intervention strategies essential for counselors treating mental disorders in therapeutic groups in mental health settings. Part of this course provides students the opportunity to participate in brief counseling groups facilitated by the professor during which techniques and interventions reflecting various group counseling theorists and group processes are implemented.

CE 833. DIAGNOSIS AND TREATMENT OF MENTAL DISORDERS 3 HRS.
This course provides an overview of the diagnostic criteria utilized in the diagnosis of mental illness. Assessment, psychopharmacology, treatment and rehabilitation modalities will be explored. Using lecture and case studies, students will be provided with experience in diagnosing mental disorders and developing appropriate treatment/rehabilitation plans.

CE 835. THEORY AND PRACTICE OF APPRAISAL IN COUNSELING 3 HRS.
This course focuses on the theory, standardization, and application of various assessment instruments necessary for conducting a comprehensive Mental Health Evaluation and doing mental health counseling. These assessment instruments include projective and standardized personality tests, aptitude, intelligence, achievement, and interest inventories. Administering, analyzing, and interpreting the findings of assessment instruments and the writing of comprehensive mental health evaluations is the major emphasis of this course.

CE 884. THESIS IN CLINICAL COUNSELING 3 HRS.
(Prerequisite, permission required). A student completes an important research study appropriate to Clinical Counseling.

CE 893. PROFESSIONAL, ETHICAL & LEGAL ISSUES IN COUNSELING 3 HRS.
This course will examine foundations of counseling and the development of professional attitude and identity in relation to codes of ethics, professional behavior, ethical issues, credentialing, practice and research, clinical supervision and legal and liability concerns facing practitioners working in community, agency, school, and art therapy settings. Comparison of ethical codes and similar issues will be made within the counseling disciplines and art therapy. Particular emphases are placed on issues of confidentiality, child abuse, elder abuse, and ethical dilemmas associated with dual-role relationships, as well as the use of creative arts within art therapy and counseling settings. Other topics include issues associated with psychotherapy, multiculturalism, research, advertising, and challenges related to specific work settings. Decision-making models used by art therapists and counselors for addressing ethical issues are explored through experiential exercises, written assignments, and presentations.

CE 898. SUPERVISED PRACTICUM IN COUNSELING 3 HRS.
(Prerequisites, CE810, CE825, CE833, CE893, and/or concurrently, CE830. 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 and one and one-half hours of group supervision each week. Liability insurance coverage is required.
Methods of instruction include tutorial forms of instruction consisting of discussion of students' video/audio tapes of clients and case analysis of diagnosis and treatment of students' clients. Instructor and/or students will present materials on topics pertinent to client issues, including diversity, ethical and legal considerations.

CE 899. COUNSELING INTERNSHIP 1-6 HRS.
(Prerequisite, Completion of CE898 with a grade of "B" or better and instructor permission.) After the successful completion of CE898 (Supervised Practicum in Counseling), students will complete 600 clock hours of supervised counseling experience earning 6 credit hours of academic credit. Each academic credit requires 100 hours of client contact (40 direct/60 indirect). Typically, students enroll in 1-2credits per academic semester while completing the remainder of their program of study.

CHEMISTRY

CH 105. PREPARATION FOR CHEMISTRY 3 HRS.
(Prerequisite or co-requisite: MA 110 College Algebra) Designed for students without a strong background in chemistry and math, the course demonstrates active learning strategies, reviews scientific calculations, develops techniques to solve real-world problems, and covers the fundamental models of atoms, molecules, reactions, and solutions. A grade of C or better is required to take CH 120 Essentials of Chemistry or CH 123 Chemistry I.

CH 110. CHEMISTRY FOR TODAY'S WORLD 4 HRS.
(Corequisite, CH 111.) A chemical science course for the nonscientist. The necessary scientific background is established in order to consider aspects of the energy crisis, nuclear chemistry, chemical consumer products, and health-related chemical topics. (This course is not a substitute for CH 123.)

CH 111. CHEMISTRY FOR TODAY'S WORLD LABORATORY 1 HR.
(Corequisite, CH 110.) The laboratory emphasizes that chemistry is a "real-world" experience. Each laboratory is designed to provide understanding of some aspect of the chemical sciences.

CH 120. ESSENTIALS OF CHEMISTRY 3 HRS.
(Corequisite, CH121.) Introduction to basic concepts and principles of chemistry and their theoretical, practical, and mathematical interrelationships. A one-semester course designed for pre-nursing. This course is not a substitute for CH 123 Chemistry I.

CH 121. ESSENTIALS OF CHEMISTRY LAB 1 HR.
(Corequisite, CH 120.) This course will provide hands-on laboratory experience related to the range of concepts and principles covered in CH

120. Students will learn safe practice and appropriate use of laboratory equipment and chemicals.

CH 122. ESSENTIALS OF CHEMISTRY RECITATION 1 HR.
Recitation course for CH 120 and CH 121.

CH 123. CHEMISTRY I 3 HRS.
(Prerequisite, MA110 or equivalent or higher. Corequisite, CH 124.) Fundamental principles and concepts of chemistry, including atomic structure and chemical bonding, chemical stoichiometry, reaction types, thermochemistry, phases of matter and solutions, and gas laws.

CH 124. CHEMISTRY I LAB 1-2 HRS.
(Corequisite, CH 123.) Laboratory to accompany CH 123.

CH 125. CHEMISTRY I RECITATION 1 HR.
Recitation course for CH 123 and CH 124. Interactive problem-solving sessions to review concepts in the lecture and laboratory courses. Focus on strategies to understand challenging questions through encouraging interactions with instructors and peers.

CH 126. CHEMISTRY II 3 HRS.
(Prerequisite, CH 123. Corequisite, CH 127.) A continuation of Chemistry I with emphasis on kinetics, equilibria, acid-base fundamentals, electrochemistry, and thermodynamics.

CH 127. CHEMISTRY II LAB 1-2 HRS.
(Corequisite, CH 126.) Laboratory to accompany CH 126.

CH 128. CHEMISTRY II RECITATION 1 HR.
Recitation course for CH 126 and CH 127.

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. ESSENTIALS OF ORGANIC CHEMISTRY 3 HRS.
(Prerequisite, CH 126. Corequisite, CH 371) One-semester survey course of the chemistry of organic molecules. Covers the structure and reactions of alkanes, alkenes, alcohols, alkyl halides, ethers, aldehydes, ketones, aromatic compounds, carboxylic acids, and amines. Includes a description of isomerism and application of spectroscopy. The course does not meet the needs of chemistry majors or premed students.

CH 371. ESSENTIALS OF ORGANIC CHEMISTRY LAB 2 HRS.
(Corequisite, CH 370.) A laboratory covering experiments of organic chemical reactions and separation by chromatography, distillation, crystallization, and extraction.

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, complexion formation, solubility equilibrium and spectroscopy.

CH 377. QUANTITATIVE ANALYSIS LAB 2 HRS.
(Corequisite, CH 376.) Laboratory to accompany CH 376.

CH 479. UNDERGRADUATE RESEARCH 1-4 HRS.
(Prerequisite, consent of instructor.) For students wanting to conduct investigative study or do creative work of the type not covered by other courses. The student works independently under the supervision of a faculty member on a project in an area of chemistry in which they have an interest. Utilized as capstone course for chemistry majors.

CH 480. CAPSTONE REPORT AND SEMINAR 1 HR.
Permission of instructor is required to enroll. CH480 is the final capstone research semester course for the chemistry and biochemistry/molecular biology majors. Students complete the final draft of the written report and present an oral report of their capstone research.

CH 500. TOPICS IN CHEMISTRY (*) 1-5 HRS.
Permission of instructor required to enroll. Selected topics in chemistry for undergraduate and graduate students. The topic(s) to be covered will be announced in the enrollment schedule. Lecture, laboratory, and/or discussion will be utilized depending on the topic(s). Topic(s) will be chosen by the discipline. *The blank will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

CH 506. ENVIRONMENTAL CHEMISTRY 3-4 HRS.
(Prerequisites, CH 126 and CH 127.) Sources, transport, reactions and effects of chemical species in the hydrosphere, the lithosphere and the atmosphere.

CH 525. DESCRIPTIVE INORGANIC CHEMISTRY 3 HRS.
(Prerequisites, CH 126) The properties and reactions of inorganic elements and their compounds are studied. Students are introduced to bonding and molecular shapes, symmetry, acids and bases, and solid-state structures.

CH 560. ESSENTIALS OF BIOCHEMISTRY 3 HRS.
(Prerequisites, CH370 or CH572) One-semester biochemistry course that surveys common biological molecules, their metabolism, and their roles in life-sustaining processes. Includes features of the aqueous environment, structures of biological macromolecules, protein function, enzyme mechanisms, and the metabolism of carbohydrates, lipids, nucleic acids, and amino acids.

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 important classes of carbon compounds including both aliphatic and aromatic compounds, stereochemistry, IR, and NMR spectroscopy. Substitution and elimination reactions are introduced.

CH 573. ORGANIC CHEMISTRY I LAB 2 HRS.
(Corequisite, CH572) Laboratory to accompany CH 572. The common separation techniques of extraction, chromatography, distillation, and extraction are introduced. Synthetic reactions will be conducted. IR and NMR are used to identify organic molecules.

CH 574. ORGANIC CHEMISTRY II 3 HRS.
(Prerequisite, CH 572. Corequisite, CH 575) A continuation of CH 572, Organic Chemistry I. Topics include dienes, aromaticity, carboxylic acids, and amines.

CH 575. ORGANIC CHEMISTRY II LAB 1-2 HRS.
(Corequisite, CH 574.) Laboratory to accompany CH 574. Continuation of experiments covering a wide-variety of organo-functional groups with confirmation by NMR and IR.

CH 576. ORGANIC CHEMISTRY I RECITATION 1 HR.
Recitation course for CH 572 Organic Chemistry I and CH 573 Organic Chemistry I Lab.

CH 577. ORGANIC CHEMISTRY II RECITATION 1 HR.
Recitation course for CH 574 Organic Chemistry II and CH 575 Organic Chemistry II Lab. Interactive problem-solving sessions to review concepts in the lecture and laboratory courses. Focus on strategies to understand challenging questions through encouraging interactions with instructors and peers.

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 343.) 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 660. BIOCHEMISTRY I 3 HRS.
(Prerequisite, CH572 or CH370) The first half of a year-long biochemistry sequence that provides an in-depth look at the chemistry that occurs in living organisms. The course content will focus on the structure-function relationships as they pertain to the major classes of biomolecules. Central to this theme will be a detailed examination of protein function, enzyme kinetics, and bioinformatics. The basic structure and function of nucleic acids, lipids, and carbohydrates will also be examined.

CH 661. BIOCHEMISTRY LAB 2 HRS.
The laboratory course to complement the Biochemistry lecture courses (CH560 or CH660). An emphasis will be placed on gaining experience with the primary methods of biochemical analysis in the laboratory. Students will learn both theory and practice of working with proteins, nucleotides, lipids and carbohydrates.

CH 662. BIOCHEMISTRY II 3 HRS.
(Prerequisite, CH 660.) The second half of a year-long biochemistry sequence that provides an in-depth look at the chemistry that occurs in living organisms. Topics covered include anabolic and catabolic pathways of metabolism. CH560 Essentials of Biochemistry is not an appropriate prerequisite for this course.

CH 676. ANALYTICAL CHEMISTRY 4 HRS.
(Prerequisite, CH127 or equivalent.) Three hours of lecture and 6 hours of laboratory per week. This is a lecture and laboratory course designed to teach technique, theory, and the interpretation of the quantitative results. A variety of techniques will be covered, including volumetric, gravimetric, spectroscopic, and electro analytic methods.

CH 700. ADVANCED TOPICS IN CHEMISTRY (*) 1-5 HRS.
Permission of instructor required to enroll. Selected advanced topics in chemistry for graduate students. The topic(s) to be considered will be announced in the enrollment schedule. Lecture, laboratory, and/or discussion will be utilized depending on the topic(s). Topics will be chosen by the discipline. *The parenthesis will be filled with an appropriate short description on the student's transcript to indicate the subject area studied. May be repeated for credit.

CH 708. DRUG DESIGN 3 HRS.
(Prerequisites: CH 370 or 572 and MC 540, CH 560 or CH 660.) A one-semester course covering the pharmaceutical sciences. Exploring the intersection of medicinal chemistry, pharmacodynamics and pharmacokinetics, the course will examine the process of drug design, drug testing and clinical studies. The focus is the design of drugs including the role of computational resources and biochemical screening. Ethical and drug case studies are included.

CH 720. THERMODYNAMICS 3 HRS.
(Prerequisites, CH 126, and PH 393 or PH 343. Corequisite, CH721) A foundational course in physical chemistry, covering advanced theories and applications of thermodynamics. 1st, 2nd, and 3rd laws with applications to gases, multicomponent, multiphase equilibrium of reacting systems, surface chemistry, and electrochemical cells are studied.

CH 721. THERMODYNAMICS LAB 2 HRS.
(Corequisite, CH 720) Lab designed to reinforce an understanding of general physical chemistry principles including, behavior of gases, thermodynamics, phase behavior, electrochemistry, kinetics, and spectroscopy.

CH 722. INTRODUCTORY QUANTUM MECHANICS 3 HRS.
(Prerequisites, CH 720) This course covers quantum mechanics, vibrations, atomic and molecular structure, spectroscopy, statistical mechanics, and an introduction to computational chemistry.

CH 723. INTRODUCTORY QUANTUM MECHANICS LAB 2 HRS.
((Prerequisites, CH 720) Lab partnered with CH722 to familiarize students with advanced chemistry lab 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. Corequisite 726) A systematic study of structure, bonding, electronic spectra, and reaction mechanisms along with chemical group theory. This study focuses on electronic, vibrational, and magnetic properties of transition metal complexes. Applications of organometallic, bioinorganic, and solid-state chemistry are shared.

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 732. COMMUNICATION IN THE SCIENCES 2 HRS.
(Prerequisite: CH 123.) Develops written communication skills. Topics covered include the conventions of scientific argumentation, the process of editing and writing scientific reports, critical evaluation of rhetoric, design of posters for scientific and public venues, and the ethics of plagiarism. The course will help students to identify research mentors and capstone research projects.

CH 745. NUCLEAR TECHNIQUES 4 HRS.
(Prerequisites: PH393 or PH343 and CH126.) Theory and applications of radioactive tracer techniques in chemistry.

CH 760. NUCLEIC ACIDS BIOCHEMISTRY 3 HRS.
(Prerequisite, CH 560 or CH 662.) A comprehensive coverage of the chemistry and biochemistry of nucleic acids. Topics include DNA and RNA structure, DNA replication and fidelity, DNA damage and repair, protein-DNA and drug-DNA interactions, biochemical aspects of modern molecular biology, and other current areas of interest from the literature. Three hours of lecture per week.

CH 765. ADVANCED BIOCHEMISTRY LABORATORY 2 HRS.
(Prerequisites, CH661) A project-based course designed to allow students to learn and practice the major laboratory methods of inquiry used in biochemistry-related areas of research. Techniques covered may include library screening, gene cloning, PCR, protein expression and purification, bioinformatics, 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 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 376 or CH 676) 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 atomic and molecular analysis include mass spectrometry, ultraviolet, visible, infrared, Raman, fluorescence, phosphorescence, atomic absorption, and atomic emission spectroscopy, and nuclear magnetic resonance.

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 779. ADVANCED INSTRUMENTAL METHODS OF ANALYSIS 5 HRS.
(Prerequisite, CH777.) The course concentrates on the use of instruments to obtain qualitative, quantitative, and structural data and the application of these techniques to forensic evidence. Basic theory, fundamental principles, and limitations underlying the techniques are included. Techniques drawn from the areas of chromatography methods, spectroscopy and mass spectrometry. This course covers use of these techniques to analyze biological evidence (toxicology). Documentation, reporting, and testifying about analyses conducted will be emphasized.

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 bythe 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 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.

COMPUTER SCIENCE

CS 115. ELEMENTS OF COMPUTER SCIENCE 3 HRS.
(Prerequisites, 1 year of high school algebra, MA 098, or permission.) This course covers the computer and computer applications at the introductory level. Topics include the history of computing, hardware, components, software, problem solving, data types and structures, acquisition and selection of equipment and software, social and economic implications, and careers in computing. The course is designed for students who will utilize the computer in other disciplines and students desiring general information about computers and their applications.

CS 201. CURRENT TOPICS IN COMPUTER SCIENCE 1-3 HRS.
This course will provide a study of selected topics in computer science not currently found in other computer science courses. It may be repeated with different topics for a maximum of six credits. See Schedule of Classes for specific topics.

CS 220. INTRODUCTION TO COMPUTER & INFORMATION SYSTEMS 3 HRS.
(Prerequisite: High School Algebra) An overview of the use of computers as programmable systems that could have general or specialized purpose. Topics will include the fundamentals of computing (i.e., number systems, boolean algebra and logic gates, networking, computer architecture, etc.) and introduction to computer programming. This course provides equal emphasis on theoretical concepts and hands-on programming.

CS 234. SOFTWARE IMPLEMENTATION AND UTILIZATION 3 HRS.
(Prerequisites, MA 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 & PROBLEM SOLVING I + LAB 4 HRS.
(Prerequisite: MA 110 or College-Level Math and CS 220) This course emphasizes problem solving and program development skills. Students write computer programs in a high-level language. Major topics include program design, fundamental algorithms, variables, datatypes, control structures, loops, subprograms, recursion, arrays, pointers basics, structure, debugging, and introduction to object-oriented concepts. This course has a programming laboratory reinforcing lecture material.

CS 301. FLUENCY WITH INFORMATION TECHNOLOGY 3 HRS.
An overview of Information Technology and its relation to society. Through a hands-on approach, students will learn fundamentals of computer architecture, operating systems, computer communications, an overview and limitation of programming languages, and applications software. Students will have the opportunity to reflect on the integration of computer technology and society (past/present/future.)

CS 315. JAVA PROGRAMMING 3 HRS.
(Prerequisites, CS 260 or instructor permission.) Java is an object-oriented language that has become an important language for use on the Internet. This course will give an introduction to programming in Java.

CS 333. SYSTEMS ANALYSIS AND DESIGN 3 HRS.
This course focuses on the development of information systems. For that purpose, it studies different systems development lifecycles, data and process modeling, concepts of object-oriented design, Unified Modeling Language (UML) tools, systems testing, project management, and systems implementation.

CS 340. ALGORITHMS AND DATA STRUCTURES I 3 HRS.
(Prerequisites, CS 260.) Basic concepts of data structures and algorithms. Design and analysis of algorithms and analysis of the data structures which are appropriate to the implementation of particular algorithms. The effect of data structures and algorithms on program development, efficiency and maintenance will be covered. Applications of data structures such as lists, strings, arrays, trees, stacks, queues, and graphs in file processing and bulk data storage will be covered.

CS 341. PRINCIPLES OF COMPUTER ORGANIZATION 3 HRS.
(Prerequisite: CS 220) This course introduces the basic organization and operation of computers. Topics include digital logic and data representation, hardware arithmetic, memory structure, registers, addressing techniques, input/output, control unit, instruction sets, pipelining, parallel processors, interrupts, and multitasking. Hands on experience will include assembly language programming.

CS 343. WEB APPLICATION DEVELOPMENT 3 HRS.
This course introduces interactive web-based business application design and development. It emphasizes on the web-based front end development following markup language, styling language, and web interactivity language. The course covers conceptualizing a web-based interface, designing the prototype wireframe, and implementing the wireframe using modern web programming technologies to achieve a functional front-end.

CS 355. UNIX 3 HRS.
(Prerequisite, CS 220.) This course provides an overview of the commands, utilities and supporting architecture used in the 1 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 360. PROGRAMMING AND PROBLEM SOLVING II + LAB 4 HRS.
(Prerequisite: CS 260 or equivalent.) This course covers advanced programming topics with a high-level language. Major topics include: multi-dimensional arrays, strings, friendship and inheritance, polymorphism, exception handling, file handling, and templates. Some data structures (linked lists, stacks, and queues) are introduced based on the Standard Library to solve application problems. This course has a programming laboratory reinforcing lecture material..

CS 363. INTRODUCTION TO CYBERSECURITY 3 HRS.
This course emphasizes on technical and managerial aspects of securing digital assets (i.e., computer resources, network, and data). Moreover, it gives an introduction to security policies, data governance, and ethical aspects of cybersecurity. The covered topics include cyberthreats and vulnerabilities, security of technical systems, cryptography, network security, security risk management, security standards, security breach management, legal issues of cybersecurity, basic computer forensics, etc.

CS 365. ALGORITHMS AND DATA STRUCTURES 3 HRS.
(Prerequisites: MA 240 and CS 360) Concepts of data structures and algorithms are discussed. Topics includes design and implementation of abstract data types, lists, trees, stacks, queues, and graphs, advance data structures based on balance trees, hashing, sorting algorithms etc. Implementation of data structures and their performance tradeoff are considered. The effect of data structures and algorithms on program development, efficiency, and maintenance will be covered.

CS 370. DESIGN AND ANALYSIS OF ALGORITHMS 3 HRS.
(Prerequisite: CS 360) This course covers introduction to algorithmic concepts, complexity analysis of algorithms, asymptotic notations, and recurrence relation for complexity analysis. Different algorithm design techniques including Greedy, divide and conquer, dynamic programming, etc. are covered. Algorithms based on different problem areas (i.e., searching, sorting, shortest path, spanning trees, graph, string) are also discussed.

CS 386. INTERNSHIP: COMPUTER SCIENCE 1-3 HRS.
(Prerequisite: Sophomore Standing and 20 hours in computer science courses.) A supervised academic internship in computer science. The supervising faculty defines the deliverables used to assess progress and

achievement of learning objectives. No more than 3 hours in CS 386 may be counted toward the computer science major.

CS 410. SEMINAR IN COMPUTER SCIENCE 1-4 HRS.
(Prerequisite, permission of mathematics dean or designee.) A seminar involving various topics in computer science.

CS 433. OPERATING SYSTEMS 3 HRS.
(Prerequisite: CS 341) This course introduces basic concepts and core principles for developing and managing operating systems. It covers internal algorithms and structures of operating systems, including concepts of process, processor management, memory management, I/O management. Topics include file systems, virtual memory, scheduling, thread management, concurrent processing, deadlock, synchronization, paging, etc. Students will gain hands-on experience using a UNIX/Linux environment.

CS 444. DATABASE ORGANIZATION 3 HRS.
(Prerequisites: CS 220 and CS 333) This course introduces fundamental concepts of database management including modern database design theory and architecture, relational data modeling, normalization, and query processing. The focus will be given on gaining hands-on experience to implement relational database model using SQL

CS 453. BUSINESS INTELLIGENCE AND ANALYTICS 3 HRS.
This course centers on data, statistical analysis, quantitative methods, and computer-based models to support decision-making within business environments. Students will learn about the collection, organization, and reporting of data. Always looking to help managers transforming data into actionable information, improving their business operations by making better fact-based decisions and achieving an enhanced business insight.

CS 460. MOBILE APPLICATION DEVELOPMENT 3 HRS.
(Prerequisites: CS 333 or IS 333 and CS 343 or IS 343) This course focuses on design and development of mobile solutions. The course covers the building blocks of mobile application such as modular design and frameworks. It emphasizes on the mobile application responsiveness for various devices and optimizing the design for easy interactivity. Moreover, the course covers mobile app deployment concepts and issues for multiple platforms such as Android, iOS, and/or other.

CS 472. TEACHING COMPUTER SCIENCE 2 HRS.
(Prerequisites, MA 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 473. INTRODUCTION TO COMPUTER NETWORKS 3 HRS.
This course focuses on fundamentals of telecommunication and networking concepts. The focus is given on understanding network structure, design, and security. Some of the topics discussed include layered network architecture, basic network design, network protocols, switching, routing, and network security.

CS 480. INDEPENDENT STUDY COMPUTER SCIENCE 1-4 HRS.
(Prerequisite, permission of mathematics dean or designee. Open only to qualified juniors and seniors.) Topics of special interest in some area of computer science study not included in regularly listed courses.

CS 501. ADVANCED COMPUTER PROGRAMMING 1-3 HRS.
(Prerequisite, CS 260 or consent of instructor.) Elementary and advanced programming techniques for a particular language will be studied along with applications of the language. The student will have many opportunities to learn these skills through frequent programming assignments. Course may be repeated for credit.

CS 504. DATA MINING 3 HRS.
(Prerequisite: BU 255) The course focuses on developing an understanding of the application of data mining and predictive modeling in a business decision making context. Consequently, the course uses datasets that mimic real world situations to develop analytical thinking. Predictive modeling (e.g., regression, logistic regression, tree induction), model fitting, association analysis, clustering, and issues on data mining are covered.

CS 514. BIG DATA ANALYTICS 3 HRS.
(Prerequisite - BU 255) This course emphasizes on using big data tools to extract actionable insights from large data sets. It examines the methods, processes, and frameworks such as data cleaning, dimension reduction, and exploratory data analysis that facilitate organizations to work with large volumes of data streamed at a high speed and from multiple sources. Students will be exposed to hands-on application of various big data analytics tools and programming languages.

CS 520. MICROCOMPUTER PROJECTS 3 HRS.
(Prerequisites, MA 161 or MA 165 and MA 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 340 or equivalent course work.) This course introduces the principles and application for developing intelligent systems. It covers the core topics such as intelligent agents, problem solving using basic search techniques, adversarial search, automated planning, and ethics in artificial intelligence. This course trains the participants to create artificial intelligent artifacts using tools for different AI techniques, including natural language processing, and computer vision.

CS 545. DATABASE THEORY 3 HRS.
(Prerequisites, MA 240, CS 340.) 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 550. FULL-STACK APPLICATION DEVELOPMENT 3 HRS.
(Prerequisites , CS 343 and CS 444) This course extends students' front-end web design and development skills by incorporating back-end application techniques. First, this course provides a basic refresher of the front-end development. Second, it covers the fundamentals of back-end development such as server-side web programming and database connections. Last, the course touches upon the web application security concepts for the safekeeping of application resources and data.

CS 552. COMPUTER SCIENCE CAPSTONE 3 HRS.
(Prerequisite, CS 501.) This course provides students the opportunity to integrate the knowledge that they have gained from previous courses to complete a comprehensive software project. The project emphasizes team effort and involves the use of multiple programming languages. At the end of the semester, students must show their work in the form of written reports and oral presentations

CS 554. PRINCIPLES OF COMPUTER ARCHITECTURE 3 HRS.
(Prerequisites, CS 340 and MA 340.) A lecture-laboratory course where students will learn the hierarchical structure of computer architecture. A hands on experience will be included.

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 SECURITY 3 HRS.
This course focuses on understanding and applying technical tools to secure network resource in an organization. First, the course reviews the network vulnerabilities such as denial of service, intrusion, TCP/IP protocol attack, session hijacking, virus, IP spoofing, social engineering attack on networks, and so on. Second, this course introduces defense techniques such as firewall, intrusion detection system, encryption and virtual private network, operating system hardening, social engineering defense, and network cybersecurity management. The course utilizes Cybersecurity Lab (physical and/or virtual) to demonstrate and apply the learned concepts.

CS 565. COMPUTER FORENSICS 3 HRS.
(Prerequisite: CS 557 or equivalent.) 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 566. ANALYTICS FOR CYBERSECURITY 3 HRS.
This course takes a data-oriented approach to studying cyber threats, showing in depth how traditional methods such as anomaly detection can be extended using data analytics. It also applies data analytics to non-traditional views of cybersecurity, such as multi-domain analysis, time series and spatial data analysis, and human-centered cybersecurity.

CS 569. PENETRATION TESTING OF APPLICATION AND NETWORK 3 HRS.
This course focuses on the skills for planning, reporting, and scoping an assessment, comprehending legal and compliance requirements, and ethically executing penetration tests and vulnerability scans. It covers the latest penetration testing, vulnerability assessment, and management tools essential to determine the system's resiliency against potential security assaults. The course utilizes Cybersecurity Lab (physical and/or virtual) to demonstrate and apply the learned concepts. This course covers content aligned with penetration testing/ethical hacker certification.

CS 570. THEORY OF COMPUTATION 3 HRS.
(Prerequisite, MA 340.) This course covers the basic theoretical principles of computer science embodied in finite automata, context free grammars, computability, and computational complexity.

CS 575. COMPILER DESIGN 3 HRS.
(Prerequisites, CS 433.) (Prerequisite: CS 433.) This course is designed to explore the theory of compiler construction and introduce techniques and tools for building a compiler. Specifically, an emphasis is placed on a programming project that applies the techniques and tools to implement a compiler for a language.

CS 576. FILE STRUCTURES 3 HRS.
(Prerequisite: CS 340.) This course covers file concepts, basic file operations, basic physical characteristics of peripheral storage devices, file organization and processing methods for sequential, hashing and direct, indexed, list, and tree structured file organizations. Sorting and searching techniques. Performance analysis and elements of advanced data base systems are also provided.

CS 580. INTRODUCTION TO COMPUTER NETWORKS 3 HRS.
(Prerequisite, CS 340, 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 590. GAME DEVELOPMENT 3 HRS.
(Prerequisite, CS 343 and CS 370) This course focuses on game-based artifact development with interactivity, animation, sound, and constraints. It covers topics such as game engine scripting, event and data driven programming, game structures, and game graphics. Students are expected to conceptualize and develop functional games with the supervision of the instructor.

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 810. SEMINAR IN COMPUTER SCIENCE 0-3 HRS.
Directed reading and research in Computer Science.

CYBERSECURITY

CY 810. CYBERSECURITY GOVERNANCE AND STRATEGIC COMPLIANCE 3 HRS.
This course covers the principles of cybersecurity governance, focusing on compliance with key regulations (GDPR, HIPAA) and standards (NIST, ISO). Students will learn how to develop security policies, prepare for audits, and align cybersecurity governance with organizational strategy.

CY 815. NETWORK DEFENSE AND CYBER FOUNDATIONS 3 HRS.
This course introduces foundational principles of cybersecurity within network environments. Students will learn essential skills in network

protocols, IP addressing, firewall configurations, and basic risk management, building a secure network infrastructure and monitoring network traffic for potential threats.

CY 820. CYBERSECURITY STRATEGIC RISK AND INCIDENT MANAGEMENT 3 HRS.
This course prepares students to assess and manage cybersecurity risks and lead incident response efforts. Topics include risk assessment, threat modeling, incident management, and crisis communication, with an emphasis on aligning risk management with organizational objectives.

CY 825. CYBER DEFENSE ESSENTIALS: SYSTEMS AND INCIDENT RESPONSE 3 HRS.
This course equips students with core skills in system security and incident response, focusing on securing operating systems (Windows and Linux) and managing security incidents. Students will engage in practical exercises to understand access control, endpoint security, and response procedures for handling cyber threats.

CY 830. CYBER DEFENSE LEADERSHIP 3 HRS.
This course focuses on the human elements of cybersecurity, including leading cybersecurity teams, building a security-first culture, and fostering cross-departmental collaboration. Students will develop strategies to promote security awareness and manage organizational change in support of cybersecurity initiatives.

CY 835. DIGITAL FORENSICS AND THREAT INTELLIGENCE 3 HRS.
This course provides a foundation in digital forensics and threat intelligence gathering. Students will learn investigative techniques to analyze cybersecurity incidents, collect digital evidence, and perform threat analysis. Hands-on labs will involve tools like Wireshark and Splunk to simulate real-world forensics scenarios.

DRIVER EDUCATION

DE 703. GENERAL SAFETY EDUCATION 3 HRS.
A study of the fundamentals of safe living including the philosophy of safe human behavior, accident prevention, fire prevention and protection with special emphasis for home and family, public safety, traffic safety and school safety.

DE 713. DRIVER EDUCATION I 3 HRS.
A basic course for the preparation of teachers of driver training for the public schools. A study of course content, material, special projects, teaching methods, psycho-physical traits, traffic rules, and principles of road testing. Selected films on driving practices and automobile construction shown at appropriate intervals. Student must possess a valid drivers license prior to start date.

DE 723. DRIVER EDUCATION II 3 HRS.
(Prerequisites, DE 703 and DE 713.) Practice of classroom instruction, simulator instruction, behind-the-wheel training, and road skill testing with beginning drivers. Problems of organization and administration of driver education on the secondary level; emphasis on scheduling, public relations, and techniques for development of the skills, understanding and attitudes required for safe driving. Student must possess a valid drivers license and have completed DE703 and DE713 prior to start date.

DE 740. RESEARCH PROBLEMS IN DRIVER EDUCATION 1-3 HRS.
Investigation of special problems not covered by regular courses.

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 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 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 894. FIELD EXPERIENCE IN EDUCATIONAL ADMINISTRATION: BUILDING LEVEL 3 HRS.
Enrollment in this course is concurrent with specified core courses in the educational administration program. Students will be engaged in 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 and synthesis and will evaluate levels of learning through a variety of activities. Students must be near completion of the Ed Admin Building Leadership program prior to the course start date.

EA 895. PRACTICUM IN EDUCATIONAL ADMINISTRATION: BUILDING LEVEL 3 HRS.
Enrollment in this course is concurrent with specified core courses in the educational administration program. Students will be engaged in 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 and synthesis and will evaluate levels of learning through a variety of activities. Students must be near completion of the Ed Admin Building Leadership program prior to the course start date.

EA 941. BUSINESS ADMINISTRATION IN SCHOOL LEADERSHIP 3 HRS.
This course is concerned with basic principles accepted in the fiscal and business management of all aspects of the administration of education. Consideration is given to sources of fiscal support, methods of management, program accounting and cost accounting. Course required for students in District Level Leadership licensure program.

EA 942. LEADERSHIP OF SPECIAL PROGRAMS 3 HRS.
This course will provide those enrolled with the opportunities to study the principles, processes, practices, and issues related to administering and supervising special programs in education. Specific emphasis will be placed on special education. An overview of different at-risk, vocational, and early childhood education programs will be included for study.

EA 983. SEMINAR IN EDUCATIONAL ADMINISTRATION 1-3 HRS.
This course is designed primarily for in-service training of practicing administrators and students in advanced stages of degree work. Instruction will treat topics of current interest and concern through seminar and workshop method.

EA 984. EDUCATIONAL BUILDINGS AND FACILITIES 3 HRS.
A study of the basic principles of educational facility planning. Particular emphasis is given to the relationship between the educational facilities and the educational programs they must accommodate. An examination is made of the broad steps necessary to logically plan, construct, and occupy new educational facilities. Field trips are incorporated as an integral part of course. Course required for students in District Level Leadership licensure program.

EA 986. DISTRICT SCHOOL LEADERSHIP 3 HRS.
Course designed for aspiring chief school administrators. Includes theory and practice of district-level administrative leadership, school board-administrator relationships, stakeholder involvement, strategic planning, and fiscal accounting. Course required for students in District Leadership Level licensure program.

EA 997. PRACTICUM I IN EDUCATIONAL ADMINISTRATION: DISTRICT LEVEL 3 HRS.
The primary areas of content will focus on communication, planning, problem solving, decision making and conflict management. Specific emphasis will be placed on content areas in which the candidate will work with a selected district office supervisor while completing specific field related activities. Candidates will engage in experiences associated with the 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.

ECOLOGY & BIODIVERSITY

EB 159. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide an in- depth consideration of specialized topics in the various areas of ecology and biodiversity.

EB 259. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide an in- depth consideration of specialized topics in the various areas of ecology and biodiversity.

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

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

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

EB 409. ECOLOGY & BIODIVERSITY PROJECTS 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the aid and advice of one or more members of the staff, on a project in an area of ecology and biodiversity in which they have some interest and competence.

EB 447. NATURAL HISTORY FIELD STUDIES 2 HRS.
This course requires either international or domestic travel to observe and investigate the natural history of ecosystems not found in eastern Kansas. Emersion in and observation of the ecosystem provides the foundation for learning about that system, and species identification and ecosystem process are the focus.

EB 459. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in- depth consideration of specialized topics in the various areas of ecology and biodiversity.

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

EB 474. FISHERIES MANAGEMENT 2 HRS.
(Prerequisites, GB 380; Co-requisite, EB 475.) Principles, methods, and human dimensions of fisheries management.

EB 475. FISHERIES MANAGEMENT LAB 2 HRS.
(Prerequisites, GB 380; Co-requisite, EB 474.) 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 481. FIELD ECOLOGY 2 HRS.
(Prerequisite, GB 380.) Students experience the process of ecological science through instruction and their own research. Material covered includes basic principles of experimental and sampling design, sampling methods for estimating the distribution and abundance of organisms, data analysis, and communication of proposed and completed projects in written and oral form.

EB 496. STREAM ECOLOGY AND LAB 4 HRS.
(Prerequisites, GB 160, GB 380 and EB 481.) 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 forsampling and characterizing stream ecosystems. Class will often consist of both lecture and laboratory activities on a given day, but some sessions will be either entirely lecture or lab.

EB 536. WILDLIFE MANAGEMENT 2 HRS.
(Prerequisite, GB 380; Co-requisite EB 537.) Theories and principles of ecology and conservation biology as they apply to the management of terrestrial and wetland-dwelling animal populations. Contemporary conservation issues and management practices are covered, with an emphasis on consequences of habitat manipulations.

EB 537. WILDLIFE MANAGEMENT LAB 2 HRS.
(Prerequisites, GB 380; Co-requisite EB 536.) Survey of techniques used for analyzing and managing wildlife populations and habitats, management planning..

EB 538. NATURAL RESOURCE POLICIES 2 HRS.
(Prerequisites, GB 160 and GB 161.) Management natural resources within a historical, economic, political, and sociological framework. Laws, agencies, planning, and ethics pertinent to natural resource conservation are discussed.

EB 701. FISH MANAGEMENT AND LABORATORY 4 HRS.
(Prerequisite: GB 380) Fisheries management is the practice of managing people, fishes, and habitat to conserve aquatic resources into perpetuity. As such, we will take a holistic view of the principles and practices associated with managing humans and aquatic resources.

EB 702. FISH ECOLOGY AND LABORATORY 4 HRS.
(Prerequisite: GB 380) Fish Ecology will take a comprehensive overview of fish as individuals, populations, and members of the lotic and lentic environment. As such, students will gain a better understanding of life-history strategies, population dynamics, intraspecific interactions, interspecific interactions, and the role of habitat on the ecology of fishes. The class will encompass lecture, laboratory experimentation, and extensive field work. Fish Ecology is designed for upper-level undergraduate and graduate students.

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

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

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

EB 809. GRADUATE PROJECT IN ECOLOGY AND BIODIVERSITY 1-3 HRS.
(Prerequisite, consent of instructor.) The student works independently, with the advice and aid of one or more members of the staff, on a project in an area of ecology and biodiversity in which they have some interest or competence.

EB 847. NATURAL HISTORY FIELD STUDIES 2 HRS.
This course requires either international or domestic travel to observe and investigate the natural history of ecosystems not found in eastern Kansas. Emersion in and observation of the ecosystem provides the foundation for learning about that system, and species identification and ecosystem process are the focus. Students present on ecosystem processes in the field.

EB 859. SPECIAL TOPICS IN ECOLOGY AND BIODIVERSITY 1-4 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in depth consideration of specialized topics in the various areas of ecology and biodiversity.

EB 874. FISHERIES MANAGEMENT 2 HRS.
(Co-requisite, EB 875.) Principles, methods, and human dimensions of fisheries management.

EB 875. FISHERIES MANAGEMENT LAB 2 HRS.
(Co-requisite, EB 874.) Introduction to the tools used by fisheries managers in the field and lab, including gear and methodology for sampling local waters. Identification of selected Kansas forage, rough, and game fishes. Field trips to organizations active in fisheries management.

EB 885. GRADUATE RESEARCH IN ECOLOGY AND BIODIVERSITY 2-3 HRS.
(Prerequisites, graduate standing and at least three hours credit in graduate level independent study.) Investigation of problems in ecology and biodiversity by students who have demonstrated research ability at the graduate level.

EB 896. STREAM ECOLOGY AND LAB 4 HRS.
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.

ECONOMICS

EC 101. BASIC ECONOMICS 3 HRS.
This course is for non-business majors and provides a basic understanding of the economic ideas and institutions. Introductory topics from micro, macro, and international economics are covered in the course.

EC 102. HONORS ECONOMICS 1 HR.
(Prerequisite, concurrent enrollment in EC 101 is expected unless the student is repeating this class.) This course complements a regular section of EC 101 Basic Economics. It goes into additional depth on selected topics and covers topics which are not covered in the EC 101. Its coverage extends microeconomics, macroeconomics, and international economics.

EC 300. TOPICS IN ECONOMICS 1-4 HRS.
(Prerequisites, EC 101 or BC 104.) This course focuses on economic topics not covered in existing economics classes. The seminars may also involve field experience or civic engagement associated with the American Democracy Project at ESU.

EC 301. GLOBALIZATION 1-3 HRS.
This pro-seminar style course poses scholarly questions associated with the integration of economic, political, and cultural systems around the world. It attempts to address these key questions as it explores issues related to trade, migration, development, energy, gender, culture, technology, health, education, the environment, and others with research, presentations, and discussion.

EC 305. INTERMEDIATE MICROECONOMICS 3 HRS.
(Prerequisites, EC 101 or BC 104.) This course is an intermediate level course in microeconomic theory. Particular emphasis is placed upon the theory of the consumer and firm. Market equilibrium conditions under perfect and imperfect competition are discussed.

EC 306. INTERMEDIATE MACROECONOMICS 3 HRS.
(Prerequisites, EC 101 or BC 104.) This course is a study of aggregate economic analysis from the perspective of different schools of thought. Consideration is also given to the effects of monetary and fiscal policy on such aggregate economic variables as income, prices, and economic growth.

EC 313. MATHEMATICAL APPLICATIONS FOR ECONOMICS 3 HRS.
(Prerequisites, EC 101 or BC 104 and MA 110.) An introduction to the applications of mathematical techniques to economic analysis. The mathematical tools used will be selected from the areas of matrix algebra, linear programming, game theory and calculus. Specific computational procedures will be introduced and used to analyze economic relationships.

EC 327. INDUSTRIAL ORGANIZATION 3 HRS.
(Prerequisites, BC103 and BC104 or EC101.) For students with some background in microeconomics, this course will examine how the performance of an industry is related to its structure. The approach used here includes the traditional structure-conduct-performance approach in addition to the latest advances in microeconomic theory, including game theory, contestability, and information theory.

EC 351. LABOR ECONOMICS 3 HRS.
(Prerequisites, EC 101 or BC 104.) This is an analytical and quantitative course beginning with the derivation of the demand for labor in different market structures and the supply of labor using indifference analysis. It explores productivity, profit maximization, regulation, collective bargaining, and social welfare implications. Part of the course is devoted to the macroeconomics of labor, focusing on employment, unemployment, the labor force, and related topics.

EC 370. INTRODUCTORY ECONOMETRICS 3 HRS.
(Prerequisites, BC 104 or EC 101 and MA 380.) This course provides an introduction to modern methods of analyzing data used economics, business, and other social sciences. The course typically follows a course in statistics and the level of mathematics required for a complete understanding of all the material in the course is algebra. Topics include estimating techniques, tests of significance, prediction and forecasting.

EC 375. COMPARATIVE ECONOMIC SYSTEMS 2-3 HRS.
A comparative study of capitalism, socialism, and communism. Theoretical differences among these economic systems, together with their strengths and weaknesses, are examined.

EC 400. ECONOMICS SEMINAR 1-6 HRS.
This course explores topics and issues in economics. (Titles may vary.)

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 500. PROSEMINAR ECONOMICS 1-6 HRS.
This course typically features students leading seminars.

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 541. HEALTH ECONOMICS 3 HRS.
This course explores topics related to the economics of health and health care. It introduces various economic explanations of health behaviors, ranging from investments in health – such as doctor visits, sleep, and diet – to risky health choices such as smoking and drug abuse. The course also explores the labor market for medical professionals, discuss the impact of competition on hospitals, and discusses the relevant issues related to the pharmaceutical industry. The course introduces the theory behind insurance and how public policies affect health care markets.

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 710. ECONOMETRICS I 3 HRS.
(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the statistical toolkit used by economists

studying behaviors of individuals in a market. The methods discussed in this course supplement those in the companion course, EC 711: Econometrics II. This course focuses on topics of linear regression, hypothesis testing, and econometric models commonly used with large panel data sets. Students will utilize statistical software to apply material to real world data.

EC 711. ECONOMETRICS II 3 HRS.

(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the statistical toolkit used in macroeconomic analysis. The methods discussed in this course supplement those in the companion course, EC 710: Econometrics I. This course focuses on methods and issues involved in the analysis of time-series data. Students will utilize statistical software to apply material to real-world data.

EC 712. ECONOMIC THEORY 3 HRS.

(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the foundational theory in microeconomics and macroeconomics essential for informed analysis of economic data at the graduate level. This course can be waived given sufficient background in economic theory.

EC 713. SEMINAR IN MATHEMATICAL ECONOMICS 3 HRS.

(Prerequisites: Coursework in economics and mathematics.) This course provides the mathematical tools utilized in various fields in economics including concepts from linear algebra, calculus, and differential equations. This course will also include discussions of current research in mathematical economics and students will present research papers in a seminar format.

EC 727. SEMINAR IN INDUSTRIAL ORGANIZATION 3 HRS.

(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the theoretical and empirical framework for analysis of imperfectly competitive markets and behavior of firms with a focus on current research in these fields. The course will challenge students to analyze and discuss modern methods and topics in industrial organization, implement advanced statistical methods to analyze and simulate data, and prepare high-quality research products.

EC 731. SEMINAR IN THE ECONOMICS OF CRIME 3 HRS.

(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the theoretical and empirical framework for analysis of criminal justice markets and criminal behavior, with a focus on current research in these fields. The course will challenge students to analyze and discuss modern methods and topics in the economics of crime, implement a range of statistical methods to analyze data, and prepare high-quality research products.

EC 737. SEMINAR IN GAME THEORY 3 HRS.

(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the theoretical foundation for analysis of strategic behaviors between agents in the economy. The course will challenge students to analyze and discuss seminal and modern theory in game theory. Students will be challenged to identify real world situations of strategic behavior, develop predictions of behavior, and present findings to the class as well as a variety of audiences.

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.

EC 741. SEMINAR IN HEALTH ECONOMICS 3 HRS.

(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the theoretical and empirical framework for analysis of healthcare markets and health behavior with a focus on current research in these fields. The course will challenge students to analyze and discuss modern methods and topics in health economics, implement a range of statistical methods to analyze health market data, and prepare high-quality research products.

EC 751. SEMINAR IN LABOR ECONOMICS 3 HRS.

(Prerequisites: Coursework in economics and statistics or related field(s).) This course provides the theoretical and empirical framework for analysis of labor markets with a focus on current research in these fields. The course will challenge students to analyze and discuss modern analytical methods and topics in labor economics, implement a range of statistical methods to analyze labor market data, and prepare high-quality products to distribute research results.

EC 780. TEACHING ECONOMICS: SUPPLY AND DEMAND 1 HR.

This course is intended for educators who wish to develop, expand, or enhance their ability to teach about supply, demand, and related market forces. The course involves working with EconLowDown by the Federal Reserve Bank of St. Louis.

EC 781. TEACHING ECONOMICS: GROSS DOMESTIC PRODUCT 1 HR.

(Prerequisite: Graduate Standing. Corequisite: Simultaneous registration for the companion course materials offered by the Federal Reserve Bank of St. Louis (FRBSL) at no charge to you. In addition, teaching a compatible course in high school (or middle school) is required.) This is an online course offered in conjunction with the Federal Reserve Bank of St. Louis for educators who wish to develop, expand, or enhance their ability to teach about Gross Domestic Product.

EC 782. TEACHING ECONOMICS: INFLATION 1 HR.

(Prerequisite: Graduate Standing. Corequisite: Simultaneous registration for the companion course materials offered by the Federal Reserve Bank of St. Louis (FRBSL) at no charge to you. In addition, teaching a compatible course in high school (or middle school) is required.) This is mostly an online course offered in conjunction with the Federal Reserve Bank of St. Louis for educators who wish to develop, expand, or enhance their ability to teach about money.

EC 783. TEACHING ECONOMICS: MONETARY POLICY 1 HR.

(Prerequisite: Graduate Standing. Corequisite: Simultaneous registration for the companion course materials offered by the Federal Reserve Bank of St. Louis (FRBSL) at no charge to you. In addition, teaching a compatible course in high school (or middle school) is required.) This is an online course offered in conjunction with the Federal Reserve Bank of St. Louis for educators who wish to develop, expand, or enhance their ability to teach about monetary policy.

EC 784. TEACHING ECONOMICS: MONEY 1 HR.

(Prerequisite: Graduate Standing. Corequisite: Simultaneous registration for the companion course materials offered by the Federal Reserve Bank of St. Louis (FRBSL) at no charge to you. In addition, teaching a compatible course in high school (or middle school) is required.) This is an online course offered in conjunction with the Federal Reserve Bank of St. Louis for educators who wish to develop, expand, or enhance their ability to teach about money.

EC 785. TEACHING ECONOMICS: UNEMPLOYMENT 1 HR.

(Prerequisite: Graduate Standing. Corequisite: Simultaneous registration for the companion course materials offered by the Federal Reserve Bank of St. Louis (FRBSL) at no charge to you. In addition, teaching a compatible course in high school (or middle school) is required.) This is an online course offered in conjunction with the Federal Reserve Bank of St. Louis for educators who wish to develop, expand, or enhance their ability to teach about Unemployment.

EC 786. TEACHING ECONOMICS: OPPORTUNITY COST 1 HR.
This course is intended for educators who wish to develop, expand, or enhance their ability to teach about decision making using opportunity cost as a foundation. The course involves working with EconLowDown by the Federal Reserve Bank of St. Louis.

EC 787. TEACHING ECONOMICS: TRADE 1 HR.
This course is intended for educators who wish to develop, expand, or enhance their ability to teach about trade and the underlying forces related with it (e.g., comparative advantage). The course is involves working with EconLowDown by the Federal Reserve Bank of St. Louis.

EC 788. TEACHING ECONOMICS: LABOR AND MARKETS 1 HR.
This course is intended for educators who wish to develop, expand, or enhance their ability to teach about labor economics along with and the market and institutional forces related to it. The course involves working with EconLowDown by the Federal Reserve Bank of St. Louis.

EC 789. TEACHING ECONOMICS: ENVIRONMENT 1 HR.
This course is intended for educators who wish to develop, expand, or enhance their ability to teach about environmental economics and externalities (e.g., spillover costs or benefits accruing to those external to the market). The course involves working with EconLowDown by the Federal Reserve Bank of St. Louis**.**

EC 797. GRADUATE INTERNSHIP IN ECONOMICS 1-6 HRS.
(Prerequisites: Coursework in economics, statistics, or related field(s).) This course allows students to apply expertise by participating in an internship or practicum. Typically, this involves work with an organization in either a paid on unpaid role on projects related to the concentration informatics, econometrics, or related area

EC 798. DIRECTED RESEARCH IN ECONOMICS 1-6 HRS.
(Prerequisites: Coursework in economics and statistics or related field(s).) This course requires students to apply methods in economic research to current issues. This requires students to obtain, manage, analyze, and present data to answer specific research questions in their field(s) of interest. This course also requires students to read and analyze modern literature in economics, concisely discuss these papers, and discuss how their findings deviate from existing research. This course is designed to supplement the seminar courses in economics where students will be asked to develop novel research questions.

EDUCATION, SECONDARY

ED 220. INTRODUCTION TO TEACHING 0- 2 HRS.
(Prerequisite, sophomore standing.) This introductory course assists teacher candidates in developing realistic expectations about teaching as a profession. This course includes an analysis of how history, policy, society, and philosophy impact views of American education. Course topics include effective teaching practices and strategies for working with diverse learners. High-impact field experiences are required.

ED 332. EDUCATIONAL PSYCHOLOGY 2 HRS.
(Co-requisites ED333 and ED334.) The course is for candidates who have been admitted to teacher education and enrollment concurrent with ED334 and ED333 in the same section is required. This course is part of the first phase of professional education and is designed to teach the relationships between psychological principles and the educative process. Practical experiences are related to classroom organization, management and learning activities. Adolescent development is treated through application of learning theories, research design and behavioral objectives. This professional education course integrates with the other courses in Phase I to provide a theoretical and practical base for teaching.

ED 333. PRINCIPLES OF SECONDARY EDUCATION 3 HRS.
(Corequisites, ED 334 and PY 334.) The course is for candidates who have been admitted to teacher education and enrollment concurrent with ED 334 and PY 334 in the same section is required. Candidates completing ED333 will demonstrate the ability to conduct curriculum development, including decision-making, planning for all learners, instruction, and assessment skills and reflection required of effective middle level and secondary teachers. An extensive field experience is required; this field experience is called the internship and is designed to have the candidate gain first-hand experience in classroom operations and in working with students in a school setting. Candidates will demonstrate critical thinking skills in their internship in a school, as they work with individuals, small groups, and the whole class. Candidates will also describe basic elements associated with current reform movements. Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 334. CLASSROOM MANAGEMENT 3 HRS.
(Corequisites, ED333 and PY334) The course is for candidates who have been admitted to teacher education and enrollment concurrent with ED333 and PY334 in the same section is required. The course is designed to develop the following skills: organizing the secondary classroom; conducting lessons geared toward students of differing backgrounds and abilities; conducting lessons involving problem solving, group work, active engagement and self-motivation; developing a climate which fosters creative inquiry; developing skills for keeping students on task; and developing classroom management and discipline strategies. Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 340. USING ASSESSMENT AND DATA IN THE SECONDARY CLASSROOM 3 HRS.
Using data to make classroom-based decisions involves collecting, managing, evaluating, and applying data in a critical manner. The focus of this course is to develop skills in the assessment of students and in the reasoning ability that is necessary to create, select, and administer assessments; analyze the assessment results; and apply concepts to make decisions about teaching and other professional activities based on data of all kinds. Assignments and projects tying this course content to the student's own teaching field are course requirements. Major topics include: selecting and developing assessments; reliability and validity; standardized testing and interpreting score reports (percentile scores); collecting and analyzing assessment data; using data of all kinds to improve student learning; value added measurement; using data to compare schools, states, and nations; correlation and the correlates of effective teaching.

ED 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.

ED 347. VOLUNTEER TUTORING PROGRAM 1 HR.
Provides the opportunity for students to gain supervised experience in the schools tutoring children in a variety of subjects, an assigned by classroom teachers. Students will work one-on-one with children, in small groups, or on various projects with the teachers. Placements are available for all levels of public school. This is a commitment for the entire semester and at least 50 hours of volunteer time is expected. The recommended amount of time is 2-24 hours per week. This can count toward the 100 hours contact time required to enter Phase I education classes.

ED 431. PERFORMANCE ASSESSMENT FOR STUDENT TEACHING 0 HRS.
Students will successfully complete a performance assessment, a requirement for program completion, during the student teaching

internship. The performance assessment also fulfills a requirement for licensure in the state of Kansas.

ED 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.
Students will carry out individual projects under the guidance of selected staff members. Consent of instructor or the dean or designee is needed prior to enrollment. Candidate must secure advisor and teacher education admission director approval prior to enrollment.

ED 525. TECHNOLOGY FOR EDUCATORS 3 HRS.
This course offers a comprehensive understanding of instructional design and technology applications in education, emphasizing creative and critical thinking. Students develop fundamental and ethical technology integration skills with practical classroom applications for their respective teaching fields. The curriculum covers essential educational technology terminology, hardware, software, and hands-on activities to enhance knowledge, application, and evaluation.

ED 540. USING ASSESSMENT AND DATA IN THE SECONDARY CLASSROOM 3 HRS.
This course equips educators with vital skills in collecting, evaluating, and applying data for informed classroom decision-making. Emphasizing student assessment, topics include test development, reliability, validity, and utilizing diverse data types to inform teaching decisions. Assignments, tailored to each student's teaching field, facilitate practical application. Key areas encompass standardized testing, data analysis, and leveraging data to enhance student learning and make informed comparisons across educational contexts.

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 735. TECHNOLOGY FOR EDUCATORS 3 HRS.
This course offers a comprehensive understanding of instructional design and technology applications in education, emphasizing creative and critical thinking. Students develop fundamental and ethical technology integration skills with practical classroom applications for their respective teaching fields. The curriculum covers essential educational technology terminology, hardware, software, and hands-on activities to enhance knowledge, application, and evaluation.

ED 743. SPECIAL STUDIES IN EDUCATION 0-6 HRS.
To provide in depth studies in specific dimensions of teaching, such as techniques of questioning, evaluation of instruction and evaluation of curriculum. Topics will vary from semester to semester. Consent of instructor or the dean or designee is needed prior to enrollment.

ED 744. SPECIAL WORKSHOPS IN EDUCATION 0-2 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 810. SUPPORTING TECHNOLOGY INTEGRATION FOR SCHOOL LEADERS 3 HRS.
This course is designed to prepare school leaders (teachers, instructional coaches, administrators, etc.) for the integration and application of diverse educational technologies into classrooms and schools in ways that reflect a theoretical, research based, and practical understanding of curriculum development and the effective uses of technology. Course content explores practical ways to integrate technology into both teaching and learning and the critical importance of adequate training and professional development for successful integration.

ED 813. SECONDARY SCHOOL CURRICULUM 3 HRS.
Foundations of secondary curriculum development, analysis of current operations and theories and projects related to personal and vocational needs of students.

ED 815. FOUNDATIONS OF CURRICULUM DEVELOPMENT, K-12 3 HRS.
Investigation of acceptable curriculum practices and patterns in the modern elementary and secondary schools. Designated to assist experienced school personnel in obtaining an understanding of historic perspectives and present 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 their 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 818. PROFESSIONAL DEVELOPMENT AND THE ADULT LEARNER 3 HRS.
This foundational course in professional development will provide Teacher Leaders an introduction of knowledge, skills, attitudes, behaviors, and aspirations that a Teacher Leader will use in designing, facilitating, implementing, and assessing high-quality professional development. Additionally, principles and practices to leading adult learners will be integrated throughout the course.

ED 819. MENTORING AND COACHING 3 HRS.
This course is designed to prepare graduate students who aspire to educational leadership responsibilities to advance the professional skills of colleagues by demonstrating and applying expertise in observational skills and in providing feedback in order to support reflective practice focused on improving curriculum, instruction and assessment.

ED 820. CURRICULUM LEADERSHIP: MODELS AND STRATEGIES 3 HRS.
Students completing this course will, as current or future educational leaders (teachers and administrators), explain and work effectively with the design and management of academic programs, grades Pre-K-12. They will interpret past, current, and emerging curriculum 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. Students will be asked to apply their knowledge in four projects which gauge how students can successfully apply what they have learned in a variety of curriculum related settings.

ED 833. BELIEFS, VALUES, & ISSUES IN EDUCATIONAL PRACTICE 3 HRS.
Differing values and issues in education are addressed, as are the philosophical, historical, and social forces that create the issues. Students will be challenged to investigate the historical and cultural antecedents of modern education, and to examine their own belief systems with regard to the institution of education and to the role and function of the teacher and the school leader.

ED 835. CULTURAL INFLUENCES & EDUCATIONAL PRACTICE 3 HRS.
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 strategies for teaching, leading, and other functions of the school and its community.

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 in which the teaching/learning process is based on how the brain functions and the mind learns. We will use brain science and cognitive science to examine and reshape how, where, what, and when we teach. Brain compatible classrooms are designed with challenging, creative, safe, enriched environments that balance direct instruction with hands-on authentic constructivist learning. Brain-friendly strategies include teaching for, of, with, and about thinking/reflection. Course curriculum includes ways to recognize the diverse conditions that confront learners and how to address specific learning needs of diverse, at-risk students, including those who are hard to reach.

ED 840. MANAGING A CLASSROOM 2 HRS.
This course is designed to help new teachers and school specialists learn how to maintain appropriate student behavior through instructional strategies and communication skills. A classroom management plan will be created with procedures and student expectations.

ED 841. ESSENTIALS OF CURRICULUM DESIGN 3 HRS.
The purpose of this course is to learn the design down method for unit planning. Students will create a course purpose along with a unit that includes measurable unit outcomes, lesson outcomes, lesson plans and aligned assessments that fulfill State or Common Core Standards.

ED 842. NATIONAL BOARD CERTIFICATION PORTFOLIO DEVELOPMENT 3 HRS.
This course is designed to provide teachers with the basic requirements for portfolio development as designed by the National Board for Professional Teaching Standards (NBPTS). Students will have an opportunity to review and study the current portfolio manuals and standards document in their respective disciplines/developmental levels, and examine other relevant publications from the NBPTS. Students will also receive guidance and consultation that will be helpful in gathering and organizing the supportive professional documentation required for the NBPTS assessment procedures.

ED 843. NATIONAL BOARD CERTIFICATION SCHOOL BASED PROJECT 6 HRS.
(Prerequisite, ED/EL 842.) This course is for teachers who are candidates for advanced certification as designed by the National Board for Professional Teaching Standards (NBPTS). Provides professional support and guidance for teachers during the academic year they are completing the two components of the NBPTS assessment process--the school-site portfolio, and the written assessment center exercises.

ED 844. NATIONAL BOARD CERTIFICATION SCHOOL BASED PROJECT I 3 HRS.
This course is for teachers who are candidates for advanced certification as designed by the National Board for Professional Teaching Standards (NBPTS). This course provides professional support and guidance for teachers during the academic year they are completing the components **of** the NBPTS process relating to differentiation of instruction and the written 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 846. NATIONAL BOARD CERTIFICATION SCHOOL BASED PROJECT II 3 HRS.
This course is for teachers who are candidates for advanced certification as designed by the National Board for Professional Teaching Standards (NBPTS). This course provides professional support and guidance for teachers during the academic year they are completing the components of the NBPTS process relating to self-analysis of teaching and assessment data, and professional learning

ED 848. CREATING A CULTURE OF SCHOOL IMPROVEMENT 3 HRS.
Course topics include school culture, change theory, future-ready teaching and learning, and recruitment and retention. Students will learn through a combination of learning activities intended to highlight the characteristics of a culture of improvement. Students will engage in activities that apply their learning to their current context.

ED 853. RESEARCH PROBLEMS IN EDUCATION 1-5 HRS.
(Prerequisite, permission to enroll must be approved by the dean or designee for the discipline.) 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 dean or designee for the discipline.) The thesis is designed for graduate students working toward the degree, Master of Science, and specializing in professional education.

ED 858. STUDENT BEHAVIOR AND NEUROLOGICALLY INFORMED PRACTICE 3 HRS.
Neurological research, traditional sources of knowledge, and contributions from mental health are accessed to design socially, emotionally, and physically safe learning environments for all students and staff. Course content encourages thoughtful construction of schooling conditions, to include adults who model and teach healthy social interaction patterns. A comprehensive view of behavioral support is provided.

ED 862. ADVANCED OBSERVATION AND PARTICIPATION (SECONDARY) 2-4 HRS.
(Prerequisite, permission to enroll must be approved by the dean or designee for the discipline.) 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 868. TEACHER AS LEADER 3 HRS.
This course uses narratives, stories, and vignettes from educators who have been recognized as National Teacher of the Year or have otherwise been recognized as true teacher leaders. These stories will provide exemplars of teacher leadership and how it impacted both peer and students.

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 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 classroom management techniques in the learning environment. Students will also respond to student behavior descriptions based upon what they have learned in the course. In addition, students will examine a variety of classroom management theories and will as a culminating project, develop an individual classroom management plan for their individual classrooms.

ED 880. CONTEMPORARY TEACHING & LEARNING STRATEGIES 3 HRS.
This course will examine classroom and instructional organization practices that promote effective teaching, student learning, and applications of that learning and student engagement. Students through the course will examine a variety of teaching structures, assessing their potential impact on learning and will develop a teaching and learning template applicable to their content areas and classroom management and teaching styles.

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.
Students will learn the design down method for curriculum writing. This involves creating a course with a course purpose and high achievement unit outcomes fulfilling state, national, or Common Core standards. Students will write measurable outcomes and create lesson plans from the outcome components. They will also align assessments to unit outcomes and critique alignment of curricula.

ED 887. DEVELOPING AUTHENTIC ASSESSMENTS 2-3 HRS.
This course focuses on authentic assessment as a means of equitable student evaluation. Students will differentiate assessment, evaluation, grading, and reporting. Approaches to assessment products, performances, processes, tests, and student self-reflection and self-evaluation are explored in this course. Through triangulation students will create a balanced assessment plan for one course they teach. Participants will create rubrics for one summative assessment and observation instruments for use in evaluating processes. Students may choose to create instructions for portfolio assessment.

ED 888. PRACTICUM/ACTION RESEARCH (MEd) 3 HRS.
(Master of Education in Teaching students only; taken during their last or second to last semester of coursework.) This course involves projects that are fulfilled in a school or business classroom setting focusing on aspects of teaching. Students will create a project, interview and shadow teachers, research instructional strategies and assessments, review and critique a curriculum, complete an action research project and reflect on their learning from the projects.

ED 889. SELF AND INTERPERSONAL COMMUNICATIONS 2 HRS.
This course is a mastery learning course designed to aid teachers in developing knowledge and skills of communications. Behaviors such as face-to-face communications, style of communication and group factors which effect communication are covered.

ED 890. TEACHING INTERNSHIP 12 HRS.
Only for those accepted in the Post Baccalaureate for Alternate Route Program and who are admitted into Phase II Student Teaching. ED890 Teaching Internship Participation, under supervision, in teaching at the secondary school level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one semester or the equivalent. Specific assignment is made by the student teaching office.

ED 891. SUPERVISION OF INSTRUCTION 3 HRS.
This course is a mastery learning course designed to help educators improve the process of supervision. Competencies are developed using clinical supervision models.

ED 892. TEACHING/LEARNING MODELS 3 HRS.
This course is a mastery learning course designed to examine the classroom application of modern learning and teaching models. Primarily cognitive learning theories (i.e., information processing, social, etc.) and teaching models that utilize cognitive theories (i.e., Hunter, Gagne, etc.) will be examined.

ED 893. MASTER OF EDUCATION-TEACHING: CLINICAL EXPERIENCE 6 HRS.
Candidates will complete this course while teaching in an accredited school under the restricted license. The candidate will have opportunities to self-monitor personal teaching and classroom roles and responsibilities including observations, planning, and teaching of lessons. This course requires the successful completion of a final performance assessment.

ED 894. MASTER OF EDUCATION-TEACHING: PRACTICUM 4 HRS.
Candidates will complete this course while teaching in an accredited school under the restricted license. The candidate will have opportunities to self-monitor personal teaching and classroom roles and responsibilities including observations, planning, and teaching of lessons.

ED 895. PRACTICUM IN CURRICULUM & INSTRUCTION 1-3 HRS.
The purpose of this course is to provide the opportunity to the candidate to develop and demonstrate their 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 development, leadership in faculty development, site-based council management, leadership on school building leadership teams, etc. Students must be near completion of the C&I program prior to the course start date.

ED 898. PRACTICUM IN INSTRUCTIONAL LEADERSHIP 3 HRS.
The Instructional Leadership practicum helps students who have completed core coursework for the Master of Education Degree to practice and demonstrate proficiency in skills learned in previously taken classes. While this degree program is designed to expand knowledge areas and skills with regard to academic and instructional processes, its purpose is especially focused on leadership.

ELEMENTARY EDUCATION

EE 311. ELEMENTARY PLANNING AND ASSESSMENT 1 HR.
(Prerequisite, admission to Block 1.) This course details planning and assessment to meet Kansas state standards. Planning instruction includes instructional experiences that meet the needs of diverse learners.

EE 313. SCIENCE OF READING II 3 HRS.
(Prerequisite, admission to Elementary Block 1.) The course is designed to give an understanding of the complex nature and interaction of cognition and behavior that affect reading and writing development. Science of reading best practices for structured literacy, word recognition and language comprehension skills, vocabulary, fluency, and comprehension will be applied. Candidates explain the four-part processing system of proficient reading, writing, and major research findings.

EE 314. ELEMENTARY SOCIAL STUDIES METHODS 3 HRS.
(Prerequisite, admission to Elementary Block 1.) The course is designed to help the teacher candidate develop the knowledge, skills, and dispositions to effectively teach social studies as part of an integrated curriculum for diverse elementary school students in inclusive classrooms. This course introduces central concepts, inquiry-based approaches, and core methodology for teaching elementary social studies, by focusing on the four disciplines identified in the Kansas State Department of Education Standards: history, government and civics, geography, and economics. By the conclusion of the course, the teacher candidate will examine, plan, implement, and assess effective instructional strategies to engage learners in critical thinking, creativity, collaboration, and problem solving in social studies. High-impact field experiences are required.

EE 315. ELEMENTARY ENGLISH LANGUAGE ARTS METHODS 3 HRS.
(Prerequisite, admission to Elementary Block 2.) This course, designed for the K-6 teacher candidate, covers methodology related to the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) as well as applying skills learned to individual student performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

EE 316. ELEMENTARY SCIENCE METHODS 3 HRS.
(Prerequisites, GB 101/100 (or equivalent) and PS 115, and admission to Elementary Block 1.) Teacher candidates enrolled in this course engage in, plan, implement, and assess three-dimensional, phenomenon-based learning experiences for diverse students. Teacher candidates develop understanding of the Next Generation Science Standards, which include science and engineering practices, disciplinary core ideas, and crosscutting concepts. Course topics include physical, life, earth and space sciences, as well as engineering technology solutions. High-impact field experiences are required.

EE 317. ELEMENTARY MATHEMATICS METHODS 3 HRS.
(Prerequisites, EL 350 and admission to Elementary Block 2.) This elementary mathematics methods course provides opportunities for teacher candidates to experience research-based teaching practices that emphasize problem-solving, critical thinking, and creativity. They will use mathematical tools and representations to make real-world, meaningful connections. Teacher candidates will apply mathematical skills and concepts as they plan, teach, and assess while teaching diverse learners in the elementary classroom.

EE 318. ELEMENTARY CLASSROOM MANAGEMENT 3 HRS.
(Prerequisite, admission to Elementary Block 2.) This course is intended to provide the teacher candidate with opportunities to analyze various aspects of classroom management. The focus will be on promoting the learning and development of K-6 students by creating inclusive classroom communities, preventing management problems, utilizing appropriate interventions when necessary, and communicating effectively with parent(s) and/or guardian(s). Students will also be introduced to trauma informed practices and integrating social-emotional learning.

EE 320. OBSERVING LEARNING/TEACHING MODELS 3-5 HRS.
(Prerequisite, admission to Elementary Block 2.) Teacher candidates observe various teaching models and practice their application in the K-6 classroom. Additional seminars are required. Seminar topics address: intentional observation, evaluation of teaching, and reflection on teaching.

EE 375. ETHICS AND LAW IN ELEMENTARY CLASSROOM 1 HR.
(Prerequisite: Admission to Elementary Block 1.) This course introduces teacher candidates to the Kansas Educator Code of Conduct designed by the Kansas State Department of Education. Teacher candidates will learn about their responsibilities to students, district, and profession. Emphasis will focus on ethical behavior of teachers and laws they may encounter as an elementary/special education teacher.

EE 413. ELEMENTARY READING METHODS 3 HRS.
(Prerequisite, EE 313, admission to Elementary Block 2.) This course emphasized diagnostic assessment procedures and instructional strategies for children in grades PK-6. Candidates will collect and analyze data to develop appropriate plans to meet a student's needs. Approaches, methods, materials, teaching aids, classroom organization, and grouping for structured literacy reading instruction will be addressed for multi-cultural aspects of various learners, and students with reading difficulties and dyslexia.

EE 414. ELEMENTARY READING PRACTICUM 1 HR.
(Prerequisite, EE 313, admission to Elementary Block 2.) This course provides clinical experiences through a case study of a primary or an intermediate learner in a practicum setting demonstrating the candidate's understanding of student learning and appropriate instructional needs. The candidate will apply diagnostic assessment procedures and structured literacy instruction; EE 414 is offered concurrently with EE 413.

EE 431. PERFORMANCE ASSESSMENT FOR STUDENT TEACHING 0 HRS.
Students will successfully complete a performance assessment, a requirement for program completion, during the student teaching internship. The performance assessment also fulfills a requirement for licensure in the state of Kansas.

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 009. WRITING STUDIO 1 HR.
(Prerequisite: EG 009 is required if students cannot demonstrate satisfactory ACT score of 18 in English AND Reading subject tests, or a High School GPA of 3.0 or better, or Accuplacer score of 255 in Reading AND Writing, or a 16 or better ACT score in English and Reading AND a B or higher (not B-) in most recent HS English course, or 2.7+ HS Cumulative unweighted GPA after 5 or more semesters AND B or higher (not B-) in most recent HS English course.) EG 009 Writing Studio is a course designed to be taken concurrently with EG 101 or EG 102 to provide writing practice, fundamental skill building in grammar/mechanics, style/coherence, argument/analysis, workshop space, time management, and conference support for writing projects and skill building within the composition curriculum.

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 First-year students, 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 First-year students, 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 their 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 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 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 300. FOUNDATIONS IN LANGUAGE AND LITERARY STUDIES **3 HRS.**
(Prerequisite: EG 102 or equivalency). This course presents the foundational concepts and skills required in the field of literary arts, writing, and teaching in the English language.

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. PROFESSIONAL & 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. More specifically, EG 305 is a class that introduces students to the concepts and techniques in the practice of professional writing. Students will strengthen their skills in effective communication in business and professional settings, in both oral and written modes, and for physical and digital distribution. The course helps students acquire the rhetorical awareness and practical skills necessary to think critically about their rhetorical choices and to adapt to the ever-changing situations in which they will work and write throughout their professional lives.

EG 306. TOPICS IN FILM & POPULAR CULTURAL STUDIES **3 HRS.**
(Prerequisite: EG 102.) In this course, students explore the dynamic intersection of popular culture and film. The course may consider contemporary film, and examines how popular culture influences and represents societal values, trends, and identities. Through a cinematic lens, students will analyze film as a powerful medium that shapes and informs pop-cultural narratives.

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 315. TOPICS IN WRITING & RHETORIC **3 HRS.**
This topics course will explore various types of writing and rhetoric, equipping students with advanced skills in composition, persuasion, and critical analysis. Through an exploration of current issues and emerging trends in rhetoric, including digital rhetoric, students will engage in a range of writing activities, fostering a deep understanding of how language shapes and is shaped by diverse social, cultural, and technological contexts. The course emphasizes critical thinking, effective communication, and the development of a nuanced rhetorical awareness.

EG 320. WORLD LITERATURE SURVEY **3 HRS.**
(Prerequisite, EG 102 or EG 104.) In this course, we will study a variety of literary texts from a variety of world cultures. We will examine ancient texts from the "beginnings" of various world civilizations, such as Mesopotamia, Egypt, Africa, India, and Asia, including those of the indigenous American cultures. We will study World literature from various time periods, including 20th & 21st century texts.

EG 331. BRITISH LITERATURE SURVEY **3 HRS.**
(Prerequisite, EG 102 or EG 104.) In this course, we will study a variety of literary texts from a variety of British English or Anglo-Saxon cultures. We will examine early texts from the "beginnings" of various encounters between the Roman Empire, indigenous groups, and groups and individuals in contact in the lands that would be called the United Kingdom. We will study British literature from various time periods, including 20th & 21st century 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 340. AMERICAN LITERATURE SURVEY **3 HRS.**
(Prerequisite, EG 102 or EG104.) In this course, we will study a variety of literary texts from a variety of American cultures. We will examine early texts from the "beginnings" of various encounters between colonizing empires, indigenous groups, and groups and individuals transported from the Old world to the New. We will study American literature from various time periods, including 20th & 21st century texts.

EG 341. TOPICS IN AMERICAN LITERATURE **3 HRS.**
This topics course in American literature offers an in-depth exploration of specific themes, genres, or periods within the broader landscape of American literary history. Through the study of selected texts, students will critically examine the cultural, social, and historical contexts that shape American literature. The course provides a nuanced understanding of diverse voices and perspectives that have contributed to the development of American literary traditions.

EG 350. FOLKLORE & ORAL LITERATURE 3 HRS.
(Prerequisites: EG 102.) This English course delves into the rich tapestry of human storytelling through the exploration of folklore and oral literature. From ancient myths and legends to contemporary folk narratives, students will engage with a diverse range of oral traditions, examining the cultural, social, and literary significance of stories passed down through generations. The course embraces a global perspective, offering insights into the varied ways different cultures transmit and preserve their collective wisdom through spoken word.

EG 355. COMPARATIVE MYTHOLOGY 3 HRS.
(Prerequisites: EG 102.) In this course, we will comparatively study the mythologies and the sets of beliefs of various world cultures, including ancient Greek, Asian, Middle Eastern, European, Near Eastern, and indigenous traditions of the "American" continents. Students will consider the processes by which mythological/religious/spiritual figures are represented and how they function within their cultural contexts.

EG 360. TOPICS IN LITERATURE BY WOMEN WRITERS 3 HRS.
(Prerequisites, completion of 24 credit hours of college coursework, including EG 101 and EG 102 or equivalents.) Focus on literature written by women and the role of woman as character and author.

EG 365. DIVERSE & MULTICULTURAL LITERATURE 3 HRS.
(Prerequisite: EG 102.) In this course, students will explore literary expression from diverse and multicultural perspectives. The class offers an in-depth study of literary works that represent a range of voices, experiences, and cultural contexts. Students will engage critically with texts that challenge traditional narratives, broaden literary canons, and illuminate the multifaceted aspects of human experience.

EG 370. LANGUAGE AND GRAMMARS 3 HRS.
(Prerequisite, EG 102.) An investigation of the principles that characterize human language in general and the characteristics and conventions of the English language in particular.

EG 375. GRAMMAR FOR WRITERS 3 HRS.
(Prerequisites, EG102 or EG104.) A survey and review of traditional grammar and its application in writing standard edited American prose.

EG 383. FICTION WRITING 3 HRS.
(Prerequisite: EG 280) Through writing exercises, students in this course will learn to elements of fiction including characterization, narration, dialogue, and plot. They will produce original short fiction and flash fiction. Students should expect to read and discuss contemporary short fiction, to write prose exercises and their own original short stories, and to learn about and participate in work shopping.

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. APPLIED WRITING 1-3 HRS.
(Prerequisites, EG 101 and EG 102. May be taken concurrently with EG 102 with the instructor's permission.) Applied Writing is a variable-credit course designed to provide students with hands-on, practical experience in writing within diverse contexts. Students will engage in experiential learning, working on real-world writing projects under the guidance of the instructor. Applied Writing provides students with a dynamic and tailored learning experience, allowing them to apply and further develop their writing skills in a specific context while earning variable credit based on the depth of their engagement with writing projects.

EG 400. LITERARY ARTS & PUBLISHING CAPSTONE 3-6 HRS.
The Literary Arts & Publishing Capstone course is a variable credit hour course and is required for students completing the minor in Literary Arts & Publishing. Students will compile a portfolio with examples of graded work during their concentration course work, and they will prepare a presentation for the disciplines faculty and/or public audience. This course is designed as a culminating experience of for students completing the minor. Offered as needed.

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 CLASSROOM 3 HRS.
(Prerequisite: EG 102) The course explores effective strategies for integrating digital tools to enhance reading, writing, and critical thinking skills. The course covers digital literacy, multimedia resources, interactive platforms, and assessment methods to engage students and enrich traditional English instruction.

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 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 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 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 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 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 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 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 English office before registration begins. May be repeated for credit with different topics.

EG 560. STUDIES IN WOMEN'S LITERATURE 3 HRS.
Intensive studies of major women writers or major themes and images of women in literature. The course may include such topics as women in drama, images of women in medieval literature, major women novelists, contemporary American women poets, and women in western American literature. May be repeated more than once with a change of subject matter.

EG 565. STUDIES IN ETHNIC LITERATURES 3 HRS.
Studies in specific topics in ethnic literatures. Topics addressed will vary from semester to semester; specific detailed descriptions are available from the 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 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 583. ADVANCED FICTION WRITING 3 HRS.
(Prerequisites, EG 383.) Designed to build upon basic story-crafting techniques covered in EG 383, this course surveys story and narrative techniques of literary movements such as Romanticism, Realism, and Modernism. Writers learn the history and tenets of several genres of short fiction, such as horror, love story, and magical realism, to see how techniques from those genres can inform their own contemporary fiction.

EG 585. ADVANCED POETRY WRITING 3 HRS.
(Prerequisites, EG 280 and EG 385.) Helps develop individual poetry writing voice through in-depth study of poetics, writing and workshops.

EG 587. TOPICS IN CREATIVE WRITING 3 HRS.
A seminar-format course devoted to one specific form of writing, such as scriptwriting for drama, scriptwriting for television, the personal essay, or genre writing. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the 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 English office before registration begins. May be repeated for credit with different topics.

EG 589. INTERNSHIP/FIELD STUDY IN CREATIVE WRITING 1-3 HRS.
This course is designed to provide undergraduate creative writers, particularly students minoring in Creative Writing, with the opportunity for applied learning experiences, particularly internships, field studies, and professionalization activities in creative writing and literary arts. This course will engage students in writing and publishing opportunities in literary arts and community engagement. The course will align individual field studies and internships with larger questions of literary citizenship with a goal of helping all students to gain greater knowledge and skill for working within and advocating for the literary arts. The credit hours for the course will be determined by the instructor of the course as appropriate to the activities of the internship or field study.

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 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 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 English office before registration begins. May be repeated for credit with different topics.

EG 680. UNDERGRADUATE SEMINAR IN CREATIVE WRITING 3 HRS.
(Prerequisite, EG 580 or EG 585.) As the most advanced undergraduate writing curriculum at Emporia State, this course challenges writers to expand their knowledge and writing styles by compiling and revising the work they have generated in previous creative writing classes into publishable quality. The course provides students with directed readings in material relevant to their writing projects. Students revise and edit work for a final portfolio which is applicable for use in applying to M.A. or M.F.A. programs, and which students can also use to assess their own progress and learning in creative writing.

EG 710. SEMINAR IN CRITICISM 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in literary criticism and theory. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the English office before registration begins. May be repeated for credit with different topics.

EG 715. SEMINAR IN RHETORIC 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in rhetoric and composition. Topics addressed will vary from semester to semester, including such topics as History of Rhetoric, Modern Rhetoric, Classical Rhetoric, and Introduction to Composition Studies. May be repeated for credit with different topics.

EG 720. SEMINAR IN WORLD LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in world literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the 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 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 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 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 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 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 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 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 783. ADVANCED FICTION WRITING 3 HRS.
Designed to provide graduate creative writers with historical context for literary movements and genres, this course surveys story and narrative techniques of literary movements such as Romanticism, Realism, and Modernism. Writers learn the history and tenets of several genres of short fiction, such as horror, love story, and magical realism, to see how techniques from those genres can inform their own contemporary fiction.

EG 785. ADVANCED POETRY WRITING 3 HRS.
Designed to build upon basic poetry writing techniques covered in EG 385, but fit for anyone who wants to advance their poetic craft, this course surveys poetry and poetry writing modes, such as narrative, lyric, confessional, and meditative modes. Writers learn the modes of poetry writing to see how these approaches can inform their own creative work. Writers create, revise, and compile into a portfolio several of their own original poems. Poems are critiqued in open class workshops and by the instructor. Texts include an instructional and inspirational text with writing exercises, poetry theory handouts, and readers of modern and contemporary poetry.

EG 787. TOPICS IN CREATIVE WRITING 3 HRS.
This three-credit-hour workshop-oriented class will focus on the craft and process of playwriting from a play's initial draft to its advanced revision and performance. Likewise, for screenwriting, the class will focus on the craft and process from the screenplay's initial draft to its eventual pitch or filming. Students will write short stage and screen plays. Class readings will be used to demonstrate classical and modern forms, current writing styles, and issues relating to form and aesthetic. Class time will be spent discussing craft, analyzing the assigned readings, and critiquing student writing. Time permitting, the class will also conduct script-in-hand productions of selected class stage plays.

EG 788. STUDIES IN CREATIVE WRITING 3 HRS.
This course is designed to provide graduate creative writers with directed studies in particular aspects of creative writing and literary publishing.

EG 789. INTERNSHIP/FIELD STUDY IN CREATIVE WRITING 1-3 HRS.
This variable credit course is designed to provide graduate creative writers with academic supervision and rigor for applied learning experiences, particularly internships, field studies, and professionalization activities in creative writing and literary arts. Students undertake individual field studies and internships while learning about literary citizenship, with a goal of helping all students to gain greater knowledge and skill for working within and advocating for the literary arts. The credit hours for the course will be determined by the instructor of the course as appropriate to the activities of the internship or field study.

EG 790. TEACHING COLLEGE COMPOSITION 3 HRS.
(Prerequisite, graduate standing) This course provides an introduction to teaching composition at the college level, including an overview of current theoretical approaches to teaching writing, with special attention to ESL and multicultural issues. Instruction will include designing and sequencing writing assignments, creating grading rubrics and other assessment strategies, as well as practical advice for managing day-to-day classroom issues, like how to conduct group work. will include attention to how first-year composition courses contribute to the overall goals for General Education, especially in terms of writing skills.

EG 792. SEMINAR IN YOUNG ADULT LITERATURE 3 HRS.
(Prerequisite, graduate standing or permission of the instructor.) Studies in specific topics in young adult literature. Topics addressed will vary from semester to semester; specific detailed descriptions are available in the 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 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 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 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 English office before registration begins.

EG 895. TEACHING PRACTICUM 3 HRS.

This course is designed to provide graduate teaching assistants with the fundamentals necessary to teach Composition I and II in the composition program at Emporia State University. The course will provide students with both theory and practical applications in the effective teaching of writing. Students will be expected to work collaboratively, as well as individually, to produce detailed teaching plans prior to classroom implementation.

EG 899. THESIS, M.A. 1-6 HRS.

(Required for the M.A. degree in English.) Independent study and research in an approved subject. Frequent conferences with the directing professor.

ELEMENTARY

EL 150. INTRODUCTION TO THE ELEMENTARY EDUCATION MAJOR 1 HR.

The main objective of this seminar is to introduce students to the Elementary Education major at Emporia State University. It will familiarize and orient students to the program, expectations, and career options in the field of education. This is a one-credit hour course.

EL 220. INTRODUCTION TO TEACHING 2 HRS.

(Prerequisite, sophomore standing.) This introductory course assists teacher candidates in developing realistic expectations about teaching as a profession. This course includes an analysis of how history, policy, society, and philosophy impact views of American education. Course topics include effective teaching practices and strategies for working with diverse learners. High-impact field experiences are required.

EL 230. CHILDREN'S LITERATURE 3 HRS.

This course introduces teacher candidates to a wide range of literature for children. Course topics include selecting appropriate literature to meet the diverse cultural, interest and learning needs of all children. Strategies are included for integrating literature into instruction in the K-6 classroom.

EL 312. SCIENCE OF READING I 3 HRS.

The course is designed to give an overall understanding of the complex nature and interaction of the cognitive, linguistic, and social factors influencing the developmental process of reading. Teacher candidates will be introduced to the science of reading and focus on structured literacy, phonological awareness, phonemic awareness, phonics, and word recognition skills.

EL 329. DIVERSE LEARNERS IN THE CLASSROOM 3 HRS.

This course is an introduction to the concepts and practices of differentiated instruction for children with diverse developmental, linguistic, and cultural characteristics. This includes literacy development, research, and effective teaching practices that support emerging second language learners, ways to connect students' home languages, background literacy knowledge and development are explored. Teacher candidates will be exposed to non-biased techniques for meeting the needs of diverse learners. As critical thinkers, teacher candidates will also begin to analyze their own cultural background and that of others to the extent of how it will impact the classroom setting.

EL 343. SPECIAL STUDIES IN ELEMENTARY EDUCATION 0-3 HRS.

(Prerequisite, consent of instructor.) This course offers an in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed.

EL 344. SPECIAL STUDIES IN ELEMENTARY EDUCATION 0-3 HRS.

(Prerequisite, consent of instructor.) To provide in-depth study in specific dimensions of teaching or to offer new knowledge and content emerging in the field of study. Topics will vary as needed. This course is offered only by pass/no credit.

EL 350. MATHEMATICAL APPLICATIONS FOR THE ELEMENTARY CLASSROOM 4 HRS.

(Prerequisite: must have a grade of 'C' or higher in College Algebra, College Algebra with Review, Calculus, Pre-Calculus, Basic Calculus, or Principles of Mathematics) This course provides teacher candidates an opportunity to experience and understand mathematics content relevant to the K-6 elementary teacher. Teacher candidates will learn and apply the Kansas Math Content Standards along with best practice strategies to teach these topics in elementary mathematics classrooms.

EL 416. INTEGRATING LITERACY STRATEGIES ACROSS THE SECONDARY CONTENT 2 HRS.

This course addresses the need for literacy instruction at the middle and secondary levels designed to help adolescents become more skillful with reading, writing, speaking, listening, viewing, and performing in all content areas. Prospective teachers will gain knowledge about useful techniques and effective strategies for teaching students how to understand content materials; the process of reading to learn; the comprehension and vocabulary demands of subject-matter classrooms; definition of text and textbook evaluation; informal and formal assessment; evaluation of the students' reading skills; the accommodation of individual differences; integrating literacy standards into their specific content disciplines; and planning effective strategic lessons.

EL 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.

(Prerequisite, consent of the dean or designee for the discipline.) 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 515. INTRODUCTION TO TRENDS IN TRAUMA AND RESILIENCE IN EDUCATION 3 HRS.
This course provides the stakeholder in education with the attitudes, skills, and strategies to educate children that have experienced trauma. The stakeholder will also be provided with the skills to increase the desire and ability to collaborate with other professionals, para-educators, and parents in a team effort in order to provide the best practice for students who have experienced trauma.

EL 721. SCIENCE OF READING I 3 HRS.
This course focuses on reading instruction and its connection to language arts within the Science of Reading framework. Emphasis is on literacy acquisition, developmental progression, and evidence-based practices like phonics and fluency. Students will explore key theories, research, and ways to create literacy-rich environments.

EL 723. SCIENCE OF READING II 3 HRS.
This course explores reading as an integrated part of the curriculum, covering structured literacy, multisensory instruction, vocabulary, comprehension, writing, and spelling. It emphasizes evidence-based strategies, adapting instruction for diverse learners, and using technology and assessments to foster lifelong reading and learning.

EL 725. DIFFERENTIATING INSTRUCTION 2 HRS.
This course provides descriptions and applications of methods and strategies for teaching diverse learners. Candidates will participate in a variety of activities to demonstrate their knowledge and skills to meet the academic needs of all learners through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate across the content areas.

EL 726. ELEMENTARY ENGINEERING AND ROBOTICS 3 HRS.
This on-line course engages students in sequential scientific discussion activities that will increase your competence in (1) problem-solving process skills in engineering and robotics and (2) planning, teaching, and evaluating the effectiveness of science lessons for children in the elementary school setting. The course is designed on a competency-based, mastery model. Throughout the course, students practice using logic, cognitive processing skills, and strategies from recently developed activity based K-8 science curricula including strategies for enriching a more conventional, textbook-oriented curriculum.

EL 740. STEM CONCEPTS THROUGH FICTION AND NONFICTION 3 HRS.
An exploration of children's literature, fiction and nonfiction, with a focus on ways both print and digital texts can be used to create interest in and to teach STEM concepts. Course content is appropriate for K-12 educators, including classroom teachers, library media specialists, support teachers, as well as public librarians who focus on youth services.

EL 742. ADVANCED RESEARCH AND DEVELOPMENT 3 HRS.
This course is designed to develop the educators' knowledge and skills in appropriate research techniques with the participants developing an independent study project that will be implemented in the fall and spring semesters. Students will produce a research proposal and then complete a final paper that reports the outcome of the proposed research activity.

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 discipline. 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 AND POSITIVE BEHAVIOR SUPPORTS 2 HRS.
The content in this course will be focused on the principles of behavior management and the application in the K-6, 7-12, and or PK-12 educational setting for educators. Candidates will have the knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning and motivation. This course will help the candidates become an effective practitioner who uses ethical, effective, and efficient management of behavior using of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

EL 751. APPLICATION OF DEVELOPMENT THEORIES 3 HRS.
This course is for students who are practitioners in any educational setting from pre-K through secondary school. Course covers the main theories currently used as the foundation for quality education, pre-K through late adolescence and young adults. Effective practitioners can articulate the theoretical bases for teaching goals and strategies.

EL 784. TRENDS IN ELEMENTARY STEM EDUCATION 3 HRS.
This course is designed to develop the educators' knowledge and skills in appropriate research techniques and topics in elementary STEM education. Students will develop a research project that will be implemented in their school/classroom. Students will produce a research proposal and then complete a final paper that reports the outcome of the research.

EL 801. BEST PRACTICES IN ELEMENTARY LANGUAGE ARTS 3 HRS.
This course is designed to assist prospective and in-service teachers in understanding practical application identified by research; including the implications of current theory and recommended practices in Language Arts (reading, writing, speaking, listening, and viewing) that create learning experiences to engage learners in critical thinking, creativity, and collaborative problem solving.

EL 802. BEST PRACTICES IN ELEMENTARY MATHEMATICS 3 HRS.
This course is designed to develop prospective and in-service elementary teachers' knowledge and skill in teaching mathematics. Course focus will include relevant research and standards, applicable to the effective teaching of mathematics content to elementary school students. Concepts and material developed in the class will be related to actual classroom situations.

EL 803. BEST PRACTICES IN ELEMENTARY SCIENCE 3 HRS.
This course is designed to develop prospective and in-service elementary teachers' knowledge and skills in teaching problem solving and inquiry based science. Course focus will include relevant research and standards, including STEM integration, to the effective teaching of elementary science content. Concepts and material developed in the class will be related to actual classroom situations.

EL 804. BEST PRACTICES IN ELEMENTARY SOCIAL STUDIES 3 HRS.
This course is designed to assist prospective and in-service teachers in understanding effective methods for planning, teaching and assessing elementary social studies (people and places, civics and government, geography, economics, and history). Resources that promote critical thinking, creativity and collaborative problem solving appropriate for all learners will be identified.

EL 809. SUPPORTING TECHNOLOGY INTEGRATION FOR SCHOOL LEADERS 3 HRS.
This course is designed to prepare school leaders (teachers, instructional coaches, administrators, etc.) for the integration and application of diverse educational technologies into classrooms and schools in ways that reflect a theoretical, research based, and practical understanding of curriculum development and the effective uses of technology. Course content explores practical ways to integrate technology into both teaching and learning and the critical importance of adequate training and professional development for successful integration.

EL 810. INFORMATION LITERACY 3 HRS.
This course focuses on the process of becoming web literate or finding, understanding, and using information from the web. A foundation will be built from what we know about reading, learning, and effective teaching practices with print text in order to understand the benefits and challenges of reading on the web. Course projects will encourage participants to actively use models of inquiry with the web to pursue answers to their own questions and learn ways to guide students through the online inquiry process.

EL 819. PRACTICUM EXPERIENCE: MASTER OF SCIENCE ELEMENTARY EDUCATION 1-2 HRS.
A practicum is a practical course of study. This practicum course is designed to provide an opportunity for the Candidate to integrate and demonstrate skills acquired in method's coursework. The Candidate will have opportunities to self-monitor personal teaching and classroom roles and responsibilities (including daily observation/participation, planning and teaching of lessons).

EL 821. LITERACY PRACTICES & DYSLEXIA IN THE CLASSROOM 3 HRS.
This course equips teachers with skills to create literacy-rich environments that engage all students, focusing on standards, curriculum, instruction, and assessment. It covers state literacy standards, dyslexia fundamentals, and explores language domains, literacy development, and the phonology-orthography connection in the science of reading, while valuing societal differences.

EL 823. ANALYSIS OF READING ASSESSMENT AND INSTRUCTION 3 HRS.
(Prerequisites, EL 721 and EL 723) This course is designed to provide the reading specialist or classroom teacher with the knowledge, skills, and processes to assess and analyze reading performance and provide effective research-based instruction for the primary, intermediate, and advance level readers (preK-12th grade levels).

EL 827. ASSESSING AND INSTRUCTING LEARNERS: LITERACY PRACTICUM 3HRS.
(Prerequisite EL 823 and Instructor Permission) Students will apply knowledge and skills from EL 823 by working with a reader with a reading disability. The student will gather materials, tutor and assess a student for a minimum of 25 hours, and write a diagnostic/prescriptive summary.

EL 828. INSTRUCTIONAL LEADERSHIP AND COACHING 2 HRS.
This course focuses on the theory and instruction of leadership and coaching across all disciplines. Course activities and assignments will allow students to broadly view effective roles of the coach/leader in the schools and apply the content to a specific subject area (litHL eracy, math, STEM, etc.). This course is a prerequisite for EL829, Literacy and Coaching Practicum.

EL 829. LEADERSHIP AND COACHING PRACTICUM 2 HRS.
(Prerequisite: EL 828 and Instructor Permission) Each student will participate in practical experiences related to professional leadership and coaching roles in the selected field of study. The course serves as the capstone for the instructional specialist degree.

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 dean or designee for the discipline.) Under individual direction, the student will select and pursue the investigation of special problems.

EL 854. ACTION RESEARCH IN THE CLASSROOM 3 HRS.
This course is designed to develop the educators' knowledge and skills in appropriate action research techniques with the participants developing an action research project that will be implemented in their school/classroom. Students will produce a research proposal and then complete a final paper that reports the outcome of the research.

EL 875. CLINICAL EXPERIENCE: MASTER OF SCIENCE ELEMENTARY EDUCATION 4 HRS.
(Prerequisite: EL 819, must be successfully completed with a B or higher prior to taking EL 875.) A clinical experience is designed to create a shadowing/residency type setting for Candidates. This course is designed to provide an opportunity for the Candidate to integrate and demonstrate professional teaching skills. The Candidate will have opportunities to self-monitor personal teaching and classroom roles and responsibilities (including daily teaching routines, planning and teaching of lessons, classroom management, and meeting the needs of all learners in a PK-6 classroom setting).

EL 881. CONTEMPORARY TEACHING AND LEARNING STRATEGIES 3 HRS.
Students completing this course will, as current or future curriculum leaders, continue to expand their thinking regarding what constitutes an effective classroom learning environment with regard to both teaching

and learning, gaining a better perspective and understanding of the critical importance of instructional and behavioral planning and the elements that can assist in maximizing opportunities for student engagement, learning and application of that learning while considering a variety of assessments including projects that will demonstrate learning mastery.

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 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.

EL 892. TEACHING/LEARNING MODELS 3 HRS.
This course will expose candidates to researched based teaching/learning systems, structures, and strategies that support school improvement efforts by meeting the diverse needs of students and increasing student achievement. Candidates will explore different types of lesson plans and write lesson plans based on K-6, 7-12, and/or PK-12 curriculum standards, lesson objectives and assessments.

EL 925. READING RESEARCH STUDIES 3 HRS.
(Prerequisite, EL 827 or its equivalent.) An exploration of major sources reporting reading research. Major research studies in the field are discussed and interpreted. Time is also spent on developing the skills necessary for conducting reading research.

EL 927. ADVANCED PRACTICUM IN READING 4 HRS.
(Prerequisite, EL 827 or its equivalent.) This course is designed to give graduate students training to be reading specialists an opportunity to apply their knowledge of diagnostic and remedial techniques in a group setting. Students will test, tutor, develop case studies and lesson plans for a group of at least three children. A total of thirty clock hours will be spent working with the children.

ENTREPRENEURSHIP

EP 301. INTRODUCTION TO ENTREPRENEURSHIP 3 HRS.
This course provides an experiential study of the activities and skills needed to successfully create, launch, run, and harvest an entrepreneurial endeavor. Emphasis is placed on ideation, creativity, collaboration, pitch, financing, lean start up, and considerations that impact launching, maintaining, and harvesting a start-up.

EP 310. ENTREPRENEURIAL MANAGEMENT 3 HRS.
Prerequisite; EP 301 or MG 301) Analysis of management throughout the lifecycle in an entrepreneurial venture. Topics include characteristics of entrepreneurs and entrepreneurial managers, organization life cycle, the business plan, financial projections, pitching, product/service research, and legal aspects from start-up through maturity. Students must earn a minimum of a "C" grade in EP 310 to fulfill major/minor.

EP 350. ENTREPRENEURIAL STARTUP 3 HRS.
(Prerequisites: EP 301 or MG 301 or EP 310 with a minimum grade of a "C") To allow students to confront the basic tasks that a new venture will encounter, this provides the student the opportunity to guide their business through the first six months of operation. Additionally, this course examines the exit strategies, succession planning and the dynamics specific to family-owned businesses.

EP 360. SOCIAL ENTREPRENEURSHIP 3 HRS.
(Prerequisites: EP 301 or MG 301 or EP 310 with a minimum grade of a "C") This course prompts students to confront the questions and challenges in today's society that will impact social change. Students are asked to design new products/services that will provide a possible solution to a social problem. Throughout this course the impact and progress of nonprofit organizations will be examined. The ethical and moral questions faced by non-profits in social ventures will be examined.

EP 370. ENTREPRENEURIAL GROWTH AND SUSTAINABILITY 3 HRS.
(Prerequisites: EP 301 or MG 301 with a minimum grade of a "C") To provide students with the skill set necessary to grow their startup after launch into a viable and sustainable venture. This course focuses on operational and financial concerns common to new ventures. Students will be given the opportunity to guide their product/service from startup to sustainability.

EP 450. NEW ENTREPRENEURSHIP VENTURE EXPERIENCE 3 HRS.
(Prerequisites: EP 301 or MG 301 with a minimum grade of "C") This course provides an experiential startup opportunity that focuses on the necessity of entrepreneurial thinking, innovation, strategy, marketing, management, and finance. Students will develop a professional-quality business plan and a feasible business model to be judged in an entrepreneurial pitch contest.

EP 810. ENTREPRENEURIAL MINDSET 3 HRS.
This course will develop and prepare a global entrepreneurial mindset that will assist students to think, act, and create opportunities in uncertain environments. This course will cover entrepreneurship in different global and national environments such as startups, for-profit organization, nonprofit organization, large corporations, with-in corporations, and family businesses.

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 and critical consumer of scholarly research in their field of endeavor.

ER 753. RESEARCH IN EDUCATION 3 HRS.
This is an introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable and critical consumer of scholarly research in their field of endeavor. The course will also emphasize the use of action research for program improvement.

ER 810. STATISTICS AND METHODOLOGY 1 HR.
The purpose of this course is to strengthen the relevant skills needed to be successful in a graduate statistics course. The course is offered online only within a self-paced format. Course content is devoted to basic descriptive statistics, inferential statistics at an introductory level, and a brief overview of experimental methodology.

ER 851. RESEARCH DESIGN AND WRITING 3 HRS.
Develop competencies in designing research proposals and writing of research work. Introduction to theoretical concepts and research. Investigate, evaluate and discuss various types of research studies and designs. A study of variables related to research problems and

hypotheses. Development of first three chapters of thesis or research problem.

ER 857. STATISTICS METHODS FOR EDUCATION AND PSYCHOLOGY, II 3 HRS.
(Prerequisite, an introductory course in applied statistics.) An intermediate level course in applied statistics. The major statistical methods studied are regression, independent analysis of variance (ANOVA), repeated ANOVA, analysis of covariance (ANCOVA), mixed design ANOVA, as well as introduction to formal research design.

EARTH SCIENCE

ES 110. INTRODUCTION TO EARTH SCIENCE 4 HRS.
(Corequisite, ES 111.) This course may be used for general education requirements and also serve as the first course for those majoring or pursuing a teaching field in earth science. An introduction to the earth sciences through combined lecture and laboratory experiences in the areas of astronomy, geology, meteorology, and oceanography.

ES 111. INTRODUCTION TO EARTH SCIENCE LAB 1 HR.
(Corequisite, ES110) Laboratory to accompany ES 110.

ES 237. GEOLOGIC ENVIRONMENTS OF THE GREAT PLAINS 2 HRS.
The geological attributes and geologic history of the Great Plains region of North America are intimately involved, directly and indirectly, with its boundaries, scenery, resources, and hazards. Attention will focus on these relationships and on the coexistence of mankind. Aspects of geologic history will be examined for their impact on the present, and the interrelations of the geo-environmental factors of topography, soils, water, mineral resources, and climate will be illustrated and related to human activities.

ES 254. PHYSICAL GEOGRAPHY 3 HRS.
Primarily for majors and minors in geography, the physical and biological sciences, and others interested in physical geography. Systematic study of the elements of climate, landforms, water resources, vegetation, soil, and minerals.

ES 314. PROJECT DESIGN SEMINAR 1 HR.
(Prerequisite, earth science major or BSE candidate with earth/space science teaching field, at least junior standing.) The course is an introduction to strategies and techniques of research. Progressive definition of a problem and devising means to solve it will be emphasized. Supporting techniques of library use and conventions of scientific proposal and report writing will also be surveyed.

ES 319. METEOROLOGY 3 HRS.
(Prerequisites ES 110 and ES 111.) An introduction to atmospheric science providing information on the properties of the atmosphere, the scientific principles that govern weather and climate, and interactions between the atmosphere and the other components of the Earth system. The physical processes underlying weather phenomena are studied through the construction and analysis of various surface and high level atmospheric charts, cross sections, and graphs.

ES 320. SEVERE AND UNUSUAL WEATHER 3 HRS.
(Prerequisites ES 110 and ES 111 and ES 319.) This course is an introduction to the meteorological phenomena considered to be severe and/or unusual, including: blizzards, ice storms, thunderstorms, lightning, hail, flash floods, tornadoes, and others. Emphasis will be placed on weather that affects the U.S. Plains States, including Kansas. Particular attention will be given to each weather phenomenon, its causes, its hazards, and what should be done to predict, avoid, and survive the hazards and to mitigate against their effects.

ES 331. ICE AGE ENVIRONMENTS 3 HRS.
(Prerequisite, ES 110 and ES111.) An introduction to geology, landscapes, glaciers, climate, and biology of the Ice Ages. The relationship of Ice Age events to modern environments, the nature of climatic and environmental change, and the role of man. Three hours lecture per week and field trips.

ES 333. ENVIRONMENTAL GEOLOGY 3-5 HRS.
(Prerequisite, ES 110 and ES111.) Focus on natural operations of systems and cycles involved with geologic hazards and resource distribution/production. Beneficial and disastrous consequences of man's involvement with natural operations will be analyzed and applied to land use planning. Course appropriate for those interested in environmental studies, but also agriculture, civil engineering, construction, economics, planning, science education.

ES 341. WETLAND ENVIRONMENTS 3 HRS.
(Prerequisites, ES110 and ES111.) An interdisciplinary overview of physical, biological, and cultural aspects of wetlands. Definitions, classification, origins, and natural processes of wetland environments. Wetlands in boreal, temperate, and tropical climatic settings. Human impact, exploitation and management of wetland resources. Lectures, exercises and field trips. A student may not earn credit in more than one of EB 341, ES 341, or GE 341.

ES 351. INTRODUCTION TO GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisite, ES110 and ES111.) Introduction to geographic information systems (GIS) and remote sensing techniques as applied to documenting, mapping, interpreting, and managing natural and cultural resources. Types of GIS data, computer hardware and software used for geospatial analysis, basic cartography, digitizing, image georeferencing, and global positioning systems. Lectures, laboratory exercises, and field applications.

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. Investigations of the causes of climactic variations and the effects of climate on humans and the natural environment.

ES 366. NATURAL HAZARDS 3 HRS.
(Prerequisites, ES110/111.) Natural hazards are Earth processes that are harmful to humans and their property. Natural hazards can be as spectacular as volcanic eruptions and as subtle as soil creep. This course provides a detailed discussion of natural hazards with emphasis placed on understanding the processes that cause natural hazards to occur and the factors that increase risk for humans and their property.

ES 367. TOPICS IN EARTH SCIENCE (*) 1-3 HRS.
A general introduction to topics in the earth sciences for which no regular course is available, but adequate texts, library holdings, and laboratory resources exist. Examples of possible areas of study include relevant or timely problems in earth science such as global environmental change, energy and water resources. It is designed for non-majors or entry-level earth science majors, and resumes no prerequisites. *The parentheses will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

ES 368. PALEOCLIMATES, CLIMATE VARIABILITY AND CLIMATE CHANGE 3 HRS.
(Prerequisite: ES110/111 or GB100/101 or GE101) This course is designed to provide a thorough and multidisciplinary exploration of how Earth's atmosphere and its climate have varied through time. Explanations of the current scientific understanding of the causes of climatic variability and climate change will be provided. In addition to

being multidisciplinary in content, this course will explore both temporal and spatial components of climate variability and change.

ES 439. INDEPENDENT STUDY IN EARTH SCIENCE 1-4 HRS.
(Prerequisite, consent of instructor.) For students wishing to conduct an investigative study or to do creative work in some area of the earth sciences. May be repeated.

ES 470. INTERNSHIP IN GEOSPATIAL ANALYSIS 3 HRS.
(Prerequisites, GE371 and ES351 or EB351 or ES 551.) The internship provides an opportunity for undergraduate students enrolled in the GSA program to apply their mapping and geospatial analysis skills to practical problems. In addition to performing tasks outlined by the internship agency, each student will complete an end-of-semester written report, which will discuss various aspects of the internship. A student may not earn credit in more than one of EB 470, ES 470 or GE 470. Permission of instructor required to enroll.

ES 475. SENIOR THESIS IN EARTH SCIENCE 1-5 HRS.
(Prerequisites, earth science major, senior standing.) Advanced undergraduate research conducted on a specific project in climatology, earth-systems science, geology, meteorology, paleontology, planetary science, remote sensing, or related subjects. Students will work with a faculty member to design, carry out, and present the thesis project. Permission of instructor required to enroll.

ES 518. SPACE SCIENCE 3 HRS.
(Prerequisites, PS214 and PS215, or ES110 and ES111.) Studies include observational evidence for the heliocentric model of the solar system; the solar system with concentration upon the moon and lunar exploration; techniques for studying and physical characteristics of remote stellar bodies; and current concepts regarding the nature and dynamacy of the universe as a system.

ES 529. OCEANOGRAPHY 3 HRS.
(Prerequisite: ES 110 and ES 111 or consent of instructor.) This course is an introduction to the physical, chemical, geologic, and biologic characteristics of the oceans and coastal areas. Emphasis will be placed on the role of the oceans as a component of the global environment.

ES 539. SOIL SCIENCE AND LABORATORY 4 HRS.
(Prerequisites, ES110/111, CH123 and GB100 or GB140.) Lectures, laboratory, and field trips covering soil classification, determination of soil physical and chemical properties such as particle size analysis, bulk density, cation exchange capacity, nutrient analysis, and soil conservation.

ES 545. GEOMORPHOLOGY 3 HRS.
(Prerequisites, ES110 and ES111.) The processes that have shaped the Earth's surface are studied with the aid of topographic maps and aerial photographs. The influence that rock type and geologic structure has in producing land forms is stressed.

ES 546. FIELD GEOMORPHOLOGY 2-5 HRS.
(Prerequisites, ES110 and ES111.) Study of landforms and landscape development in the field. Techniques for description, surveying, mapping, and interpretation of landforms in a natural setting. Practical application of geomorphology to terrain analysis.

ES 551. GEOGRAPHIC INFORMATION SYSTEMS 3 HRS.
(Prerequisite, ES351.) This course presents an in-depth examination of the technical aspects involved in data capture, storage, handling, plotting, modeling, and analysis of spatial information. Vector and raster geographic information systems, digitizing data, and spatial analysis in addition to practical applications of computer mapping systems. Lecture, laboratory, and field applications.

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 566. NATURAL HAZARDS AND DISASTERS 3 HRS.
(Prerequisites: ES110/111 or consent of instructor) Natural hazards are Earth processes that are potentially harmful to people and/or their property. Natural hazard phenomena includes events such as volcanic eruptions, earthquakes, tsunami, coastal erosion, severe weather, mass wasting, flooding, wildfires, and asteroid impacts. This course provides a detailed discussion of natural hazards with an emphasis placed on understanding the processes that cause natural hazards to occur, and the factors that increase the risk for humans and their property. Special emphasis will be given to comparing and contrasting natural hazards, natural disasters, and natural catastrophes. Damage mitigation techniques, as well as ethical and legal issues concerning these dynamic Earth processes, will also be explored in this course.

ES 567. TOPICS IN EARTH SCIENCE (*) 1-4 HRS.
(Prerequisites, ES110 and ES111.) The student may concentrate in an area of the earth sciences for which no regular course is available if there are adequate texts, library holdings, and laboratory resources. Examples of the possible areas of study are: Vertebrate Paleontology, Invertebrate Paleontology, Crystallography, Structural Geology, Economic Geology, Ground Water Geology, Environmental Geology, Optical Mineralogy, and Geophysics. *The blank will be filled with an appropriate short description on the student's transcript to indicate the subject area studied.

ES 703. SEMINAR IN PHYSICAL GEOGRAPHY 1-3 HRS.
(Prerequisites, ES110 and ES111, or ES254, or GE254.) The seminar is designed to provide an opportunity for in-depth examination of selected topics of physical geography. It is a geographical analysis of the spatial characteristics of one or more factors that constitute the physical environment. The seminar specifically treats such subjects as climate, soils, landforms, and biogeography.

ES 720. ENVIRONMENTAL SOIL SCIENCE 3 HRS.
(Prerequisites: ES110 and ES111 or consent of instructor) This course provides an opportunity for an in-depth examination of relevant environmental soil science topics. Designed to introduce students to the many environmental and geographic issues concerning soils, emphasis is placed on soil genesis, soil properties, soil classification, and the carbon cycle. Select agricultural and archaeological aspects of soils will be explored in this course as well.

ES 721. SOIL MECHANICS 3 HRS.
(Prerequisites: ES110/111 or consent of instructor.) Soil Mechanics is designed to introduce students to the dynamic Earth material of soil and how it can be used to both build on and with as a construction medium. Students will learn how to perform and evaluate standard soil tests, and report those test results in a technical, written format. Soil tests explored are those that are routinely conducted at construction sites or during the course of geotechnical projects, including soil moisture determination, Atterberg limits, mechanical grain size analysis, hydrometer analysis, permeability tests, and the standard Proctor compaction test. Lecture topics will also include soil genesis, soil properties, and soil classification.

ES 722. GEOARCHAEOLOGY 3 HRS.
(Prerequisites: ES110/111 or consent of instructor.) Geoarchaeology is the study of archaeology from a geological perspective with the application of both geological and archaeological investigative methods. This multidisciplinary course will focus on the processes

involved for collecting geoarchaeological data, investigating field techniques and methodologies, exploring how past environments have influenced various human processes, and how artifacts and other material remains can tell us about ancient peoples and cultures. The subfields of archaeoseismology and paleoseismology will also be explored in this course

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 740. HYDROPOLITICS AND WATER RESOURCES IN THE 21ST CENTURY 3 HRS.
(Prerequisite: ES 110 or consent of instructor.) This course will examine historical and modern issues surrounding the supply and management of water. Complex social, economic, and political case studies will be explored in detail. Fundamental hydrologic, geologic, and environmental concepts will be introduced, along with the importance of data-driven decision-making.

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 their geological environment in a field setting. Permission of instructor required to enroll.

ES 751. ADVANCED GEOGRAPHIC INFORMATION SYSTEMS 3 HRS.
(Prerequisites ES 551 or consent of instructor.) Advanced techniques for geographic information systems analysis. Specific topics may vary from semester to semester but the focus will be on spatial analysis techniques such as interpolation and geostatistics, three-dimensional modeling, spatial modeling of aquifer properties, ecological applications for spatial analysis, and other advanced topics.

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 3 HRS.
(Prerequisite, ES 351 or GE 351 or EB 351.) Remote sensing of Earth's surface utilizing the electromagnetic spectrum. Introduction to the techniques of acquisition, measurement, interpretation, and mapping of imagery from airplane, satellite, and unmanned aerial vehicles. Topics include: image enhancement, spectral analysis, classification, and change detection. Focus on practical applications in earth science and the use of remotely sensed data in geographic information systems. Lecture, laboratory, and field applications.

ES 775. ADVANCED REMOTE SENSING 3 HRS.
(Prerequisite, ES 771 or consent of instructor.) Advanced techniques of image processing and analysis for remotely sensed digital data. Interdisciplinary applications in Earth resources and environmental conditions; practical exercises based on satellite datasets and other forms of remotely sensed data.

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.

FINANCE

FI 301. FINANCIAL MANAGEMENT 3 HRS.
(Prerequisite: AC 223, BU 255, junior standing.) An introductory study of the finance function of business firms from an internal point of view. Emphasis is placed on the financial systems, time value of money, risk and return, working capital, cash management, capital budgeting, cost of capital, and short-and long-term financing. Students must earn a minimum of a "C" grade in FI 301 to fulfill BSB degree and major/minor requirements.

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

FI 313. PERSONAL INVESTING 3 HRS.
(Prerequisite, junior standing.) This course provides the student with an understanding of the investment decision and a description of available investment securities. Special emphasis is given to the use of mutual funds to provide for the needs of the individual investor. The course is intended for non-finance majors as well as an elective course for finance majors. Students must earn a minimum of a "C" grade in FI 313 to fulfill major/minor requirements.

FI 346. RISK MANAGEMENT 3 HRS.
(Prerequisites, FI 301 and junior standing.) The purpose of this course is to acquaint the student with the nature and uses of insurance. This shall include the structure, management and regulation of types of insurance carriers, economic risks, and the principles of personal, property, life, and casualty insurance. Students must earn a minimum of a "C" grade in FI 346 to fulfill major/minor program requirements.

FI 390. INTERMEDIATE FINANCIAL MANAGEMENT 3 HRS.
(Prerequisites, FI 301 and junior standing.) Second-level course in financial management to provide more depth in the study of asset pricing corporate valuation, capital structure, dividend policy, working capital management, growth through mergers, and leasing. Emphasis is on the development of problem solving and financial decision making capabilities to prepare students for Advanced Corporate Finance and Bank Management. Students must earn a minimum of a "C" grade in FI 390 to fulfill major/minor program requirements.

FI 410. INTERNSHIP IN FINANCE 1-6 HRS.
(Prerequisites, FI 301 and junior standing.) An academic offering that provides special employment for student who wish to gain career-related experience before graduation. Students are placed in supervised

positions land assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in FI 410 to fulfill major/minor program requirements.

FI 433. CONCEPTS IN INTERNATIONAL FINANCE 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course provides students with an understanding of the impact of international transaction on financial decisions. Special emphasis is placed on the need to control exchange rate risk using such alternatives as exchange rate options and futures. Students must earn a minimum of a "C" grade in FI 433 to fulfill major/minor program requirements.

FI 446. BANK MANAGEMENT 3 HRS.
(Prerequisites, FI 301 and junior standing) This course is designed to provide students with an understanding of bank management. The course prepares students for the internal management of banks. The course provides the fundamental principles underlying the management of commercial banks; capital funds; assets and liability management; value maximization; regulation, legal and operational constraints. Students must earn a minimum of a "C" grade in FI 446 to fulfill major/minor program requirements.

FI 448. FINANCIAL INSTITUTIONS AND MARKETS 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course is designed to provide students with an understanding of what the various financial institutions active in the United States do and why they play their particular roles in the economy. The course blends the internal management approach with the macro approach. Students must earn a minimum of a "C" grade in FI 448 to fulfill major/minor program requirements.

FI 449. INVESTMENT ANALYSIS 3 HRS.
(Prerequisites, FI 301 and junior standing.) This course provides the student with an understanding of the investment analysis process. The student will examine the basis of financial theory as applied to investment theory, study financial markets, and study the process of investment analysis. The student will be required to engage in the process of investment analysis. Students must earn a minimum of a "C" grade in FI 449 to fulfill major/minor program requirements.

FI 505. SPECIAL TOPICS IN FINANCE 1-5 HRS.
(Prerequisites, FI 301 and senior or graduate standing.) A course for the study of special topics and experimental course offerings in the finance area. Students must earn a minimum of a "C" grade in FI 505 to fulfill major/minor requirements.

FI 805. SPECIAL TOPICS IN FINANCE 1-3 HRS.
(Prerequisite, FI 301.) A course at the graduate level for the study of special topics and experimental course offerings in the finance discipline.

FI 850. ADVANCED FINANCIAL MANAGEMENT 3 HRS.
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.

MODERN LANGUAGE

FL 010. BEGINNING ENGLISH SKILLS 0 HRS.
(Placement determined by institutional tests.) A non-credit intensive English course designed to help limited English speakers improve their abilities in listening, speaking, grammar and reading.

FL 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 101. STUDY ABROAD 0-12 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 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 301. TOPICS IN GLOBAL LANGUAGES & CULTURES 4 HRS.
This course presents topics in various areas of global languages and cultures. The course will examine how language is used in the global setting and multilingual context. The course will study intercultural competencies and how various global languages work to facilitate cross-cultural communication. The course is taught in English and will contextualize the use of specific global languages like Spanish, Portuguese, French, German and Chinese, etc. and their respective cultures. For example, Business and Culture in Brazil.

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 1-3 HRS.
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 discipline faculty. This course is intended to mark the completion of their undergraduate degree. Offered every semester.

FL 513. HISPANIC CULTURE AND ITS EDUCATIONAL IMPLICATIONS 3 HRS.
(Primarily for education majors and educators seeking bilingual-multicultural endorsement, but may be taken by others with instructor's permission.) This course is designed to help educators understand and

appreciate Latin American/Hispanic culture and value systems and how these compare with those common in Anglo-American society. Primary focus is upon how various culture-based traditions, values and customs affect Latin American/Hispanic pupils' perception, behavior and learning capabilities in their native society and in their adaptation to classrooms in the United States. This course is part of the bilingual-multicultural education endorsement, and elementary education bilingual/bicultural specialization curricula.

FL 540. FOREIGN LANGUAGE TEACHING METHODOLOGY 3 HRS.
This course provides theory and practice of teaching a modern language (such as French, Spanish, or German) in the USA. Emphasis is placed on the pedagogical aspects of modern language teaching and the preparation of teaching materials and tests for classroom use. As outlined in the ACTFL Guidelines/standards, the class provides training in the major methodologies and techniques of teaching listening, speaking, reading, writing and culture of a modern language. This class calls for a highly constructive class participation and very responsible out-of-class reading and assignment preparation. Using technology critically to support language instruction is required. Offered every fall.

FL 579. FOREIGN LANGUAGE ACQUISITION 3 HRS.
Students will acquire the ability to demonstrate the knowledge, skills, and dispositions to give evidence of acceptable classroom performance in the target language. This is a theory and applications course where students will learn about the process of second language acquisition and the target language culture as well as these the process related to teaching foreign language in PK-12. Language Acquisition Methods may include the Teacher Work Sample, oral presentations, story-telling, music, films, hands-on audio-visual teaching materials construction, and the use of smart classrooms.

FORENSIC

FO 459. SPECIAL TOPICS IN FORENSIC SCIENCE 1-3 HRS.
Special topics in forensic science include those topics that are typically covered by experts in their respective disciplines in forensic science such as photography, postmortem toxicology, or crime scene processing. These are courses that may not be offered on a regular basis because of the need for the course or the availability of suitable instructors.

FO 702. BIOLOGICAL AND PHYSICAL EVIDENCE 3 HRS.
(Prerequisite, graduate standing in the discipline of Biological Sciences or Physical Sciences.) This course provides an introduction to the problems encountered and the techniques used in the scientific examination of physical and biological evidence. Topics include crime scene procedures, physical evidence documentation, application of the scientific method in crime scene investigation, scientific and legal integrity of physical evidence, ethical issues, professional standards, and expert. This course will be a core required class in the Master of Science in Forensic Science program and will serve to help the program meet the requirements for accreditation through Forensic Science Education Programs Accreditation Commission.

FO 710. FORENSIC MICROSCOPY 3 HRS.
This course emphasizes the fundamental principles used in the analysis and evaluation of physical evidence, including microscopy and microchemistry of trace evidence such as controlled substances, glass, and fibers. Documentation skills are developed. Students will begin to develop their ability to critically assess forensic situations and testify about their results in moot court.

FO 711. FORENSIC MICROSCOPY LABORATORY 1 HR.
(Co-requisite, FO 710.) Laboratory course to accompany FO 710. Microscopic and microchemistry techniques are emphasized, as well as documentation and reporting.

FO 715. FORENSIC PHOTOGRAPHY 3 HRS.
(Prerequisite: Must be an MSFS student or obtain permission of the instructor.) This course is designed to give students an understanding of forensic photography through the creation of a photo portfolio, the completion of a research paper on a notable historical photographer, and through written and oral examinations and presentations. It is a hands-on course composed of lectures and practical exercises.

FO 720. TOXICOLOGY 3 HRS.
This course serves as an introduction to the basic principles of forensic toxicology. This course emphasizes the common drugs/poisons that are encountered by a practicing forensic toxicologist and the approach to determining their medico-legal role in establishing the cause of death and disease. Topics include the pharmacology and pharmacokinetics of drugs, impairment versus intoxication, and the interpretation of drug effect in the criminal court setting. The science of ethanol and other drugs of abuse, along with other important agents (sports doping drugs, therapeutic drugs, CO, etc.) are discussed as they relate to toxicology. An introduction to the basic applied methods of forensic toxicology is also presented, including biological samples, analytical schemes, and some of the special problems commonly encountered in forensic toxicology.

FO 722. ADVANCED CRIME SCENE INVESTIGATIONS 3 HRS.
This class is designed to provide students with an in-depth understanding of the role crime scenes play in the investigative process. Students will learn about the various methods used to identify, collect, and document evidence at a scene.

FO 725. BLOODSTAIN PATTERN ANALYSIS 3 HRS.
The course introduces the discipline of bloodstain pattern analysis as recommended by the International Association of Bloodstain Pattern Analysts (IABPA). It will illustrate to the student basic principles of bloodstain pattern analysis in conjunction with lab experiences to illustrate the concepts presented in lecture. This course is not intended to create an "instant" expert**.**

FO 730. ETHICS AND PROFESSIONALISM IN FORENSIC SCIENCE 1 HR.
This class emphasizes current ethical issues faced by forensic scientists today. Topics such as expert witness testimony, cognitive bias, report adulteration, and drylabbing, among others, are presented weekly for discussion.

FO 735. PROFESSIONALISM IN FORENSIC SCIENCE 1 HR.
(Prerequisites: Must be an MSFS student or obtain permission of the instructor.) This course is designed to assist students graduating with a Master of Science in Forensic Science with a better understanding of how they can improve their employment opportunities, how the forensic laboratory functions as an organization, and what their role is in a law enforcement oriented organization and the criminal justice system.

FO 740. FIREARMS IDENTIFICATION 3 HRS.
(Prerequisites: Must be an MSFS student.) This course highlights specific portions of a firearms and toolmark examination program to provide students with a solid scientific foundation and practical experience in the most important examination techniques.

FO 745. ADVANCED FORENSIC MICROSCOPY 2 HRS.
(Prerequisites: FO 710 and FO 711) This course builds upon techniques mastered in Forensic Microscopy. Students will learn advanced techniques that further demonstrate the interaction of light and matter and how these can be used to analyze forensic evidence.

FO 750. ALCOHOL: FORENSIC ANALYSIS AND INTERPRETATION 3 HRS.
This course is designed to increase student understanding, awareness and ability to comprehend the basic principles of alcohol pharmacodynamics and pharmacokinetics.

FO 751. DRUG DISPOSITION 3 HRS.
This course is designed to increase student understanding, awareness and ability to comprehend the basic principles of drug pharmacokinetics.

FO 752. POSTMORTEM TOXICOLOGY 3 HRS.
This course is designed to increase student understanding and awareness of the challenges and considerations for the proper interpretation of postmortem toxicological results.

FO 753. TECHNIQUES IN FORENSIC TOXICOLOGY 3 HRS.
This course is designed to increase student understanding, awareness, and ability to comprehend and perform basic techniques utilized in a toxicology laboratory.

FO 759. SPECIAL TOPICS IN FORENSIC SCIENCE 1-6 HRS.
Courses taught on demand to provide in- depth consideration of specialized topics in the various areas of forensic science.

FO 770. GRADUATE RESEARCH SEMINAR 1 HR.
A practicum covering the various aspects of designing and delivering the types of presentations typical of a professional scientist. Students are required to attend and critique presentations throughout the semester and deliver a public department seminar.

FO 771. FORENSIC SCIENCE SEMINAR 1 HR.
A course to inform students of the research interests of invited forensic scientists, faculty, and graduate students. This course is graded on a pass/no credit basis.

FO 803. CURRENT RESEARCH IN FORENSIC SCIENCE 3 HRS.
(Prerequisite, consent of instructor.) A course designed to allow students to develop an independent research project of their choosing in a classroom setting.

FO 809. GRADUATE PROJECT IN FORENSIC SCIENCE 1-3 HRS.
(Prerequisite, consent of instructor.) Independent student work with the advice and aid of one or more members of the staff on a project in which they have some interest or competence.

FO 850. MOLECULAR TECHNIQUES FOR FORENSIC SCIENTISTS 3 HRS.
This laboratory course will acquaint students with various molecular techniques applicable to forensic science. Students will gain hands-on experience isolating DNA from samples and performing various DNA fingerprinting techniques utilizing both PCR and non-PCR based methods. Lecture over the different methodologies will be used to complement laboratory exercises.

FO 859. SPECIAL TOPICS IN FORENSIC SCIENCE 1-3 HRS.
Special topics in forensic science include those topics that are typically covered by experts in their respective disciplines in forensic science such as photography, postmortem toxicology, or crime scene processing. These are courses that may not be offered on a regular basis because of the need for the course or the availability of suitable instructors.

FO 886. INTERNSHIP: FORENSIC SCIENCES 1-6 HRS.
(Prerequisite, consent of instructor.) A course to provide students with an opportunity to gain field experience in one of the forensic sciences. Successful completion of the course includes a research project that is developed jointly by the student, the faculty advisor, and the supervising practitioner. May serve as a substitute for FO 809 or FO 890 at the discretion of the student's graduate committee.

FO 890. THESIS, MSFS 1-6 HRS.
(Prerequisite, consent of instructor.) Independent study and research in an approved field in biological or physical sciences.

FRENCH

FR 100. SPECIAL PROJECTS IN FRENCH 1 HR.
Topics of general interest to non-French majors will be studied and some basic pronunciation characteristics of French will be introduced. Topics may be fashion, cuisine, tourism, medical terms, etc.

FR 110. FRENCH LANGUAGE & CULTURE I 5 HRS.
Fundamentals of pronunciation. Vocabulary building. Practice in understanding and speaking simple phrases. Elementary reading, writing and grammar. Some study of the culture of the Francophone countries. Offered every fall.

FR 120. INTRODUCTION TO THE FRANCOPHONE WORLD 1 HR.
Cultural similarities and differences between French-speaking peoples and Americans. Taught in English. Lecture and discussion.

FR 210. FRENCH LANGUAGE & CULTURE II 5 HRS.
Continuation and expansion of French Language & Culture I with further emphasis on understanding, speaking, reading, and writing. Study of the culture of Francophone countries continued. Offered every spring.

FR 313. FRENCH LANGUAGE & CULTURE III 5 HRS.
Continuation of Beginning French II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of French-speaking countries continued. Offered every Fall.

FR 314. FRENCH LANGUAGE & CULTURE IV 3 HRS.
Continuation of French Language & Culture III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of Francophone countries continued. Offered every Spring.

FR 339. READING AND CONVERSATION 5 HRS.
(Prerequisite, FR 313 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 as needed.

FR 359. ADVANCED GRAMMAR AND COMPOSITION 3 HRS.
(Prerequisite, FR 314 or equivalent.) This course is intended to further develop the student's abilities in composition. Deeper analysis of French grammar, morphology and other aspects of linguistics will be emphasized. Offered in the spring of even numbered years.

FR 365. INTRODUCTION TO LITERATURE 3 HRS.
This is a “bridge” course, designed to prepare students to proceed from the intermediate level to advanced literature and culture courses in French by giving them solid foundations in reading. These foundations are two-pronged. First, students will learn strategies for reading any modern-language text, strategies such as guessing from context, overcoming the desire to read too quickly and to understand every word, and transferring the ability to predict. Second, we will be dealing primarily with literary texts, and therefore students will learn a critical vocabulary for that reading to count as “critical analysis.” At the end of

the semester, time permitting, we will map these skills onto images as well.

FR 379. CIVILIZATION OF FRANCOPHONE COUNTRIES 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Culture, history, geography and economy of Francophone countries. Offered in the spring of odd numbered years.

FR 419. INTRODUCTION TO FICTION 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Study of selected novels or short stories in French.

FR 429. INTRODUCTION TO DRAMA 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Reading and discussion of representative plays in French.

FR 435. SURVEY OF FRENCH LITERATURE I 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Survey of French literature from the eleventh century through the eighteenth.

FR 445. SURVEY OF FRENCH LITERATURE II 3 HRS.
(Prerequisite, FR 339 or FR 359 or permission of instructor.) Survey of French literature from the nineteenth century to the present.

FR 455. FRENCH AND FRANCOPHONE WOMEN WRITERS 3 HRS.
French and Francophone women writers have been some of the first—and most influential—women writers in history, often breaking new ground and paving the way not only for women writers in English and other languages, but for their male counterparts as well. In this course, cross-listed with ESU's Ethnic and Gender Studies program, we will read works of fiction and poetry written in French by women from the twelfth through the twentieth centuries, many expressing feminist or proto-feminist viewpoints. This class is open to non-majors, as the discussion will be held in English. French majors do all reading and writing in French.

FR 475. INDEPENDENT STUDY 1-4 HRS.

FR 495. SPECIAL TOPICS IN FRENCH 2-3 HRS.
Topics selected from French literature, language, or culture.

FR 604. MODERN FRENCH FICTION 3 HRS.
(Prerequisite, 17 hours college French or equivalent.) Nineteenth and twentieth-century prose writers. Collateral reading and reports.

FR 635. DIRECTED STUDIES IN FRENCH 1-3 HRS.
(Prerequisite, upper-division undergraduate or graduate.) Topics selected from French literature, language, or culture.

FR 835. RESEARCH PROBLEMS IN FRENCH 1-4 HRS.
(Prerequisite, 24 hours college French or equivalent.) Studies by graduate students of problems of special interest in the field of French language or literature. Course planned to meet individual needs.

FR 855. SEMINAR IN FRENCH 1-4 HRS.
(Prerequisite, 24 hours college French or equivalent.) Projects at the graduate level based on individual need.

GENERAL BIOLOGY

GB 100. GENERAL BIOLOGY 3 HRS.
Designed as a general education course for students majoring in fields other than science. Lectures are concerned with basic understanding of living processes in animals, plants, and microorganisms. Major emphasis is placed on concepts which will prepare students to become informed citizens in today's society.

GB 101. GENERAL BIOLOGY LABORATORY 1 HR.
(Pre- or corequisite, GB 100; GB 101 is optional.) Designed as a general education course for non-science students. Through the use of biological examples, the laboratory presents science as a general method of generating hypotheses and testing those hypotheses against observed data.

GB 102. GENERAL BIOLOGY: FIELD BIOLOGY 4 HRS.
Designed as a general education course for students majoring in fields other than science. This course combines traditional classroom lectures and laboratory activities with field trips to ESU Natural Areas. Lectures and field trip activities provide the student with a basic understanding of living processes in animals, plants, and microorganisms. Major emphasis is placed on concepts that will prepare students to become informed citizens in modern society. GB102 is offered as an alternative to both GB100 and GB101.

GB 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 150. PRINCIPLES OF MOLECULAR & CELLULAR BIOLOGY 3 HRS.
This course covers the fundamental biochemical, cellular, genetic, and molecular processes of life. It is intended for Biology majors and students planning to complete advanced courses in Biology. GB151 should be taken concurrently

GB 151. PRINCIPLES OF MOLECULAR & CELLULAR BIOLOGY LABROATORY 1 HR.
(Pre-requisite: GB 150) Laboratory activities to learn the skills and techniques used in molecular and cellular biology while developing proficiency with the scientific process, including experimental design, data analysis, and communication of experimental results. Students are encouraged to take GB 150 concurrently.

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 160. PRINCIPLES OF ORGANISMAL BIOLOGY 3 HRS.
A study of the basic elements of evolution, diversity, and ecology of living things with emphasis on the structure and physiology of flowering plants and vertebrate animals. It is intended for Biology majors and students planning to complete advanced courses in Biology. GB 161 should be taken concurrently

GB 161. PRINCIPLES OF ORGANISMAL BIOLOGY LABORATORY 1 HR.
(Pre-requisite: GB 160.) Laboratory activities to learn the skills and techniques utilized when studying plants and animals while developing proficiency with the scientific process, including experimental design,

data analysis, and communication of experimental results. Students are encourage to take GB 160 concurrently.

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 220. HEALTH CAREER EXPLORATIONS 1 HR.
(Freshman or Sophomore) Assists students early in their pre-healthcare program in developing a three-year plan for their application to professional schools in healthcare fields that includes strategies for obtaining volunteer, shadowing and clinical experiences

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 330. HUMAN ANATOMY AND PHYSIOLOGY I 3 HRS.
(Prerequisite: GB 150/151, GB 160/161, or GB 100/101). A course designed for students interested in the health sciences and biology majors. Complementary structure and function of the following major body systems: integumentary, skeletal, muscular, nervous, and endocrine are covered. Students are highly encouraged to enroll concurrently in GB 331.

GB 331. HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY 1 HR.
(Prerequisite: GB 330) Observations and experiments in anatomy, histology, and physiology of the following systems: integumentary, skeletal, muscular, nervous, and endocrine are performed. Students are highly encouraged to take this course concurrently with GB 330.

GB 340. HUMAN ANATOMY AND PHYSIOLOGY II 3 HRS.
(Prerequisite: GB 150/151, GB 160/161, or GB 100/101) A course designed for students interested in the health sciences and biology majors. Complementary structure and function of the following major body systems: nervous, sensory, circulatory, immune, respiratory, digestive, urinary, and reproductive are covered. Students are highly encouraged to enroll concurrently in GB 341.

GB 341. HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY 1 HR.
(Prerequisite: GB 340) Observations and experiments in anatomy, histology, and physiology of the following systems: nervous, sensory, circulatory, immune, respiratory, digestive, urinary, and reproductive are performed. Students are highly encouraged to take this course concurrently with GB 340.

GB 370. PRINCIPLES OF GENETICS 3 HRS.
(Prerequisites: GB 150 and GB 151) Lecture material in the basic areas of general genetics including both Mendelian and molecular concepts. Students are encouraged to take the laboratory section, GB 371, concurrently.

GB 371. GENERAL GENETICS LAB 1 HR.
(Prerequisite, GB 370) Laboratory material involving basic genetic experiments in animals, plant, and microorganisms.

GB 380. PRINCIPLES OF ECOLOGY 3 HRS.
(Pre-requisites: GB 150, GB 151, GB 160 and GB 161.) An introduction to the ideas, concepts, and methods used in the study of ecology. Lectures focus on the principles and types of research used to understand mechanisms that determine the distributions and abundance of species.

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 they have some interest and competence.

GB 420. PREPARING FOR HEALTHCARE PROGRAMS 1 HR.
(Restricted to Junior or Senior students) Intended to aid pre-healthcare students in preparing applications for medical colleges and other post-graduate professional schools in healthcare. Topics include study techniques for entrance exams, writing personal statements, obtaining reference letters and honing interview skills.

GB 450. INTERDISCIPLINARY STUDIES: BIOLOGY 3 HRS.
In this interdisciplinary course students & faculty will collaborate to conduct quantitative research on biological systems. Weekly meetings will entail group discussions in which we will identify potential questions, design experiments to investigate those questions, and interpret the results of the experiments. With the use of sophisticated computer technologies we will analyze phenomena that were previously too fast, slow, small or large to be investigated with quantitative precision. Digital video and image processing techniques will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to measure properties of biological systems. A variety of mathematical and statistical software will be used to analyze and model the observations. Students will develop written reports of their investigations, students will make public presentations of their findings at university seminars, and possibly at professional meetings.

GB 459. SPECIAL TOPICS IN BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various biological disciplines.

GB 460. FIELD BIOLOGY OF MEXICAN VERTEBRATES 2 HRS.
The purpose of this course is 1) to provide an introduction to the basic field methods that are involved in the study of vertebrates and their populations and 2) to serve as a vehicle for intercultural exchange among Mexican scientists and students and U.S. scientists and students. The field portion of the class will be conducted in Mexico in conjunction with faculty from the Universidad de Morelos and Murray State College in Oklahoma. The class will be conducted in both Spanish and English, with lectures given in either language.

GB 470. UNDERGRADUATE RESEARCH SEMINAR 1 HR.
Required course for BMB majors. A practicum covering the various aspects of designing and delivering the types of presentations typical of a professional scientist. Students will be required to attend and critique presentations throughout the semester and deliver a public departmental seminar.

GB 471. BIOLOGY SEMINAR .5 HRS.
A course to inform students of the research interests of invited biologists, biology faculty and graduate students.

GB 480. SENIOR EXPERIENCE IN BIOLOGY 1 HR.
(Prerequisite, 35 hours of biology credit.) This course is designed for students to learn and practice the skills for applying to graduate schools, professional schools, or a job and to complete the departmental assessments of student learning. Activities include producing a resume or CV, crafting a personal statement of goals and purpose, and completing the university and departmental assessments.

GB 481. EVOLUTION 3 HRS.
(Prerequisite: GB 380) Evolution is the best scientific explanation for the diversity of life and is the concept that unifies all of biology. In this course we will discuss the pattern and process of evolution, the experimental and analytical methods that scientists use to study evolution, and the reasons why evolution is an important field of study.

GB 510. AQUATIC BIOLOGY 2 HRS.
(Prerequisite, GB 380; Co-requisite, GB 511.) 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.
(Co-requisite, 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 512. POPULATION BIOLOGY AND LABORATORY 4 HRS.
(Prerequisites: GB 380.) Population Biology and Laboratory will focus on the processes that govern the form and function of populations regardless of if they are animals, plants, or bacteria. We will begin by examining the dynamics of individual populations and move on to consider how disparate species interact in a community. The class will combine lectures and detailed laboratory exercises in R statistical software. Population Biology and Laboratory is designed for upper-level undergraduate students.

GB 539. SOIL SCIENCE AND LABORATORY 4 HRS.
(Prerequisites; CH 123 and GB 380.) Study of the physical, chemical and biological properties of soils, and how soils impact our daily lives. Emphasis is on the diversity of services provided by soils including its role as a medium for plant growth, a water purification system, an engineering medium, a nutrient recycling system, and habitat for organisms. The laboratory portion of the course includes hands-on experiences sampling soils, and measuring soil properties in both the lab and the field.

GB 584. BIOLOGY EDUCATION 3 HRS.
(Prerequisite, GB 150 and GB 160.) This course summarizes the open-ended nature of biology; students practice developing reality-based experiences in biology teaching at all levels of instruction. Includes preparation of biological materials; production and use of instructional media in biology including interfacing with microscopes, etc.; laboratory and field procedures and safety; and appropriate selection and use of computers and software in biology education. Review of laws relevant to copyright of printed and off-air materials, metrication, sex education, evolution, and lab liability. Evaluation of effectiveness of biology education in classroom, laboratory and field settings. Surveys professional journals in biology education worldwide as well as biology and biology education organizations; examines national and international biology curricula, textbooks, and informal education venues (museums, etc.). Management of controversy on animal rights, creationism, sex education, cloning 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 705. FORENSIC PATHOLOGY 3 HRS.
This course focuses on describing the anatomical reasons behind various causes of death including blunt force and sharp force trauma, gunshots, drug and alcohol related deaths, and deaths from disease and natural causes.

GB 733. FORENSIC ENTOMOLOGY 3 HRS.
This course focuses on developing a working understanding of how entomological evidence is identified, gathered, interpreted, recorded, preserved, and used in forensic investigations.

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 751. INTRODUCTION TO R 1 HR.
(Concurrent enrollment in GB 750 Research Design and Analysis, or instructor permission) This course serves as a hands-on learning experience to complement and reinforce statistical theory to students enrolled in GB 750. Students will use the program R to learn the basics of writing command code in R to generate basic equations, loops, graphs, and perform statistical analyses.

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 760. PHARMACOLOGY 3 HRS.
This course focuses on the molecular targets of drugs and their effects on the body. Topics included are the effects of dosing, the role of metabolism and the advantages/disadvantages of different types of medications. There is also a focus on reviewing primary literature and its connection to the summaries found in the textbook.

GB 765. FORENSIC BOTANY 3 HRS.
This class and lab discusses the topic of Forensic Botany and how plants can be used to solve crimes. It involves the biology behind certain characteristics of plants that makes them useful as forensic evidence. It is designed to give students an understanding of the botany behind plant-based evidence, as well as how to apply this knowledge to the real world.

GB 770. GRADUATE RESEARCH SEMINAR 1 HR.
A practicum covering the various aspects of designing and delivering the types of presentations typical of a professional scientist. Students will be required to attend and critique presentations throughout the semester and deliver a public departmental seminar.

GB 771. BIOLOGY SEMINAR 1 HR.
A course to inform students of the research interests of invited biologists, biology faculty and graduate students. This course is graded on a pass/no credit basis.

GB 780. BIOLOGY JOURNAL CLUB 1 HR.
A class to improve skills at reading and understanding peer-reviewed scientific literature.

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 they have 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 870. MA BIOLOGY CAPSTONE EXAM 1 HR.
This course serves as the final assessment of the Master's of Arts in Biology. Students must be enrolled in this course the semester they plan to take the exam. Grade is Pass/No Credit.

GB 880. RESEARCH PROBLEMS IN BIOLOGY 1-5 HRS.
(Prerequisite, consent of instructor.) For the M.S. Non-thesis option, this project constitutes a literature review summarizing recent research (content areas, methodology, etc.) in biology that has not been recently reviewed in the primary literature. This literature review will constitute the written portion of the final exam for the MS Non-thesis option, which must include a corresponding GB 770 Graduate Research Seminar over the review.

GB 881. EVOLUTION 3 HRS.
Evolution is the best scientific explanation for the diversity of life and is the concept that unifies all of biology. In this course we will discuss the pattern and process of evolution, the experimental and analytical methods that scientists use to study evolution, and the reasons why evolution is an important field of study.

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 886. GRADUATE INTERNSHIP: BIOLOGICAL SCIENCES 1-3 HRS.
A graduate level internship course that provides graduate students with an opportunity to gain applied learning experiences in one of the biological sciences through planned and supervised professional experiences. The internship plan and the internship provider must be approved by the graduate committee of the student. No more than 2 hours of GB 886 may be counted toward the M.S. or M.A. programs. No more than 7 hours of non-thesis research or GB 886 internship credits combined may count toward the M.S. degree; no more than 6 hours of research or GB 886 internship credit combined may count toward the M.A. degree.

GB 890. THESIS, M.S. 1-5 HRS.
(Prerequisite, consent of instructor) Candidates for the Master of Science, Thesis Option will enroll in this course in their final semester to write, edit and/or revise a Thesis based on a novel research project in their field of study. Course grade will be "In Progress" (IP) until the student successfully defends their thesis and acquires approval from members of their Thesis committee.

GEOGRAPHY

GE 101. WORLD REGIONAL GEOGRAPHY 3 HRS.
This course examines issues relevant to people and environments in the world's regions, using geographic approaches to illustrate human connections to place, and relations between people and places across the globe. The focus of the course is on the dynamism of the world's regions as they rapidly change, growing more diverse ethnically, politically, economically, and culturally and at the same time more connected as globalizing forces cross borders to blend cultures, economies, industries and other activities with global reach, as the world becomes ever-more connected through instant communication and travel. Students will learn about the elements of culture that link peoples of different regions as growing human populations consume resources from all over the world.

GE 200. INTRODUCTION TO GEOGRAPHY 3 HRS.
This course provides an introduction to the basic themes of geography. Students will explore the physical and human characteristics of the Earth in order to comprehend the complex character of our world. Topics include the study of natural and cultural landscapes as well as landforms, climate, demography, migration, culture, political geography, economically productive activities, and urban areas. Map reading skills are a basic geographic tool and using maps to illustrate the relationships between people and our environments is an important component of the course.

GE 254. PHYSICAL GEOGRAPHY 3 HRS.
Primarily for majors and minors in geography, the physical and biological sciences, and others interested in physical geography. Systematic study of the elements of climate, landforms, water resources, vegetation, soil, and minerals.

GE 300. TOPICS IN GEOGRAPHY 1-3 HRS.
Investigations into selected areas of Geography.

GE 325. GEOGRAPHY OF THE US & CANADA 3 HRS.
This course examines the regions that make up the two majority Anglo countries of North America. In the study of each region, geographic themes such as urbanization, economy, landscape, population, and regional identity are explored. A special emphasis is placed on the integration of historical and physical factors in shaping regions and the two countries as a whole.

GE 327. GEOGRAPHY OF THE GREAT PLAINS 3 HRS.
This course examines the region that encompasses the Great Plains of the United States from a geographic perspective beginning with an effort to meaningfully define the region, its history, and the changes that have shaped the land and the lives of people who live there. Consideration is given to the region's ecology, particularly human-environment interactions; the growing ethnic diversity of the region's population; economic and political issues that affect the region and tie it to the larger national and international context.

GE 333. KANSAS 3 HRS.
This course is a regional geography of Kansas, from prehistory to the present, with emphasis on geographic themes such as human settlement, land use, physical geography, the nature of places, economy, population, cultural diffusion, social institutions, change over time, and contemporary issues and tensions.

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

GE 342. MIDDLE EAST AND NORTH AFRICA 3 HRS.
In the 21st century this region has emerged as a focus of attention for the United States and the rest of the world as it is the center of ongoing military and ethnic/religious conflict. The course will examine not only religion, nationalism and the roots of conflict, but will also focus on important environmental issues, particularly water and agricultural production; gender roles and ideologies; diversity within Islam; and other contemporary regional issues.

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

GE 355. AFRICA 3 HRS.
Africa is among the least-known regions among Americans. This course will introduce students to the history, culture, politics, and conflicts in Africa, with an emphasis on the countries south of the Sahara Desert. The lingering legacy of European colonialism (trade relations, ethnic conflicts, e.g.), the impact of the HIV/AIDS epidemic on much of the region, land tenure, and other contemporary issues will be examined.

GE 356. MIDDLE AND SOUTH AMERICA 3 HRS.
An exploration of the diverse countries of the region encompassing the territory from the U.S.-Mexico border south to the tip of South America. The course covers the region's physical environment as it has shaped and continues to influence its history (especially the period since 1492), its diverse population and many varied cultures, and its changing and varied status within the global community.

GE 357. EUROPE 3 HRS.
This course is a survey of Europe in its role as advancing world power in the contemporary context of globalization. The history and expansion of the European Union, and its meaning in global economies and culture, are analyzed. The course will explore how Europe's physical geography has affected the region and its position in the world in the past and present. European countries' roles in colonialism and post-colonialism are analyzed. The course introduces the diversity of peoples, resources, physical and cultural features, and analyzes their part in advancing Europe's development goals.

GE 358. GEOGRAPHY OF EAST ASIA 3 HRS.
East Asia is of growing importance to the lives of people around the world. The course is an in-depth exploration of the cultural, economic, and political geography of the countries of East Asia, including China, Japan, North and South Korea, and Taiwan. The focus of study is on the current status of the countries, the relations between them, and their place in the world's increasingly interconnected economy and culture.

GE 359. RUSSIA AND CENTRAL ASIA 3 HRS.
This course focuses on the recent history of the region, from the late 20th-century fall of the Soviet Union to the present, emphasizing the region's transition from a centrally-planned economy to a free-market economic system and the accompanying socio-cultural changes that have accompanied it. The relationships between the Russian Federation and the Central Asian Republics will be a focus, as will Russia's changing place in the global political system and economy, particularly in terms of energy production and environmental issues.

GE 360. AUSTRALIA, NEW ZEALAND, AND THE PACIFIC 3 HRS.
This course is a regional geography of the countries located in the South Pacific. Attention is given to the unique physical and biological characteristics of the region; indigenous cultures, legacies of colonialism, ongoing indigenous-settler relations; and more usual geographic themes including population, urbanization, economic and political geographies, historical influences, cultural landscapes, and more. Contemporary issues and tensions are also examined.

GE 365. WORLD REGIONAL CLIMATOLOGY 2-3 HRS.
(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 the cause of climatic variations and the effect of climate on humans and the natural environment.

GE 371. CARTOGRAPHY 3 HRS.
Course covers the appropriate use of map elements, map design, projections, types of maps, and thematic mapping of different kinds of data. Class time is divided between lecture and computer lab, where most of the hands-on work is done.

GE 405. WORLD IN FILM 3 HRS.
This course examines both the geography OF film (settings and locations), and the geography IN films (narrative and themes). Emphasis is on experiencing cinema from around the world, especially from peoples telling their own stories, and on the ways movies create ideas about people and places.

GE 415. URBAN GEOGRAPHY 3 HRS.
For the first time in human history, more than half of the world's population lives in urban areas, and rural-to-urban migration is changing the face of countries around the world. This course examines the increasing importance of cities; the impact of urban areas on non-urban; the structures of urban areas and how they differ among the world's regions. It also considers how residence in urban areas is conditioned by race, class, and gender in small as well as large cities, and explores urban cultural landscapes. The course reviews the origin and growth of cities, and focuses on recent changes in urban areas.

GE 425. RURAL GEOGRAPHY 3 HRS.
The course is concerned with the characteristics of rural residence, land-use and settlement patterns. Focus is on rural areas in the United States, with comparison of rural issues in other parts of the world as appropriate. Issues examined include the changing nature of agricultural production in the region and concurrent economic and social change; human-environment interactions; the impact of rural-to- urban migration on sending areas; the social structures of importance to rural residents, including issues related to ethnic change, gender roles, and class status.

GE 430. GEOGRAPHY & GENDER 3 HRS.
This course examines the important role of gender in structuring culture, and how gender roles and ideologies vary around the world. Gender and place are studied as key components of culture; the influence of place on culturally constructed differences such as gender, class and ethnicity is examined at scales from personal space and roles within the family and larger society, to the manners in which international leaders make decisions about distribution and control of resources that shape men's and women's lives in different regions and countries.

GE 438. GEOGRAPHIES OF INTERNATIONAL DEVELOPMENT 3 HRS.
This course explores what the concept of development means for various countries of the world. The term "international development" is used to mean economic growth that provides better living circumstances for the people whose economy is growing. The focus of this course is on the uneven impacts of economic development and on the importance of other sorts of globalizing trends that affect people's lives in addition to economics. Clearly, not everyone benefits equally from a growing economy. Even within local areas, some people gain from economic progress while others continue to fall behind. The course will be framed by overarching geographic concepts such as gender and ethnicity, as well as geopolitics, war and civil unrest, cultural and economic globalization, uneven access to the benefits of growth and change, and the detriments and the advantages that may result from attempts at development.

GE 453. CONSERVATION OF NATURAL RESOURCES 3 HRS.
A survey of the world's natural resources, with a focus on the United States in global context. Philosophies of resource protection, conservation and preservation are considered in the context of increasing global demands for energy, water, food, and other critical resources. The global economic, cultural and physical impacts of resource use, depletion, and conservation are analyzed from a geographic perspective, as are the global impacts of pollution, waste production and disposal, cultural-economies of resource conservation are emphasized in the context of human-environment interactions, as important themes of geographic study.

GE 454. CULTURAL GEOGRAPHY 3 HRS.
This course uses the tools of geography to explore patterns of human culture. Themes may include cultural aspects of settlement, migration and diffusion, population, human-environment interactions, landscape, and more. Emphasis on human cultural expression at a variety of scales and in a range of locations.

GE 455. FOOD, CULTURE & PLACE 3 HRS.
How humans grow, process, distribute, consume, and relate to food – and how these patterns have changed over time – is one of the largest pieces of a society's or culture's identity. In this course, we are going to study several broad elements of food, including the production, consumption, and disposal of food, before examining cultural aspects of food and the way it contributes to a sense of place around the world.

GE 456. ECONOMIC GEOGRAPHY 3 HRS.
This course emphasizes the present global patterns of production, distribution and consumption of the world's goods; the major areas and types of technological production, agricultural production, and extractive production; the global trade and communication patterns; the growth in power in nations accompanying their increases in industrialization; and the extreme difference in living standards throughout the world. These themes are analyzed as a background for interpreting contemporary economic, social and political problems.

GE 457. POLITICAL GEOGRAPHY 3 HRS.
An introduction to the scope and content of political geography; the application of geographic information and techniques in analyzing politically significant regions of the world. Every attempt is made to keep the course up to date and the areas studied will be determined by their geopolitical significance at the time the course is given.

GE 460. HISTORY OF CARTOGRAPHY 3 HRS.
This course examines the way that humans use and communicate spatial information. The scope of the course ranges from prehistory to the computer age, and is cross-cultural, examining Asian, African, Islamic, and indigenous mapping as well as the Western cartographic tradition. At the end of the course students should gain an appreciation of this most basic geographic tool as the complex social and cultural phenomenon that it is.

GE 498. INDEPENDENT STUDY IN GEOGRAPHY 1-3 HRS.
(Prerequisites, three hours of geography, plus consent of instructor.) Special project or readings on a topic initiated by the student and approved by the instructor.

GE 500. SPECIAL TOPICS IN GEOGRAPHY 1-3 HRS.
Investigations into selected areas of geography.

GE 551. COMPUTER MAPPING SYSTEMS 3 HRS.
(Prerequisites, GE 371 or ES 545.) Theory and use of computer systems for capture, storage, analysis, and plotting of spatial information. Vector and raster geographic information systems, digitizing data, and spatial analysis. Practical applications of computer mapping systems. Two hours lecture and two hours laboratory per week, plus field trips. Students may not receive credit for both ES 551 and GE 551. Students should have a minimum math background of trigonometry; those without the prerequisites should consult with the professor before enrolling in the course.

GE 572. GIS APPLICATIONS 3 HRS.
(Prerequisites, GE/EB/ES 351, GE/EB/ES 551.) Provides students enrolled in the GSA program an opportunity to apply their GIS skills to a variety of practical projections and research issues, combining classroom and laboratory work. Students should already be comfortable using ESRI software.

GE 573. INTERNSHIP IN GEOGRAPHIC INFORMATION SYSTEMS 3 HRS.
(Prerequisites, GE572, GE/EB/ES351, GE/EB/ES551.) Provides students enrolled in the GSA program an opportunity to apply and develop their GIS skills through practical work in association with an approved internship agency. In addition to performing tasks as directed by that agency, the student will complete a written report for the supervising faculty member.

GE 701. SEMINAR IN REGIONAL GEOGRAPHY 1-3 HRS.
A seminar on the physical and cultural patterns and interrelationships existing in selected political regions with emphasis upon the distribution of human activities and effects of various environments upon man and national economic development.

GE 702. SEMINAR IN CULTURAL GEOGRAPHY 1-3 HRS.
In-depth study of topics related to geographic diffusion and distribution of elements of human culture, including migration and settlement, geopolitics, religions, economies, labor, popular culture, human-environment interactions, and other aspects.

GE 703. SEMINAR IN PHYSICAL GEOGRAPHY 1-3 HRS.
The seminar is designed to provide an opportunity for in depth examination geographical analysis of the spatial characteristics of one or more factors that constitute the physical environment. The seminar specifically treats such subjects as climate, soils, landforms, and biogeography.

GE 704. SEMINAR IN GREAT PLAINS GEOGRAPHY 1-3 HRS.
This course includes the methodology of regional analysis and delineates the Great Plains as a distinctive region. It examines geographical features of the region's physical environment and human adaptation to it. Cultural landscape topics include agriculture, settlement patterns, ethnicity, transportation, historical geography, and other social and economic phenomena. Content and assignments will vary according to the number of credit hours for which the course is offered.

GE 710. SEMINAR IN KANSAS GEOGRAPHY 1-3 HRS.
A study of the physical, cultural, economic, and regional significance of Kansas as a state and its spatial interaction within the nation.

GE 810. RESEARCH PROBLEM IN GEOGRAPHY 1-3 HRS.
(Prerequisite, six hours of Geography, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

GEOLOGY

GO 231. PHYSICAL GEOLOGY 3 HRS.
A descriptive study of the physical and chemical processes occurring on and within the Earth and the associated structures and features produced by these processes. The study and identification of minerals and rocks, topographic maps, and geologic maps. Field trips are required.

GO 324. ROCKS AND MINERALS 3 HRS.
(Prerequisites, ES 110 and ES 111.) An introduction to recognition, terminology, and classification of minerals, rocks, and sediments. Properties and genesis of rocks and minerals. Emphasis on sight identification and description using simple field and laboratory equipment. Lectures, laboratory exercises, and field trips.

GO 325. EARTH HISTORY 3 HRS.
(Prerequisites, ES 110 and ES 111.) 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, ES 110 and ES 111.) 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, ES 110 and ES 111.) 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 506. ENVIRONMENTAL GEOCHEMISTRY 3 HRS.
(Prerequisite: CH 123 and CH 124.) A comprehensive look at sources, transport, reactions, and effects of chemical species in the hydrosphere, the lithosphere, and the atmosphere. This course may be taken for either Earth Science or Chemistry credit. Possible Field Trip.

GO 521. HISTORY OF GEOLOGY 2-3 HRS.
(Prerequisites, ES 110 and ES 111.) 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, ES 110 and ES 111.) The study of economic mineral deposits with respect to genesis, prospecting techniques, and physical characteristics.

GO 536. OPTICAL MINERALOGY 3 HRS.
(Prerequisite, GO 336.) A three-hour lecture-laboratory course designed to acquaint the student with the use of the polarizing microscope and its applications to the study of rocks and minerals in thin section.

GO 547. FIELD GEOLOGY 5 HRS.
(Prerequisite, GO 325.) 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, GO 325.) The identification and interpretation of Upper Paleozoic strata in Eastern Kansas through field experiences. This course requires that the student be free most weekends of early fall.

GO 568. STRUCTURAL GEOLOGY 3 HRS.
(Prerequisites, MA 112 and GO 326.) 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, ES 110 and ES 111, or GB 100 and GB 101, or GB 140 and GB 141.) Attention in this course is focused on the structure and classification of fossil invertebrate animals. A study of the evolutionary trends and geological distribution of these animals also helps to emphasize their stratigraphic usefulness. This is accomplished through one one hour lecture and two two hour labs a week. In the lab the student works with actual fossil specimens of the various invertebrate phyla.

GO 570. SEDIMENTATION AND STRATIGRAPHY 3 HRS.
(Prerequisites, GO 325 and GO 324.) The origin and interpretation of stratified sequences of ancient sedimentary rocks and modern sediments. Methods used to study sedimentary rocks. Comparison of modern and ancient sedimentary environments. Two lecture hours and two lab hours per week, plus field trips.

GO 571. HYDROGEOLOGY 4 HRS.
(Prerequisites, ES110/111 or consent of instructor.) Geologic, hydrologic, and chemical factors controlling the distribution, abundance, quality, and development of surface water and groundwater. Surface and groundwater in the central U.S.A. will be emphasized. Two lecture hours per week and two lab hours per week, plus possible field trips.

GO 572. CONTAMINANT HYDROGEOLOGY 3 HRS.
(Prerequisites, ES 571 and CH110/111 or CH123/124.) The distribution, behavior, and fate of contaminants in natural hydrologic systems are addressed as they relate to current environmental practices. Approaches to characterizing and monitoring contaminated groundwater, and strategies for remediation of contamination are emphasized.

GO 580. ENVIRONMENTAL FIELD METHODS 3 HRS.
(Prerequisites, GO 571 or equivalent.) This course provides an introduction to various tools and techniques used in the assessment of hydrogeologic investigations. Through a series of field exercises, students obtain practical "hands-on" experience with tools and equipment used by environmental industry practitioners and researchers. Data obtained in each exercise are analyzed and evaluated using relevant commercially available software, and presented in technical report writing style.

GO 766. PETROLOGY AND PETROGRAPHY 4 HRS.
(Prerequisite, GO 336.) A study of rocks and minerals of the Earth's crust as natural chemical systems in which the mineral phases are in dynamic equilibrium with changing temperatures and pressures on and within the Earth's crust. Three hours lecture and three hours laboratory each week.

GO 769. VERTEBRATE PALEONTOLOGY 3 HRS.
(Prerequisites, ZO 214 and ZO 215.) The course will focus on the fossil record and evolution of vertebrate (backboned) animals through geological time. Origins, adaptive radiations, and extinctions of all major vertebrate groups will be covered, along with the utility of fossil vertebrates in stratigraphic correlations, analysis of depositional environments, paleobiogeography, and questions of evolutionary biology. The course is designed for students in Earth Science and Biology who have an interest in vertebrate evolutionary history. Permission of instructor required to enroll if specified prerequisite is not met.

GO 773. APPLIED HYDROGEOLOGY SEMINAR 2 HRS.
(Prerequisite GO 571.) This graduate seminar will explore real-world applications of hydrogeologic principles introduced in the introductory hydrogeology course (GO 571). Ongoing and new graduate and undergraduate student research projects will be considered in depth.

GERMAN

GR 100. SPECIAL PROJECTS IN GERMAN 1 HR.
Topics of general interest to non-German majors will be studied and some basic pronunciation characteristics of German will be introduced. Topics may be business, technical fields, music, tourism, etc.

GR 110. GERMAN LANGUAGE & CULTURE I 5 HRS.
Fundamental principles of pronunciation and grammar. Dictation, reading, simple speaking, and writing. Offered every fall.

GR 210. GERMAN LANGUAGE & CULTURE II 5 HRS.
Conversation, reading for comprehension, German life and culture. Offered every Spring.

GR 305. SUMMER STUDY ABROAD IN GERMANY 4 HRS.
(Prerequisite, GR 213 or permission of instructor.) Four-week course in Würzburg, Germany offered in July. Combines daily intensive classroom instruction with organized cultural activities and excursions. Emphasis on strengthening conversational and compositional skills, expanding vocabulary, and deepening cultural awareness.

GR 313. GERMAN LANGUAGE & CULTURE III 5 HRS.
Continuation of German Language & Culture II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of German-speaking countries continued. Offered every Fall.

GR 314. GERMAN LANGUAGE & CULTURE IV 3 HRS.
Continuation of German Language & Culture III and completion of the basic program. Expanded understanding and speaking with added emphasis on writing and reading. Study of the culture of German-speaking countries continued. Offered every Spring.

GR 339. READING AND CONVERSATION 5 HRS.
(Prerequisite, GR 313 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. Offered as needed.

GR 359. GERMAN LANGUAGE PAST AND PRESENT 3 HRS.
(Prerequisite, GR 314 or equivalent.) History of the German language, deeper analysis of grammar, and other aspects of linguistics will be emphasized. This course is intended to further develop the student's abilities in composition.

GR 365. INTRODUCTION TO LITERATURE 3 HRS.
(Prerequisite, GR 339 or GR 359 or permission of instructor.) General introduction to the principles and vocabulary of literary study in German. Works of German, Austrian, and Swiss German literature will be read to illustrate these principles.

GR 379. CIVILIZATION OF GERMAN-SPEAKING COUNTRIES 3 HRS.
(Prerequisite, GR 339 or GR 359 or permission of instructor.) Culture, history, geography, and economy of German-speaking countries.

GR 389. STUDIES IN THE CULTURE OF GERMAN-SPEAKING COUNTRIES 3 HRS.
(Prerequisite, GR 379.) An in-depth study of issues in Central European cultures. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

GR 435. SURVEY IN GERMAN LITERATURE 3 HRS.
(Prerequisite, GR 365.) An introduction to prominent issues, themes, and writers in German literature from the medieval period through the 20th century.

GR 445. READINGS IN GERMAN LITERATURE 3 HRS.
(Prerequisite, GR 365.) In-depth study of issues, writers, and genres in German literature.

GR 475. INDEPENDENT STUDY 1-4 HRS.
(Prerequisite, permission of instructor.)

GR 495. SPECIAL TOPICS IN GERMAN 2-3 HRS.
(Prerequisite, GR 214 or equivalent.) Topics selected from German literature, language, or culture.

HISTORY

HI 101. WORLD CULTURES TO 1500 **3 HRS.**
An introductory survey covering the origins of settled societies around 3000 B.C.E., the rise of classical Greek and Roman cultures in Europe and their contact with other civilizations in Asia, and the development of medieval Europe and its interaction with nonwestern peoples.

HI 102. MODERN WORLD CIVILIZATION **3 HRS.**
An introductory survey covering world history from 1500 to the present, with an emphasis on the forces that have shaped the contemporary world. Special attention is given to the Reformation, the age of Louis XIV of France, the rise of modern Germany, Soviet Russia, and the two world wars.

HI 111. U.S. HISTORY TO 1877 **3 HRS.**
An introductory survey of early American history from the colonial period through the Civil War and Reconstruction.

HI 112. U.S. HISTORY SINCE 1877 **3 HRS.**
An introductory survey of the United States since the Reconstruction era.

HI 300. TOPICS IN WORLD HISTORY **1-3 HRS.**
Explores important issues in world history at the undergraduate level. Each semester, instructors select different topics of importance for political, cultural, social, ethnic, and/or gender history.

HI 301. TOPICS IN U.S. HISTORY **1-3 HRS.**
Explores important issues in U.S. history at the undergraduate level. Each semester, instructors select different topics of importance for political, cultural, social, ethnic, and/or gender history.

HI 302. PROFESSIONAL HISTORIAN **3 HRS.**
This course introduces students to the discipline of history and how it is practiced professionally across the globe. Students examine historiography, methodology and the varying types of history, including social, cultural, political, biographical, gender, memory and interdisciplinary approaches. Throughout the course students will engage in the reading, research, and writing of history.

HI 303. TEACHING WITH PRIMARY SOURCES **3 HRS.**
This course will provide secondary social science education majors a framework for teaching with primary sources in the middle and secondary social studies classroom and provide an opportunity for preservice teachers to create and teach topic-specific, content informed lessons that integrate primary sources and exemplify effective instructional practices.

HI 304. PIVOTAL THEMES IN WORLD HISTORY **3 HRS.**
This course explores a sequence of pivotal themes in World History from the very earliest signs of humanity to our current day. Each unit of the course studies one theme and traces it across multiple eras. This approach distills more than 200,000 years of human history into just sixteen weeks; in the process, broader patterns across culture, time, and place become apparent.

HI 305. PIVOTAL THEMES IN US HISTORY **3 HRS.**
Throughout United States history the themes of Race, Gender, Class, War, Immigration, Industrialization, National Identity and the Constitution can be found. This class explores these topics and looks at how they change over the breadth of United States history and how they interact with each other to shape modern society.

HI 308. WORLD HISTORY 1200-1500 **3 HRS.**
This course explores the developments in World History from the year 1200 through the year 1500 CE—and a little bit beyond! These centuries encompass some of the most important and formative events across the globe, including massive volcanic eruptions, a nearly worldwide pandemic, the rise and expansion of Mongol power, the rise of the Inca, humanism, and increasingly global cross-cultural connections.

HI 309. MEDIEVAL MAGIC IN MODERN CULTURE **3 HRS.**
A discussion of magic and the supernatural in the belief and society of the Middle Ages in Europe from 400 to 1500 CE, including definition, change over time, and interactions with culture and religion. Course also features a consideration of the ways in which modern views of magic have retained or altered these medieval elements.

HI 310. PRE-CLASSICAL AGE, 3000-500 B.C.E. **3 HRS.**
Explores the formation of civilizations in Mesopotamia, Egypt, the Mediterranean, the Indus Valley, and China from 3000 B.C.E. to 500 B.C.E. It focuses on the foundations of settled societies, trade networks between these peoples, and cultural borrowing.

HI 311. ANCIENT GREECE, 800-200 BCE **3 HRS.**
Explores Hellenic and Hellenistic history from the rise of the city-state to the decline of Alexander's empire, focusing on political and social developments, philosophical responses, and attitudes toward non-Greeks as city-states move from defensive to offensive military stances and as Alexander spreads Hellenic culture throughout his empire.

HI 312. ROMAN WORLD, 500 BCE-500CE **3 HRS.**
Explores political, social, and religious developments in the Roman Republic, the Principate, and the Dominate, emphasizing reactions to shifts in government, the creation of the empire, borrowing from previous and contemporaneous cultures, the rise of Christianity, and increasing challenges to state authority by the fourth century.

HI 313. MEDIEVAL EUROPE, 500-1500 **3 HRS.**
Explores culture, government, and society in the Middle Ages, with special emphasis on religious movements such as the crusades, intellectual movements such as scholasticism and humanism, social responses to the rise of cities, and attitudes towards Jews and Muslims in Christian Europe.

HI 314. EARLY MODERN EUROPE, 1350-1650 **3 HRS.**
Explores the intense intellectual, religious, and social changes Europe experienced from the late Middle Ages through the Renaissance/Reformation era. Special attention will be paid to the rise of powerful monarchies, the breakdown of religious unity, reactions to the voyage of discovery, and the Scientific Revolution.

HI 316. AGE OF REVOLUTIONS, 1760-1848 **3 HRS.**
Explores revolutionary agitation in Europe and the Western Hemisphere during the eighteenth and nineteenth centuries. The course will examine the causation of the revolutions in America, France, and Haiti in the eighteenth century as well as the Industrial Revolution and the revolutions of 1820, 1830, and 1848.

HI 317. AGE OF EMPIRE, 1848-1914 **3 HRS.**
Explores political and social situations in Europe and the world from the Crimean War until the outbreak of World War I. The course will review imperialism in Africa and China, as well as the situation of women, workers, and minorities struggling for political rights in the late nineteenth century.

HI 318. AGE OF TOTAL WAR, 1900-1945 **3 HRS.**
Explores the shifting balance of world power in the twentieth century: World War I, the Russian Revolution, inter-war turmoil, and World War II, including an emphasis on diplomatic policies that failed to avert the coming of World War II and the Cold War.

HI 319. THE WORLD SINCE 1945 **3 HRS.**
Explores events, trends, and interpretations in world history since World War II, including the end of colonialism in Asia and Africa, the Cold

War and its worldwide impact, the Maoist Revolution in China, the Korean War, third-world revolutions, the Arab-Israeli conflict, and the breakdown of bipolar alliances after 1989.

HI 333. KANSAS 3 HRS.
Explores the history of Kansas from 1541 to the present, with emphasis on approaches to state history and a special focus on geographic influences in the state's history and culture.

HI 340. ORIGINS OF COLONIAL AMERICA 3 HRS.
Explores the interactions between various European and tribal powers leading to the creation of multicultural enclaves and empires within the New World. Special attention will be paid to Spanish, French, and English colonial efforts and the responses of Native Americans as their cultures faced unprecedented challenges.

HI 341. AMERICAN REVOLUTION, 1763-1789 3 HRS.
Explores political, military, economic, and social transformation from the colonial period through revolution to the ratification of the Constitution. The course will highlight key leaders and major events, but it will also examine the Revolution's effect on women, Native Americans, and African Americans.

HI 342. EARLY REPUBLIC, 1789-1848 3 HRS.
Explores the United States from the writing of the Constitution to the end of the Mexican War, focusing on the development of political parties, women in American Society, the Market Revolution, the nation's westward expansion, and tensions regarding slavery and native Americans.

HI 343. CIVIL WAR ERA, 1848-1877 3 HRS.
Explores origins of the Civil War, the war itself, and Reconstruction, with emphasis on related political, military, economic, and social changes. Special attention will be paid to the centrality of slavery and emancipation, the transforming power of the war for individuals and institutions, and the difficulties of reunion.

HI 344. RECONSTRUCTION & THE GILDED AGE, 1865-1900 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, 1900-1945 3 HRS.
Explores American society after World War I, with special attention on the nature of politics, culture, and economics during the 1920s, the Great Depression, the presidencies of Herbert Hoover and Franklin Roosevelt, the origins of World War II, and the effects of the war.

HI 346. UNITED STATES, 1945-1974 3 HRS.
Explores American society from the end of World War II to the resignation of Richard Nixon, covering domestic liberalism, the Cold War, McCarthyism, the civil rights movement, the 1960s, Vietnam, and the rise of conservatism.

HI 347. UNITED STATES SINCE 1974 3 HRS.
Explores recent American history, focusing on the decline of liberalism, the rise of conservatism, the end of the Cold War, the Gulf War, and the war on terrorism through the presidencies of Ronald Reagan, George Bush, Bill Clinton, and George W. Bush.

HI 401. CURRENT HISTORY 1 HR.
Explores the complexities of the modern world by reviewing the news, as well as analyzing the fundamental cultural, political, and social forces that divide the world today. The pressing issues of globalization, terrorism, and war will be discussed.

HI 410. HISTORY OF ISLAM TO 1500 3 HRS.
Explores the origins of Islam, its early doctrinal splits, and expansion; the Umayyad, Abbasid, and Ottoman caliphates; cultural and intellectual developments; interaction between Muslims and peoples of other faiths.

HI 411. MEDIEVAL CRUSADES AND CRUSADERS 3 HRS.
Explores the origins of crusading in the eleventh century, early crusades and their effects on Byzantine and Islamic power players in the Levant, expansion of the crusading movement within Europe, and the effects on medieval European society.

HI 412. MODERN MIDDLE EAST 3 HRS.
Explores the Middle East from the Ottoman Empire of the fifteenth century through its waning in the eighteenth and nineteenth; European imperialism in the region and its redrawing of boundaries following World War I, with an emphasis on Arab nationalism, the Gulf War, and terrorism.

HI 414. WESTERN THOUGHT, 800-1500 3 HRS.
Explores intellectual developments in European society and their historical context, focusing on medieval theology and philosophy, the social and political environment in which these ideas emerged, and their effects (if any) on these societies. Special attention will be paid to scholasticism and humanism and reactions to non-Christian ideas.

HI 416. ANATOMY OF REVOLUTIONS 3 HRS.
Explores the causes of revolutions from the sixteenth to the twentieth century, focusing on historical context, ideological positions, exportation of revolutionary ideas, the foreign policy of revolutionary states, and the role of revolutions and revolutionaries in world affairs.

HI 418. IMPERIAL RUSSIA 3 HRS.
Explores Russian history under autocratic tsars from Peter the Great until Nicholas II, focusing on geographical expansion; reforms initiated by Alexander II; the rise of Nihilism and the People's Will; the impact of industrialization and worker unrest; imperial policies and popular reactions culminating in revolution.

HI 419. SOVIET UNION 3 HRS.
Explores the history of modern Russia with a particular emphasis on the nineteenth-century background of the Communist Revolution, the revolution itself, the Stalin era, and changes after World War II.

HI 423. WAR AND SOCIETY 3 HRS.
Explores war and its effect on history from the ancient world to the twenty-first century, focusing on the quest for national security, as well as the cultural and technological factors, social transformations, and influence on art, music, and popular culture.

HI 424. WORLD WAR I 3 HRS.
Explores the war's origins and effects on world history, focusing on transformations that led to other conflicts in the twentieth century. Special attention will be paid to diplomatic and military components, reactions by the intelligentsia, and the experiences of women and ordinary soldiers during and after the war.

HI 425. WORLD WAR II 3 HRS.
Explores the diplomatic background, military operations, domestic developments, and peace settlements of the war. Special attention will be paid to its causes, social and economic change related to the war, scientific and technological achievements, the clash of ideology, and the war's influence on world history since 1945.

HI 426. THE HISTORY AND STRUCTURES OF GENOCIDE 3 HRS.
This course examines the historical developments, state structures, and geography of genocide, particularly in the twentieth and twenty-first

century, when imperialism, colonization, and decolonization created conditions that have contributed directly to acts of genocide, most of which have been state-sponsored. Through the vehicle of numerous case studies from the last 150 years of history, we will study topics such as how genocide is defined, the stages by which genocide is prosecuted, the nature of state involvement in genocide, and how genocide is ended.

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 428. RISE AND FALL OF COMMUNISM 3 HRS.
This course will review the rise and fall of the major communist regimes in Russia and Eastern Europe from 1917 through 1991. The class will examine the failures of the Soviet experiment and the struggle to establish Communist states in Europe and Asia following World War II. The course will also place considerable emphasis on the surviving communist regimes in Asia and the Caribbean that weathered the democratic impulse following the fall of the Iron Curtain.

HI 429. MODERN EUROPE 3 HRS.
The course will focus on the comparative development of France, Germany, Great Britain, and Eastern Europe from the French Revolution through the Cold War. An additional emphasis will be placed on Europe's political and cultural development in the formative decades following Germany's defeat in 1945.

HI 430. COUNTRY FOLK AND THE LAND 3 HRS.
Explores the interconnection between Americans and land through the effects of agricultural developments on U.S. policy and culture and the impact of national or international affairs on the rural sector.

HI 431. GREAT PLAINS HISTORY 3 HRS.
Explores peoples, agriculture, town development, and politics in the Great Plains region, all of which have contributed to a unique regional identity as both the Great American Desert and the Breadbasket of the U.S.

HI 432. WESTERN EXPANSION TO 1860 3 HRS.
Explores U.S. territorial growth from the colonial period through Reconstruction, focusing on the various peoples who migrated and their interaction with those already living in newly opened territories; local, national, and international events and their impact; the effects of expansion on national affairs.

HI 435. AMERICAN MILITARY HISTORY 3 HRS.
Explores the genesis and development of the U.S. military tradition from the colonial period to the present, focusing on the experiences of the common soldier, the major military campaigns, postwar military adjustments on the home front, and the major military leaders and personalities throughout American History.

HI 436. COLD WAR CULTURE 3 HRS.
This course examines how the Cold War influenced American society over its almost 50-year run. Throughout the entirety of the Cold War three messages were consistently portrayed in mass media. These messages were fear of nuclear annihilation, fear of Soviet invasion, and American exceptionalism. The course takes a historical and chronological look at how these messages were transmitted through various popular culture offerings to the American public.

HI 439. AMERICAN RELIGIOUS HISTORY 3 HRS.
Explores the role of religion in shaping American history and culture, focusing on colonial development, witchcraft, the Great Awakenings, war, fundamentalism, spiritualism, the occult, Islam and terrorism and the current state of religion in America.

HI 440. GENDER IN THE ROARING TWENTIES 3 HRS.
This course explores gender and the first sexual revolution of the 20th Century. Students will study the concepts and ideas of gender history of the 1920s. Specific focus will be given to gender in terms of social class, race, ethnic identities, and the ever-changing policies and attitudes towards women in American society and culture.

HI 441. THEMES IN AMERICAN INDIAN HISTORY 3 HRS.
Explores some enduring themes in Native American history, such as cultural contact and interaction, patterns of resistance and adaptation, and conflicting views about the very nature of history and control of access to information.

HI 443. AFRICAN AMERICAN HISTORY 3 HRS.
Explores African Americans from the colonial period to the present, focusing on the burden of and resistance to slavery; the meaning of freedom in the United States, the Civil Rights movement, and the current status of African Americans.

HI 444. SOUTHERN HISTORY TO 1865 3 HRS.
Explores the political, economic, and social development of the antebellum South, focusing on slavery, southern society and culture, and governmental changes from settlement through the Civil War.

HI 445. SOUTHERN HISTORY SINCE 1865 3 HRS.
Explores the political, economic, and social development of the post-bellum South, focusing on race relations from Reconstruction through the Civil Rights movement, southern society and culture, and governmental changes to the present.

HI 446. POLITICAL PARTIES, 1789-1896 3 HRS.
Explores political parties in the United States, emphasizing the founding fathers' attitudes, political parties throughout the nineteenth century, and political culture. Special attention will be paid to elections, party formation and structure, platforms, third party movements, and movements outside of parties.

HI 447. POLITICAL PARTIES SINCE 1896 3 HRS.
Explores political history in the twentieth century focusing on political parties, the electorate, and changes in the party system. Special attention will be paid to crucial presidential elections and the ideologies that determined their outcomes.

HI 448. AMERICAN DIPLOMATIC HISTORY 3 HRS.
Explores major issues and events from the revolutionary period to the present in American diplomacy, emphasizing western expansion, imperialism, the world wars, the Cold War, nuclear issues, and Third World relations.

HI 450. AMERICAN INTELLECTUAL HISTORY 3 HRS.
Explores American thought from the colonial period to the present, focusing on ideas about religion, politics, writing, the arts, and philosophy in their historical context.

HI 451. HISTORY AND POPULAR CULTURE 3 HRS.
Lights! Camera! Action! Television and Movies are just two forms of Popular culture that we will explore this semester. When one thinks of Popular Culture one doesn't think about its importance to History. In fact, many people would not associate popular culture with history at all. However popular culture is an important aspect in the study of history. Popular culture is a useful tool in understanding a given time period. As popular culture often reflects a society's larger hopes and fears. We will learn about popular culture and how to use this often-overlooked historical source. We will also examine how various popular culture offerings portray historical events and address the concerns of academic historians often fault for inaccuracy, and the

version of history they portray. This is a combined lecture and discussion class.

HI 452. HISTORY, MYTH, AND MEMORY 3 HRS.
Explores the relationships and interaction between personal memories, cultural myths, and interpretations of the past, focusing on the dynamics between what people remember—history—and why they might remember it in particular ways.

HI 453. HISTORY OF BASEBALL 3 HRS.
Baseball has long been considered America's national pastime. The course examines the history of the game and how baseball reflects American cultural and social norms, focusing on baseball as a microcosm of American society, from its humble beginnings to the multi-billion dollar empire it has become. Students will study the mythology that has shaped our view of baseball, separating fact from fiction by scrutinizing how baseball reflects and directs social changes from the late 19th century to today.

HI 454. CULTURAL PLURALISM 3 HRS.
This course offers an historical and contemporary, interdisciplinary and intersectional exploration of race, ethnicity, class, gender, and sexual orientation in the United States, while emphasizing imaginative expressive forms, such as fiction, poetry, film, and the visual arts. When we consider race, ethnicity, class, gender, and sexuality as aspects of American identity, these concepts can help us to understand the ways in which we define ourselves and the ways in which we define, and are defined by others.

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 459. HISTORY OF AVIATION 3 HRS.
When Mankind achieved the ability to take to the skies, the world was changed forever. Powered flight and the later race to the stars has created a dramatic impact on human civilization. This course will focus on the origins of flight and the evolution of aviation technology. Special attention will be paid to the achievements of famous aviators, including women and minorities. The course will also demonstrate how aviation transformed art, literature, and society from a historical perspective.

HI 461. ENGLAND SINCE 1660 3 HRS.
Explores developments in English political, social, and intellectual traditions since 1660 and the spread of British influence throughout the modern world.

HI 462. ENGLAND IN FILM 1 HR.
Explores English history since 1660 through American and British films, focusing on historical accuracy and the artistic choices of the film makers. Students will view and discuss the films' content and context.

HI 463. HISTORY OF IRELAND 3 HRS.
Explores Ireland and Irish people from prehistoric time to the present, with an emphasis on medieval Irish religion and culture, the famine of the 1840s, and relations with Great Britain in the twentieth century.

HI 464. IRELAND IN FILM 1 HR.
Explores representation of modern Ireland through films, focusing on artistic choices and historical accuracy. Students will view films and discuss their content and context.

HI 473. HISTORY OF TERRORISM 3 HRS.
This course is designed for students interested in the historical origins of political terrorism as well as state-sponsored terrorism and non-state terrorist actors such as al-Qaeda. Students will examine the evolution of terrorism from ancient and medieval times with a focus on the 19th, 20th, and 21st centuries, when political violence has been perceived as a method of creating political change. The course will assess national responses to terrorism, from repression and curtailment of civil liberties, to the creation of new government agencies, to construction of walls to keep terrorists at bay. Students will consider the political, social, and economic factors, as well as modern technologies and weapons that make terrorism possible.

HI 474. CHINA TO 1800 3 HRS.
Explores Chinese history and thought from prehistoric times until western contact began to transform the country, focusing on central elements in intellectual movements, government, religion, personalities, and major events.

HI 475. MODERN CHINA 3 HRS.
Explores Chinese history from 1800 to the present, emphasizing the impact of the West in the nineteenth and twentieth centuries, war and revolution in modern China, and the impact of communism.

HI 476. COLONIAL LATIN AMERICA 3 HRS.
Explores Latin America from pre-Columbian times to 1910, focusing on major events, historical processes, individuals, cultural, and religious norms, and interaction between Amerindians, Africans, and Europeans in the region.

HI 477. MODERN LATIN AMERICA 3 HRS.
Explores political, economic, and social history in Latin America from the late nineteenth century to the present, focusing on internal and international processes that have shaped change or reinforced continuity in this region.

HI 479. CONSPIRACY THEORIES 3 HRS.
Conspiracy theories have shaped popular perceptions involving major historical events. The course will review how conspiracy theories are used and the purpose they serve in galvanizing support for specific political agendas. The class will examine the Protocols of the Elders of Zion, and how it is even used today, as well as the Lincoln, Kennedy, and King assassinations and Pearl Harbor, the Red Scare, the tragedy of Oklahoma City and the events concerning 9/11.

HI 480. INTRODUCTION TO WOMEN'S STUDIES 3 HRS.
Explores issues, themes, theories, and application of women's studies as they contribute to women's experiences in many spheres. The course will focus primarily on common experiences of women in the United States and the differences created by race, class, ethnicity, sexual orientation, and age.

HI 483. AMERICAN WOMEN'S HISTORY 3 HRS.
Explores women's lives from the colonial period to the present, focusing on their common experiences as girls, wives, mothers, slaves, workers, and activists, while noting differences determined by region, religion, ethnicity, and class. Special attention will be paid to advances in education, employment, and political and social equality.

HI 484. EARLY AMERICAN WOMEN 3 HRS.
Explores women's experiences from the colonial period to 1890, focusing on ethnic differences affecting women's roles in the colonies; the effects of political and social reform, war, immigration, and labor movements; women's reactions to marriage and legal inequality in the nineteenth century.

HI 485. WOMEN OF THE OLD WEST 3 HRS.
Explores women's history in the westward expansion of the nineteenth century, focusing on shared experiences as pioneers, wives, mothers, single women, workers, and native peoples while noting the differences

determined by region, race, religion, ethnicity, and social class. Special attention will be paid to myths and stereotypes of western women.

HI 486. MODERN AMERICAN WOMEN 3 HRS.
Explores women's history from 1890 through the present, focusing on women's roles in the Depression, two world wars, the Fifties, the Women's Liberation Movement, and recent political and social issues confronting women. Special attention will be paid to race and ethnicity as major factors in women's experiences.

HI 487. GAY AND LESBIAN HISTORY 3 HRS.
Explores Gay and Lesbian Americans from the colonial era through the present, focusing on the evolution of sexual identity and acceptance, the crisis of conformity, Stonewall and the Civil Rights era, and the current status of being gay in America.

HI 488. SEXUALITY IN EARLY AMERICA 3 HRS.
This class will explore both how restrictions on the practice of sex in early America changed and how various people used the concept of gender to justify access (or denial) to a woman's body—and this inturn reinforced and justified a variety of policy decisions regarding slavery, rape, and marriage to name a few.

HI 498. INDEPENDENT STUDY IN AMERICAN HISTORY 1-3 HRS.
Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 499. INDEPENDENT STUDY IN WORLD HISTORY 1-3 HRS.
Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

HI 501. PHILOSOPHY & WRITING OF HISTORY 3 HRS.
Designed to acquaint the history major with major historians and their writings from Herodotus to the present, and make the student aware of methods of research and analysis, bibliography, and source criticism. Required of undergraduate history majors and of those graduate students who have not had a comparable course at the undergraduate level.

HI 502. FIELD STUDY IN HISTORY 1-3 HRS.
(Prerequisite, consent of instructor.) Travel in the United States and abroad to encounter first-hand the history and artifacts of another culture and time period. Visits to historical sites, parks, neighborhoods, and museums are included. Offered in conjunction with a related history course (not required), field study courses incur separate expenses beyond tuition.

HI 503. RESEARCH SEMINAR IN HISTORY 3 HRS.
(Prerequisites, consent of instructor and senior standing.) In this course, students will complete a research project on an historical topic. The project involves formulating an historical question, then analyzing primary and secondary sources to craft an original argument that situates the topic within relevant historiography.

HI 504. INTRODUCTION TO GRADUATE STUDIES 1-3 HRS.
This course orients graduate students to the requirements of the History M.A. program. It explores all aspects of graduate study: faculty expectations of graduate students, decision points for thesis and non-thesis options, options for further study and/or history-related jobs after the M.A. By the end of the course, graduate students should know how different aspects of the M.A. program will best help them pursue their career goals; undergraduates should be better prepared to excel in graduate school if they decide on further study.

HI 505. PROFESSIONAL DEVELOPMENT FOR HISTORIANS 1-3 HRS.
HI 505 is the course for history students to help them market their training, abilities, and experience. We will focus on professional development skills such as writing application materials (resumés and vitae, cover letters, and other materials you may need to submit), preparing for and "selling" oneself in interviews, and giving sample job talks or presentations.

HI 506. HISTORY CAPSTONE 3 HRS.
In the course, students are encouraged to reflect on the state of the disciplines and their experiences in the history and government program at ESU. Students assemble a portfolio based on their work at ESU in history, government, and related disciplines, with a focus on history and government. Students will meet regularly with a faculty mentor throughout the semester as they assemble this portfolio.

HI 510. READINGS IN WORLD HISTORY 1-3 HRS.
(Prerequisite, consent of instructor.) Involves readings and discussions on selected topics of major historical significance in European and world history.

HI 530. SANTA FE TRAIL SYMPOSIUM 1-2 HRS.
For one hour, students will attend conference style sessions and trail trips in conjunction with the Santa Fe Trail Association. Location varies, alternating years between the Rendezvous in Kansas and the symposium that is held at some designated trail site. For additional credit hours the students will do additional research and writing components.

HI 540. READINGS IN U.S. HISTORY 1-3 HRS.
(Prerequisite, consent of instructor.) Involves readings and discussions on selected topics of major historical significance in U.S. history.

HI 550. CONSTITUTIONAL HISTORY 3 HRS.
The development of constitutional government in the United States from principles incorporated in the colonial charters to the constitutional breakdown of the Civil War. Consent of instructor required.

HI 590. INTRODUCTION TO PUBLIC HISTORY 3 HRS.
Explores the historical profession as practiced outside the classroom, focusing on the career opportunities within public history and their various methodologies and skills. Special attention will be paid to the importance of historical memory and how people use it.

HI 591. LOCAL HISTORY 3 HRS.
An investigation of historical memory in communities, where students explore various aspects of local history using appropriate research techniques and methods on diverse sources such as architecture, rituals, local heroes, or customs. Designed for students going into public history.

HI 592. ARCHIVAL MANAGEMENT 3 HRS.
(Prerequisite, HI 590.) An introduction to the principles, skills, and theory of archival management, including digitization and preservation, which can be applied in a wide variety of settings such as libraries, museums, and corporations to documents, artwork, and artifacts. Designed for students going into public history. Consent of instructor required.

HI 593. MUSEUM INTERNSHIP 1-3 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern in a museum or historic site for 120 hours and complete at least one project demonstrating mastery of internship objectives. Consent of instructor required.

HI 594. ARCHIVAL INTERNSHIP 1-3 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern at an archive for 120 hours and complete at least one project demonstrating mastery of these objectives. Consent of instructor required.

HI 595. PRESERVING THE PAST THROUGH PERFORMANCE 1-3 HRS.
Introduces the methodologies which lead to successful first person Chautauqua-style historic interpretation. Students will select a historic personage or composite character, research the person and historical context, create a script, and perform for classmates. Additional credit will involve further research, gaining enough confidence to take questions in character and as a scholar, and developing a study guide.

HI 701. U.S. HISTORIOGRAPHY THROUGH RECONSTRUCTION 3 HRS.
This course is designed to introduce graduate students to some of the central historical questions and interpretations of American history from roughly 1600-1877. In addition, our exploration of historical literature and scholarship is designed to shed light on the processes through which historians interpret the past as well as engage each other in debate.

HI 702. U.S. HISTORIOGRAPHY SINCE RECONSTRUCTION 3 HRS.
This course is designed to introduce graduate students in History to broad themes and topics in the History of the United States from 1877 to the present. The focus will be on treatment of major problems which emerged in the history of the United States during that era and how historians have debated and discussed such topics.

HI 710. READINGS IN WORLD HISTORY 1-3 HRS.
Selected main events, trends, and interpretations in World history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

HI 740. READINGS IN U.S. HISTORY 1-3 HRS.
Selected main events, trends, and interpretations in American history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant historical topics.

HI 790. DIRECTED READINGS I 1-3 HRS.
Special research problems or readings on a topic initiated by the student and approved by the instructor. Consent of instructorrequired.

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 instructorrequired.

HI 801. SPECIAL TOPICS IN HISTORY 3 HRS.
Selected main events, trends, and interpretations in history will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant topics in history. Emphasis may be given to techniques of analysis as well as to the nature of the problems examined.

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 discipline to an appropriate member of the discipline faculty for guidance.

HI 891. ARCHIVAL INTERNSHIP 3-6 HRS.
(Prerequisite, permission to enroll must be approved by program adviser no later than three months prior to the time actual work is to begin.) Supervised archival or museum experience. Students are expected to live in the area of the museum or archive where work isconducted.

HI 892. MUSEUM INTERNSHIP 3-6 HRS.
(Prerequisite, HI 590.) A hands-on experience for senior history majors interested in public history. The faculty supervisor and student will discuss goals and specific skills, then the student will intern in a museum or historic site for 120 hours and complete at least one project demonstrating mastery of internship objectives. Consent of instructor required.

HI 894. MA PROJECT 3 HRS.
Candidates for the Master of Arts in History with a concentration in Public History or Social Sciences Education will complete a Master's Project under the guidance of a faculty member in the Discipline of Social Sciences. Guidelines for the MA Project are found in the discipline's graduate policies and procedures manual.

HI 895. HISTORY MA EXAMS 1-3 HRS.
(Prerequisite, Permission of Instructor.) This course coordinates the exam portion of the Master of Arts in History non-thesis option. Students must be enrolled in this course the semester they plan to take the written exam and work with the MA Coordinator to arrange exams.

HEALTH

HL 143. GENERATING OPPORTUNITIES THROUGH ACADEMIC AND LIFE SKILLS (GOALS) 2 HRS.
This course is designed to assist students in the development of strategies essential to a successful academic career. Additionally, students will gain an informative view on how drugs affect the mind, and body performance. Ultimately, students will be encouraged to implement a strategic plan that will help them to achieve success in athletics, academics and careers.

HL 150. CRITICAL HEALTH ISSUES AND DECISIONS IN SOCIETY 3 HRS.
Critical Health Issues and Decisions in Society examines underlying health and wellness issues and recommendations and the theory and practice of implementing health enhancement strategies. In addition, the relationship between health and larger cultural and societal issues are analyzed. This course encourages students to confront the broad issues that link health to political and social policies. Risk assessment and behavior change strategies will be addressed.

HL 155. FIRST AID AND PERSONAL SAFETY 2 HRS.
Theory and practice in the American National Red Cross Standard, First Aid, Personal Safety, and Cardiopulmonary Resuscitation.

HL 250. INTRODUCTION TO HEALTH & HUMAN PERFORMANCE 3 HRS.
This course is designed to provide students with the foundational concepts and processes used to plan successful health and wellness programs in diverse settings, including corporate, clinical, private, community, and academic.

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 350. TEACHING HEALTH RISK BEHAVIOR CONTENT 3 HRS.
(Prerequisite, HL 150.) This course focuses on the critical health topics from a pedagogy perspective as well as the six risk factors of teens identified by the CDC (Mental and Emotional Health, Substance Use, Abuse & Addiction, Human Sexuality and Sexual Behaviors and Nutrition). Students will continue their foundational knowledge base in health concepts and apply that knowledge to good teaching practices. Students will plan strategies to address health concepts using the foundation of the Health Education Standards and benchmarks for grades K-12.

HL 352. COMPREHENSIVE HEALTH EDUCATION 3 HRS.
(Prerequisite, HL150) This course will introduce the development of comprehensive health education. Transitioning the student from a learner of health education to a teacher of health education. Deeper understanding of health content areas such as community, health, personal health, consumer health, environmental health, injury and prevention, prevention and control of disease. Examining, planning, implementing, and reflection of curriculum and Health benchmarks/standards.

HL 353. COMMUNITY HEALTH PROGRAMS AND SERVICES 3 HRS.
Principles and practices of community health programs and voluntary health agencies. Identification of the relationship between local, state, and national community health programs. Organization and administration of community health programs and voluntary health agencies.

HL 354. ENVIRONMENTAL HEALTH AND HUMAN DISEASES 3 HRS.
Survey of basic environmental health problems such as air, water, solid waste, noise, and radiation pollution with special consideration given to population-related issues. Included will be a study of pollution factors related to causality of diseases and the human body's ability to resist certain pathogens.

HL 355. HEALTH PROMOTION PROTECTION MANAGEMENT 3 HRS.
(Prerequisite, HL 150.) This course is an overview of the most common chronic and preventable diseases currently in the United States. A significant amount of time will be devoted to learning the most effective methods of preventing these diseases and how to effectively educate assorted at-risk populations regarding these methods.

HL 356. HEALTH FITNESS INSTRUCTION AND LEADERSHIP 2 HRS.
The purpose of this course is to provide students with the basic knowledge and skills needed to lead group exercise sessions. A variety of topics will be covered including rhythm and cuing, stretching and toning, floor aerobics, and step aerobics as well as other forms of group exercise. Information on training principles, safety issues and contra-indicated exercises is also included. Students will participate in a variety of teaching and observation experiences.

HL 370. PRACTICUM IN HEALTH & HUMAN PERFORMANCE I 1 HR.
This practicum is designed to familiarize the Health and Human Performance major with the diverse settings in which health and wellness professionals practice and potential career paths they can pursue for Practicum II (HL570), internship (HL580) and jobs upon entering the workforce. This practicum experience offers the student an opportunity to become cognizant of the scope of knowledge, skills and responsibilities often expected of health and wellness professionals in a variety of work settings, including hospitals, school districts, corporations and fitness facilities. It offers the students a glimpse into what they will be assisting with or performing during their Practicum II experience.

HL 435. STRENGTH AND CONDITIONING FOR THE PERSONAL TRAINER 2 HRS.
(Prerequisites, ZO200, ZO201 and PE320) This course examines advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance. This course is intended to build upon students' current level of knowledge in preparation for a career in personal training.

HL 450. FUNDAMENTALS IN HEALTH EDUCATION CURRICULUM 3 HRS.
(Prerequisite, HL 350 and HL 352.) This course focuses on the components of health education and its role in coordinated efforts within a school wellness program and exploring school and district wellness initiatives. There is also emphasis health related content in relation to cross curricular lesson planning, classroom management, participation in authentic learning experiences, application of the Health Education standards & benchmarks. Students will implement lessons in a peer and elementary settings.

HL 454. STRENGTH & CONDITIONING FOR TEAM & SPORT 3 HRS.
This course will provide the student with an advanced understanding of the principles and methods necessary to design and implement comprehensive strength and conditioning programs that enhance fitness and performance for athletes and teams.

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 457. HUMAN SEXUALITY EDUCATION 2 HRS.
This course provides a comprehensive introduction to the biological, psychosocial, behavioral and cultural aspects of sexuality. An emphasis will be placed on learning basic human sexuality concepts and exploration of various cultural perspectives that relates to individuals, as well as societal, issues.

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 AND PRODUCTIVITY MANAGEMENT 3 HRS.
This course provides an introduction to worksite health management with an emphasis on program development and design. The focus will be on planning, defining, implementing, and evaluating corporate and community interventions for health and productivity including behavioral/educational, organizational and environmental change strategies.

HL 466. HEALTH BEHVIOR CHANGE INTERVENTIONS FOR DIVERSE POPULATIONS 3 HRS.
(Prerequisites, HL 150, HL 250 and HL 344) This class teaches future health and human performance professionals how to target specific health and fitness issues within diverse settings including, but not limited to, worksites, communities, fitness facilities, hospitals/clinics, and collegiate athletics. Special emphasis will be placed on reducing risks among employees, clients and patients of various ages and backgrounds, and collegiate athletes via education, policy change, adherence to federal and state law, and environmental adjustments. Application of previously learned behavior change theories and educational techniques will be expected.

HL 490. SPECIAL TOPICS IN HPER 1- 3 HRS.
The purpose of this course is to allow the discipline 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 HPER.

HL 524. NUTRITION FOR SPORT AND PERFORMANCE 3 HRS.
(Prerequisites, HL 150, GB 385, ZO 200 and ZO 201.) The purpose of this course is to allow students to gain insight into dietary ergogenic issues related to physically active populations. Students will interact with physically active populations to assess dietary, physical and performance standards in order to develop alternative plans for healthy, active lifestyles. This course will also assist the student in becoming a critical thinker, creative planner, and effective practitioner.

HL 550. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL 3 HRS.
Justification for and dynamics of health instruction in the elementary school. Exposure to a wide range of health education content information, methods, materials, and resources which pertain specifically to health instruction in the elementary school.

HL 559. METHODS OF TEACHING HEALTH 4 HRS.
(Prerequisite, HL 350 and HL 450.) Principles of PreK-12 school health instruction with emphasis upon curriculum construction, instructional strategies and materials, lesson plan development, actual teaching experiences, and evaluative techniques.

HL 560. SPECIAL PROBLEMS IN HEALTH AND SAFETY EDUCATION 1-3 HRS.
(Prerequisites, permission of instructor.) The purpose of this course is to allow students the opportunity to complete in depth study of health education/health promotion related topics.

HL 565. STRATEGIES IN HEALTH & HUMAN PERFORMANCE 4 HRS.
(Prerequisites, HL 465 and HL 250.) (Prerequisites, HL 465 and HL 250.) 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 both community and worksite health and productivity management: 1) Communication and awareness programs; 2) Screening and assessment programs; 3) Education and lifestyle programs and 4) Behavior change support systems.

HL 566. EXERCISE TESTING AND PRESCRIPTION 4 HRS.
(Prerequisite, HL 435 and PE 360.) This course is designed to prepare students to accurately assess apparently healthy individuals and those with controlled disease 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. Testing and programming for special populations will also be addressed throughout the course.

HL 570. PRACTICUM IN HEALTH & HUMAN PERFORMANCE 2 HRS.
(Prerequisite, HL 465.) The Health and Human Performance practicum is designed to prepare majors with skills and abilities to successfully compete in the quest for an internship and a professional job. The practicum experience offers the student an opportunity to gain further insight into health and performance-related content, problems, issues and skills previously studied. It offers the student opportunities to apply these during this practicum experience. A well-conducted practicum can be mutually rewarding for the student as well as the supervising organization.

HL 580. INTERNSHIP IN HEALTH & HUMAN PERFORMANCE 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 and performance-related skills within a health/fitness setting, which may be corporate, clinical, or public. 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 700. CURRENT DEVELOPMENTS IN HEALTH EDUCATION 1-4 HRS.
Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods, and techniques in health education.

HL 701. SPECIAL WORKSHOPS IN HEALTH 1-2 HRS.
This course offers the opportunity for students to experience a variety of intensive courses concerned with health topics.

HL 710. ADVANCED CRITICAL ISSUES IN HEALTH 3 HRS.
This health knowledge-based course for health educators will focus on tools and strategies to use with individuals in educational settings for enhancing their health knowledge and behavioral lifestyle motivations will also be presented as part of the course's approach to the pursuit toward optimum health.

HL 720. CURRICULUM DEVELOPMENT IN HEALTH EDUCATION 3 HRS.
This course will examine health education curriculum in regards to various pro-active skills and strategies which enhance the success of health educators/professionals in reaching this population of students. There is an emphasis on the critical lifestyle choices that are made and patterns of behavior that are established by adolescents which affect their immediate future health.

HL 735. INSTRUCTIONAL STRATEGIES IN HUMAN SEXUALITY EDUCATION 3 HRS.
This course will provide instructional strategies in the various areas of human sexuality education. The course will also focus on terminology,

legal issues, cultural differences and relationships as they apply to human sexuality education. This course is most appropriate for those who teach at the K-12 grade levels.

HL 751. LEADERSHIP/MANAGEMENT IN HEALTH AND WELLNESS PROGRAMS 3 HRS.
Overview of organization and administration of health and wellness programs: administrative theories, management by objectives; budgeting, grantsmanship, contracts, strategies, consultation, and art of leadership.

HL 780. SCHOOL HEALTH ISSUES AND TRENDS 3 HRS.
This course is application of current school health instruction with emphasis upon curriculum construction, instructional strategies, lesson plan development, use of appropriate assessments and reflection practices. Additional focus on health content in a multi-disciplinary approach within a school setting, exploring community involvement and an increase awareness on global diversity.

HL 800. APPLIED RISK BEHAVIOR EDUCATION AND STRATEGIES 3 HRS.
This course allows students to obtain, interpret, and understand basic health information and services. It develops student confidence in using such information and services in a health-enhancing manner. By focusing on contemporary risk behaviors, including those identified by the Centers for Disease Control and Prevention, the class will examine the major concepts, ideas, research, and teaching activities related to these areas.

HL 820. INSTRUCTIONAL METHODS OF HEALTH EDUCATION 3 HRS.
This course is application of current school health instruction with emphasis upon curriculum construction, instructional strategies, lesson plan development, use of appropriate assessments and reflection practices. Additional focus on health content in a multi-disciplinary approach within a school setting, exploring community involvement and an increase awareness on global diversity.

HL 850. WELNNESS CONCEPTS AND PREVENTION STRATEGIES 3 HRS.
This class is designed to expand student knowledge regarding the most common chronic and preventable diseases in the United States. Emphasis will be placed upon the top causes of death and learning the origins, symptoms, causes, prevention, and current treatments of these diseases. Time will be allotted to learning the most effective methods of prevention and how to effectively educate various at-risk populations regarding these methods.

INTERDISCIPLINARY STUDIES

ID 102. FIRST-YEAR SEMINAR II 1 HR.
The First-Year Seminar II course is designed to assist first-year college students in developing the inner qualities, outer behaviors, and academic skills that have proven to help individuals achieve academic and personal success in college. Students will acquire knowledge in self-awareness, decision-making, goal setting, time-management, study skills, learning styles, strengths development, use of university resources, communication skills, and campus involvement.

ID 201. SECOND-YEAR SEMINAR 1 HR.
(Prerequisite: Consent of instructor.) The Second- Year Seminar course is designed to explore the challenges and expectations of college students. They will have the chance to reflect on their lived experiences and how they fit into the larger context of society while being exposed to numerous stories from diverse populations. The course encourages a sense of social belonging, promotes engagement in the learning process, assists students to clarify their purpose and direction, and helps students build their skills in becoming active change agents.

ID 301. ISSUES IN SOCIAL CHANGE 3 HRS.
(Required for the major and minor in Social Change). Introduces students to conceptual frameworks, terminology, and theories on intersecting social identities: race, gender, sexual orientation, age, class, ability, and other identities; students will gain the skills and confidence to engage in intellectual discussions about identity and develop proactive plans for establishing a just society. The course is an option for the Cultural Competency/Cultural Awareness section of the General Education program.

ID 302. INTRODUCTION TO INTERDISCIPLINARY STUDIES 3 HRS.
This course is only for students majoring in Interdisciplinary Studies. This course is an orientation to the Bachelor of Interdisciplinary Studies degree. Students will explore the richness of multiple disciplines and the importance of taking charge of their own educations. The course will enable students to make connections between different academic fields of study and will prepare them to work with their advisors in designing customized and rigorous degree programs for themselves. The course will also prepare students to develop their senior capstone projects which they will complete towards the end of their degree program.

ID 303. MCNAIR INTRODUCTION TO SCHOLARLY RESEARCH 2 HRS.
(Permission of instructor, McNair Scholars only) This course introduces McNair Scholars from all disciplines to the components, processes, approaches, methodologies, and ethics of research. The course sets the foundation for the development of Scholars' own original research project proposals. Scholars are mentored by assigned faculty in their own disciplines to ensure discipline-specific standards are met.

ID 304. MCNAIR RESARCH INTERNSHIP 2 HRS.
(Permission of instructor; McNair Scholars only) This course gives McNair Scholars of all disciplines the opportunity to apply their knowledge of research and their respective disciplines through development, data collection, analyses, results-writing, and dissemination of knowledge through the research process. Scholars are mentored by assigned faculty in their own disciplines to ensure discipline-specific standards are met.

ID 400. TOPICS IN INTERDISCIPLINARY STUDIES 1-3 HRS.
Investigations into selected areas of Interdisciplinary Studies. Topics will vary.

ID 401. INTRODUCTION TO WOMEN'S STUDIES 3 HRS.
This course introduces students to a broad range of concepts and issues in the discipline of women's and gender studies. Students will gain knowledge of the field of women's studies and women's lives in the U.S., primarily, focusing on work, family and households, life cycles, sexuality, religion, politics, and the law. Using an interdisciplinary approach (e.g., history, literature, media, psychology, government, biology, the arts, and philosophy), students examine women's lived experiences and the changes in American society brought on by feminist activism in the 20th century. Finally, the course will explore women's issues globally as well as the future of women, gender, and women's studies.

ID 402. MCNAIR SENIOR SEMINAR 2 HRS.
With support from the instructor and faculty mentors, students in this course will prepare applications for graduate programs in the discipline of their choice, pursue graduate funding, prepare for graduate program interviews, and develop budgeting and other skills for the transition to graduate study

ID 420. SOCIAL CHANGE THEORY 3 HRS.
This umbrella course rotates different critical theories that are relevant to the skills and knowledge for the Social Change major. The course will introduce a major critical theory model, along with key practitioners and key texts. Course can be taken multiple times for credit because of different theories featured.

ID 489. INTEGRATED STUDIES CAPSTONE PROJECT 1-6 HRS.
(Prerequisite, Must be student of Integrated Studies program whose portfolio has been evaluated.) Students will demonstrate a synthesis of knowledge and skills in a portfolio project based on their educational and professional experiences. The portfolio will provide the basis for evaluation by the faculty director and program advisor. No more than 6 credit hours per semester up to a maximum of 12 hours on the Program of Study.

ID 490. INTERDISCIPLINARY STUDIES CAPSTONE 3 HRS.
(Prerequisites, ID 302 with a grade of at least C.) Every interdisciplinary studies student has gained knowledge in multiple fields and disciplines through course work in a variety of interest areas. The most important skill an interdisciplinarian has is the ability to approach a problem, challenge, or need from multiple perspectives and to propose solutions or responses that a single disciplinary approach cannot encompass. This skill is at the heart of interdisciplinary studies. Students will demonstrate the ability to apply knowledge from different disciplines to create a project proposal with an interdisciplinary focus.

ID 491. ETHNIC AND GENDER STUDIES PORTFOLIO 0 HRS.
For Ethnic and Gender Studies minors only. The portfolio is documentation of the student's coursework and activities in Ethnic and Gender Studies. It will contain the syllabus and a written work from each of the six courses completed for the minor; a section documenting attendance at eight approved events relevant to ethnicity and/or gender (usually lectures, films, or performances, on or off campus); and an essay reflecting on the experience of completing the minor. Prior to graduation, the student presents the portfolio to a committee of the instructors of three courses taken for the minor and the Director of Ethnic and Gender Studies.

ID 492. GENERAL STUDIES CAPSTONE 1 HR.
All students completing the general studies major will enroll in a one credit hour course in the last semester of their studies. The course will be flexible in terms of requirements, in that students may complete the course in a variety of ways, from writing an original essay to completing a practicum or volunteer service. The course will support the program outcomes of the new general studies major.

ID 510. INTERDISCIPLINARY STUDIES INTERNSHIP 1-6 HRS.
(Prerequisite, permission of instructor.) An internship course within Interdisciplinary Studies (IDS). Course Description: This course provides students the opportunity to gain practical work experience under professional supervision; to identify and develop marketable skills in their area of interest; and to explore interdisciplinary approaches to issues and problems in the workplace. Generally, each semester credit hour of internship equals 45 hours of work over the semester in the internship site.

ID 745. PROGRAMMING AND DATA ANALYSIS FOR INFORMATICS 3 HRS.
This introductory informatics course introduces students to the software and programming languages basic to finding, querying, acquiring, manipulating and analyzing data. Students will learn to use appropriate technology to write programming scripts, to collect and manage data, and to create datasets in their focus areas within the program. The course is divided into modules that will allow students to work with faculty in their area of concentration. Each student will design, complete and present a research project in their interest area.

ID 810. INFORMATICS CAPSTONE SEMINAR 3 HRS.
As a part of the MS Informatics program, all students must complete a capstone project before graduation. Every student in the program has gained knowledge in multiple fields and disciplines. Students with this interdisciplinary background develop the skills to approach a problem from multiple perspectives and to propose solutions or responses that a single disciplinary approach cannot encompass. The informatics capstone seminar is intended to provide students with the opportunity to demonstrate these core skills. Throughout the semester, they will engage with material from the disciplines that represent their area of concentration. To do this, each student will work closely with their major professor to design a project that draws on their studies within their concentration. The project will be one that addresses a problem, challenge, or need that can best be addressed by solutions provided by studies in informatics.

ID 871. DIRECTED RESEARCH 3 HRS.
Students will work closely with an instructor in their concentration area to become familiar with relevant research tools and current trends in research. They will design and begin a research project in their area of specialization. The course is intended to serve as the basis of the project required for the Informatics Capstone Seminar as the culmination of the Informatics degree program.

ID 872. PRACTICUM 3 HRS.
The practicum provides students with the opportunity to observe professionals using informatics tools and skills in a real world setting. Students will gain an understanding of the requirements of professions available in informatics by shadowing those working in the field. Depending on the nature of the practicum as arranged by the student, their professor, and the practicum supervisor in the workplace, students may be active observers but may not necessarily perform workplace tasks. Students will communicate regularly with their professor and will submit a written report upon completion of the practicum.

ID 873. INTERNSHIP 3 HRS.
The internship provides an opportunity for students in the MS Informatics to apply their data collection, analysis and management skills to answer questions and resolve problems in the context of a real world situation. Under supervision of a faculty member, the student intern will work with a supervisor at the internship agency/workplace, staying in close touch with the faculty member through weekly communications via email or face-to-face visits. At the end of the semester, the supervisor will evaluate the student's performance and the student will present a written report discussing the internship and what was learned.

ID 875. THESIS 3 HRS.
Students may choose to prepare a Master's thesis as their final project, to be completed in the Informatics Capstone course. Working closely with a faculty member, the student will design and complete a research project and write a significant research report/thesis. The thesis will be presented to the student's thesis committee in a public forum in which the student will demonstrate an understanding of the interdisciplinary nature of the tools and skills demanded by the informatics program.

INTENSIVE ENGLISH

IE 001. INTERMEDIATE STRUCTURE 0-3 HRS.
A non-credit intensive English course designed to improve the mastery of English grammatical structure of non-English-speaking students.

IE 002. INTERMEDIATE SPEAKING/ UNDERSTANDING 0-3 HRS.
A non-credit intensive English course designed to improve listening comprehension and spoken English of non-English-speaking students.

IE 003. INTERMEDIATE WRITING 0-3 HRS.
A non-credit intensive English course designed to improve English writing skills of non-English-speaking students.

IE 004. INTERMEDIATE READING 0-3 HRS.
A non-credit intensive English course designed to improve reading skills of non-English-speaking students.

IE 005. ADVANCED STRUCTURE 0-3 HRS.
An intensive English course for advanced level non-English-speaking students to help them improve their command of English grammatical structure.

IE 006. ADVANCED SPEAKING/UNDERSTANDING 0-3 HRS.
A non-credit intensive English course designed to improve listening and speaking skills of advanced level non-English-speaking students.

IE 008. ADVANCED READING 0-3 HRS.
A non-credit intensive English course designed to improve the reading skills of advanced level non-English-speaking students.

IE 009. ADVANCED WRITING 0-3 HRS.
An intensive English course for advanced level non-English-speaking students to help them improve their English writing skills.

IE 011. BEGINNING STRUCTURE 0-3 HRS.
An intensive English course will concentrate on the basics of English grammar. Beginning structure will focus on teaching the essential elements of English structure so a student learning English as a second language will have a firm foundation upon which to build language skills.

IE 012. BEGINNING SPEAKING AND UNDERSTANDING 0-3 HRS.
An intensive English course will concentrate on the fundamentals of speaking English and listening to spoken English. Beginning Speaking and Understanding will provide students with practice in developing oral communication skills and provide different formats for improving their listening skills.

IE 013. BEGINNING WRITING 0-3 HRS.
An intensive English course will focus on the most basic elements of writing English. Beginning Writing will start at the sentence level and work toward a goal of writing a 10–12 sentence paragraph by the end of the semester.

IE 014. BEGINNING READING 0-3 HRS.
An intensive English course will concentrate on vocabulary and reading comprehension. Beginning reading will focus on teaching the essential elements of learning vocabulary and developing reading skills so a student learning English as a second language will have a firm foundation on which to understand written English.

IE 075. COMMUNICATION SKILLS FOR INTERNATIONAL STUDENTS 0-3 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.

IE 076. INTERNATIONAL STUDENT ORIENTATION 0-1 HR.
International Student Orientation will orient new international students to the ESU campus and university life in the U.S.

IE 077. TOPICS IN AMERICAN CULTURE 0-3 HRS.
Topics in American culture would introduce international students to important elements of American culture while the students refine their overall English language skills.

IE 078. ADVANCED ENGLISH PRONUNCIATION 0-3 HRS.
Advanced English Pronunciation is a practical course on American English pronunciation including pronunciation, fundamental rhythm and intonation patterns, basic stress patterns, and achieving advanced fluency when speaking in American English.

IE 101 ADVANCED ACADEMIC ENGLISH SKILLS 2-3 HRS.
The primary focus of this course will be on reading and writing. The class will use various outside reading materials to sharpen critical reading skills, develop critical thinking skills, expand vocabulary, and write essays. Students will also work on speaking and listening skills by giving oral presentations and leading class discussions. There will be no textbook for the course. Instead, the class will rely on outside readings that correspond to the four academic topics. The four working topics which the class will explore include the Humanities, Science, the Arts, and Business.

IE 220. ACADEMIC ENGLISH COMMUNICATION SKILLS 3 HRS.
This English for academic purposes course will develop the oral and aural communication skills necessary for a university setting, as well as supporting accent reduction in non-native English speakers.

IE 230. ACADEMIC ENGLISH COMPREHENSION & LEXICON 3 HRS.
This English for academic purposes course will emphasize comprehension of academic texts like journal articles and other academic writing, as well as critical thinking skills

IE 240. ACADEMIC ENGLISH WRITING & RESEARCH 3 HRS.
This English for academic purposes course develops research, writing, and composition skills related to various genres and modes at the academic and professional level.

INFORMATION RESOURCE STUDIES

IR 301. INTRODUCTION TO INFORMATION RESOURCE STUDIES 3 HRS.
An overview of the information resource studies field, including a definition of the areas of study, the impact of information and technology on society, and the role of the information professional. Ethical and legal issues will be examined, as well as the student's philosophical and professional aptitudes for the field.

IR 302. INFORMATION USE IN TODAY'S SOCIETY 3 HRS.
The impact of culture and other social differences on individual use of information is studied, along with theories of learning and information use. Examines our information society and how information is created, recorded, mass produced, disseminated, and used by individuals and groups.

IR 410. INTRODUCTION TO INFORMATION SOURCES AND SERVICES 3 HRS.
A study of the processes necessary to select, acquire, and use appropriate information sources. An overview of administration of information services.

IR 460. CURRENT TOPICS IN INFORMATION RESOURCE STUDIES 1-3 HRS.
This course provides in-depth examination of specialized topics and current issues in information resource studies. A sub-title will be assigned for each special topic. Students may repeat the class with different topics to a maximum of six credits. In addition, the course may be used to offer and list new or experimental courses within the major. Permission of instructor required prior to enrollment.

IR 470. PRACTICUM IN INFORMATION RESOURCE STUDIES 3-6 HRS.
(Prerequisites, IR 301 and IR 302; permission of instructor.) A supervised field experience with seminars. Students will secure, in coordination with the instructor, placement in an organization with the opportunity to provide information service to individuals and groups.

IR 472. INDEPENDENT STUDY 1-3 HRS.
Special reading and/or research in an area of information resource studies not included in the regularly listed courses. Students must develop a topic and plan of study with the instructor before enrolling. Permission of instructor required prior to enrollment.

INFORMATION SYSTEMS

IS 110. MICROCOMPUTER APPLICATION LAB 0 HRS.
(Prerequisite, concurrent enrollment in IS 113.) This course is designed to help students learn technology concepts and essential business applications through a combination lecture and hands-on lab setting. Students will develop proficiency in the latest Microsoft Office products. Students will apply business logic and software expertise to solve real world business problems.

IS 113. INTRODUCTION TO DIGITAL INFORMATION AND APPLICATIONS 3 HRS.
This course introduces popular business applications for organizing, analyzing, and visualizing data and reporting information. The hands-on exercises of the course cover basic spreadsheet concepts (rows and columns, cells, formatting, tables, formula, and functions), advanced spreadsheet concepts (add-ins, statistics, pivot tables, and/or advanced functions), and spreadsheet-driven visualization (non-chart techniques, Infographics, graphs, and charts). The course will also expose students to data ethics, security, and privacy topics. Students are expected to communicate their work in the form of social media engagements, written reports, and presentations.

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.
This course provides an understanding of the role of information systems in business management. Topics include the importance of computer and information literacy, types of information systems, telecommunications, social and ethical issues, relational databases, and other personal productivity tools. Students are expected to collaborate with their peers in solving scenarios that resemble real-world business problems. In addition, they will develop skills to communicate their work in the form of written reports, peer discussions, and presentations.

IS 220. INTRODUCTION TO COMPUTER AND INFORMATION SYSTEMS 3 HRS.
An overview of the use of computers as programmable systems that could have general or specialized purpose. Topics will include the fundamentals of computing (i.e., number systems, boolean algebra and logic gates, networking, computer architecture, etc.) and introduction to computer programming. This course provides equal emphasis on theoretical concepts and hands-on programming.

IS 253. INTRODUCTION TO ANALYTICS 3 HRS.
(Prerequisites, BU 255 or MA 120 or MA 380 and IS 213.) This course emphasizes hands-on analysis and interpretation of quantitative business data to support decision making in organizations. The course introduces students to data preparation and emphasizes descriptive, predictive, and visual analytics. Students are expected to communicate their results in the form of interpretation and decision making. Supplementary programming concepts will be covered to aid the decision analysis.

IS 283. INTRODUCTION TO PROGRAMMING 3 HRS.
(Prerequisite, IS 113 or CS 220.)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.

IS 333. BUSINESS COMPUTER SYSTEMS ANALYSIS 3 HRS.
(Prerequisites, IS 213 or CS 220.) This course focuses on the development of information systems. For that purpose, it studies different systems development lifecycles, data and process modeling, concepts of object-oriented design, Unified Modeling Language (UML) tools, systems testing, project management, and systems implementation.

IS 343. WEB-BASED BUSINESS APPLICATIONS 3 HRS.
(Prerequisite, IS 213 or IS 253 or IS 283) This course introduces interactive web-based business application design and development. It emphasizes on the web-based front end development following markup language, styling language, and web interactivity language. The course covers conceptualizing a web-based interface, designing the prototype wireframe, and implementing the wireframe using modern web programming technologies to achieve a functional front-end.

IS 363. INTRODUCTION TO CYBERSECURITY 3 HRS.
This course emphasizes on technical and managerial aspect of securing digital assets (i.e., computer resources, network, and data). Moreover, it gives introduction to security policies, data governance, and ethical aspects of cybersecurity. The covered topics include cyberthreats and vulnerabilities, security of technical systems, cryptography, network security, security risk management, security standards, security breach management, legal issues of cybersecurity, basic computer forensics etc.

IS 373. PRINCIPLES OF ELECTRONIC COMMERCE 3 HRS.
(Prerequisite, IS 213.) This course explores the role of ICT to support electronic commerce in organizations. Consequently, it focuses on B2B and B2C interactions that occur through electronic communications enabled, mainly, by the Internet. The course covers the importance of understanding revenue models, legal, and technical factors when planning, designing and implementing e-commerce systems.

IS 393. MOBILE APPLICATIONS DEVELOPMENT 3 HRS.
(Prerequisite, IS 343.) Students will design and create advanced web-based applications. Content will consist of hands-on experience with advanced web and mobile- first technologies including programming languages, application frameworks, markup languages ,and presentation

languages. 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 IS 333.) This course introduces fundamental concepts of database management including modern database design theory and architecture, relational data modeling, normalization, and query processing. The focus will be given on gaining hands-on experience to implement relational database model using SQL.

IS 423. MODERN LANGUAGE PROGRAMMING 3 HRS.
(Prerequisite, a programming language.) An introduction to modern language programming for use in the development of business information applications. Emphasis will be given to the development of object oriented programs and programs that use shared databases, with an emphasis on web enabled platforms.

IS 453. BUSINESS INTELLIGENCE AND ANALYTICS 3 HRS.
(Prerequisite, IS 253.) This course centers in perspectives about the use of data, statistical analysis, quantitative methods, and computer-based models to support decision making within business environments. Students will learn on the collection, organization, and reporting of data. Always looking to help managers transforming data into actionable information, improving their business operations by making better fact-based decisions and achieving an enhanced business insight.

IS 463. ENTERPRISE SYSTEMS 3 HRS.
(Prerequisite, IS 213.) A study of the management of information technology as it is practiced in organizations today. Traditional organizations are moving toward a more interconnected or networked business environment. A major focus is understanding the role and use of complex technology in the support of individual, workgroup, enterprise, inter-enterprise and international computing. This course will utilize case studies and business problem solving techniques.

IS 473. TELECOMMUNICATIONS AND NETWORKING 3 HRS.
(Prerequisite, IS 213.) This course focuses on fundamentals of telecommunication and networking concepts. This course provides insight into why different networks are structured the way they are today. The focus is given on understanding network structure, design, and security. Some of the topics discussed include: layered network architecture, basic network design, network protocols, switching, routing, and network security.

IS 490. INDEPENDENT STUDY IN INFORMATION SYSTEMS 1-4 HRS.
(Prerequisites, Senior standing, completion of a minimum of 12 hours of information systems including IS 333.) This course provides an opportunity to develop more extensive, in-depth knowledge of a topic than is available through the existing information systems curriculum. Students desiring to do an independent study in information systems should provide the Dean or designee with a well-developed proposal for the study including an outline of the work to do done and the learning activity to be completed from the project including sources of information to be used.

IS 493. INFORMATION SYSTEMS DESIGN AND PROJECT MANAGEMENT 3 HRS.
(Prerequisites, IS 333 and IS 413.) This is the capstone course for IS majors. Students will utilize the skills and knowledge from their previous IS courses, and their general business education. In the course, students will build a complete and working system in a realistic environment utilizing project management techniques.

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

IS 504. DATA MINING 3 HRS.
(Prerequisites, BU 255 and IS 453 or equivalent courses.) This is an introduction to data mining. The course focuses on developing an understanding of the application of data mining and predictive modeling in a business context for the systematic analysis of data and support of organizational decision making. Consequently, the course will work in the application of data mining to data sets that mimic real world situations to develop the analytical thinking and criteria required to properly apply data mining techniques. Predictive modeling (e.g., regression, logistic regression, tree induction, neural networks), model fitting, clustering, and issues on data mining are covered.

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

IS 514. BIG DATA ANALYTICS 3 HRS.
(Prerequisites: IS 504 or concurrent enrollment with instructor approval.) This course examines methods, processes, and frameworks that facilitate organizations to work with large volumes of data streamed at high speed and from multiple sources. It presents business and financial value of big data analytics, reducing threats and increasing opportunities for organizations applying big data tools and best practices.

IS 522. ARTIFICIAL INTELLIGENCE 3 HRS.
(Prerequisite, CS 340 or equivalent coursework) This course introduces the principles and application for developing intelligent systems. It covers the core topics such as intelligent agents, problem solving using basic search techniques, adversarial search, automated planning, and ethics in artificial intelligence. This course trains the participants to create artificial intelligent artifacts using tools for different AI techniques, including natural language processing and computer vision.

IS 524. CLOUD COMPUTING 3 HRS.
(Prerequisites: CS 355 or IS 473) This course plan to give students an overview of the field of Cloud Computing, its enabling technologies, and main building blocks. Students will gain hands-on experience solving relevant problems through projects that will utilize existing public cloud tools. Students will develop broader skills needed to become a practitioner in this field.

IS 534. DATA-DRIVEN DECISION MAKING 3 HRS.
(Prerequisites: IS 504) This course examines the role of quantitative data in managerial and entrepreneurial decision-making. The course draws upon quantitative tools, analyses and data from several disciplines, especially, statistics, economics, accounting, and finance. The course study demonstrates the usefulness of these tools and analyses in providing optimal technical options in decision-making situations. The emphasis of the course is on the interpretation and translation of data into beneficial information, thus helping with decision-making.

IS 564. NETWORK SECURITY 3 HRS.
This course focuses on understanding and applying technical tools to secure network resource in an organization. First, the course reviews the network vulnerabilities such as denial of service, intrusion, TCP/IP protocol attack, session hijacking, virus, IP spoofing, social engineering attack on networks, and so on. Second, this course introduces defense techniques such as firewall, intrusion detection system, encryption and virtual private network, operating system hardening, social engineering defense, and network cybersecurity management. The course utilizes Cybersecurity Lab (physical and/or virtual) to demonstrate and apply the learned concepts.

IS 566. ANALYTICS FOR CYBERSECURITY 3 HRS.
This course takes a data oriented approach to studying cyber threats, showing in depth how traditional methods such as anomaly detection can be extended using data analytics and also applies data analytics to non-traditional views of cybersecurity, such as multi domain analysis, time series and spatial data analysis, and human-centered cybersecurity.

IS 569. PENETRATION TESTING OF APPLICATION AND NETWORK 3 HRS.
This course focuses on the skills for planning, reporting, and scoping an assessment, comprehending legal and compliance requirements, and ethically executing penetration tests and vulnerability scans. It covers the latest penetration testing, vulnerability assessment, and management tools essential to determine the system's resiliency against potential security assaults. The course utilizes Cybersecurity Lab (physical and/or virtual) to demonstrate and apply the learned concepts. This course covers content aligned with penetration testing/ethical hacker certification.

IS 773. FOUNDATIONS OF OBJECT ORIENTED PROGRAMMING 3 HRS.
This course is a foundation of basic and object-oriented programming (OOP) paradigm, emphasizing understanding and implementation of OOP techniques. This course introduces the fundamentals of OOP using different techniques in object-oriented design and programming including functions, classes, encapsulation, inheritance, and polymorphism.

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. INFORMATIO N TECHNOLOGY PROJECT MANAGEMENT 3 HRS.
This course will present project management techniques, potential problems, and overall decision making associated with software development projects. Specific topics will address planning, organizing, scheduling, and controlling information technology projects, current tools and techniques, and the roles and responsibilities of project managers.

IS 823. SYSTEMS ANALYSIS AND DESIGN 3 HRS.
(Prerequisite: graduate standing.) This course provides an in-depth study of SDLC. Emphasis is placed on the tools and techniques that a project leader and systems analyst uses to analyze, design, document, and manage information systems projects. The traditional structured approach to systems analysis is explained. Hands-on assignments are used to provide students with opportunities to apply communication and problem- solving skills and to formulate solutions that address scenarios faced by systems analysts in the business world.

IS 824. DATABASE MANAGEMENT 3 HRS.
The objective of this course is to develop an understanding of advanced database concepts including data modeling, normalization, data warehousing, big data, and data security. This course also focuses on to explore various database models including object-orientated model, client-server models, cloud-based model, and NoSQL model as well as to apply these concepts to solve business problems.

IS 825. CLOUD COMPUTING AND MANAGEMENT 3 HRS.
This course plan to give students an in-depth understanding of the field of Cloud Computing, its enabling technologies, and main building blocks. Students will gain hands-on experience solving relevant problems through projects that will utilize various public cloud tools. The objective of this course is that students will develop the skills needed to become a practitioner or carry out research projects in this domain.

IS 826. APPLICATION PROGRAMMING 3 HRS.
(Prerequisite: Graduate standing) This course introduces students to programming with Python. Due to its extraordinary combination of power and ease of use, Python has become the tool of choice for developing user-friendly applications in the business world. In this course students will learn the essentials of this object-oriented/event-driven language. Students will also be introduced to the use of python in building applications.

IS 827. ADVANCED APPLICATION PROGRAMMING 3 HRS.
(Prerequisite: IS 826) This course introduces students who already know python basics to a variety of topics used in practice for real-world applications. In addition to the topics on regular expressions, Internet/network programming, GUIs, threading and Web development, it also presents students brand new material on Django, Google App Engine, etc.

IS 828. ENTERPRISE ARCHITECTURE 3 HRS.
(Co-requisite IS 823) This course provides students with the CIO-level management perspective and skills of an enterprise architect. Students will learn that enterprise architectures are best developed incrementally, by system development projects that are aligned with strategic goals and the enterprise architecture. The course provides students with the understanding and skills needed to define and implement successful enterprise architectures that provide real value to organizations, such as substantially reducing IT costs while improving performance, agility and alignment of information technology to business goals.

IS 833. KNOWLEDGE MANAGEMENT 3 HRS.
(Prerequisite, Background in computing.) Knowledge Management encompasses a broad range of activities in an organization and is firmly dependent upon the human factor for the enhancement and success of knowledge use. Knowledge is used to improve the decision making of individuals in an organization. KNOWLEDGE, AT THE RIGHT TIME, IN THE RIGHT PLACE is required for more effective decision- making. This course will review the breadth of activities associated with knowledge from the organizational level to the individual knowledge worker level. These activities include knowledge transfer from an inter- and intra-organizational perspective, IT enhanced knowledge transfer, knowledge capability enhancement and knowledge sharing cultural perspectives.

IS 834. NURSING AND HEALTHCARE SYSTEMS TECHNOLOGY INTEGRATION 3 HRS.
Information technology and information efficiency are studied across multiple aspects of patient care delivery within a healthcare organization. Particular attention will be focused on how participants of the healthcare system interact with the use of technology to improve healthcare efficiency and health outcomes. The themes of privacy, confidentiality, and information security are woven throughout the course content.

IS 835. NURSING AND HEALTHCARE INFORMATICS APPLICATIONS 3 HRS.
(Prerequisite, IS 834.) This applications course integrates informatics concepts with tools used in nursing & healthcare informatics practice. The focus will be on the development and construction of software applications and website user interface design in nursing & healthcare settings. The development and construction will be in the context of critiquing existing tools and using development tools for conceptual modeling and data presentation. Topics include web applications, website design, data presentation, concept mapping, workflow analysis, and solution modeling.

IS 843. ELECTRONIC COMMERCE 3 HRS.
(Prerequisite: graduate standing.) This course provides an in-depth study of the role of information and communication technology to support electronic commerce in organizations and focuses B2B and B2C interactions. The course covers the importance of understanding revenue models, the use of consumer data, legal, ethical, and technology

factors that must be considered when planning, designing and implementing e-commerce systems.

IS 853 BUSINESS ANALYTICS 3 HRS.
(Prerequisite: graduate standing.) This course is designed to enhance and expand the knowledge and skill of students interested in careers in Business Analytics. Concepts, methods, and models used in business analytics will be considered toward the improvement of business decisions. Data, statistical analysis, quantitative methods and computer-based models will be used to gain deeper and broader business insights and better fact-based decision making.

IS 863. ENTERPRISE RESOURCE PLANNING FOUNDATIONS (ERP) 3 HRS.
This course serves as an introduction to the world of Enterprise Resource Planning and also provides a solid foundation for many disciplines in common business processes and how they are supported by modern information systems. By studying both successful and unsuccessful implementation examples, students examine how and why an ERP system is implemented and how it is integrated with existing business processes. Students examine the impact of ERP on the organization and how change can be managed. An ERP system such as SAP will be used to experience several business processes and the software first hand. Consent of Instructor.

IS 873. INFORMATION SYSTEMS FOR MANAGERIAL DECISION MAKING 3 HRS.
A study of the management of information technology as it is practiced in organizations today. Traditional organizations are moving toward a more interconnected or networked business environment. A major focus will be understanding the role and use of complex technology in the support of individual, workgroup, enterprise, inter-enterprise, and international computing. A background in Information Technology is required.

IS 883. ENTERPRISE RESOURCE PLANNING CONFIGURATION (ERP) 3 HRS.
(Prerequisite, IS 863.) The objective of this course is to allow students an opportunity to gain experience in configuring an ERP system such as SAP. Emphasis is placed on data needs and understanding complex organizational structures. Students learn to configure business rules and policies into the ERP system. Once they each have a company configured, they work in groups to process Business-to-Business (B2B) transactions. Configuration topics such as business process integration are also covered in the class.

IS 893. SAP TERP10 CERTIFICATION ACADEMY 3 HRS.
(Prerequisite, IS 883) The SAP TERP10 Certification Academy is a means for students to acquire SAP Certification. The course provides an overview of how to navigate through the SAP system, how to enter and extract data and reports, how to push a process forward in an IS environment and how different functions use the same system in different contexts in ways that are similar but tailored towards specific requirements. This course shows that each business function is integrated into a cohesive whole so that one business area can directly gain access to relevant information created by another business area. Emphasis is placed on data needs and understanding complex organizational structures.

INSTRUCTIONAL TECHNOLOGY

IT 101. DIGITAL TECHNOLOGY BOOTCAMP 3 HRS.
This course will provide students with an understanding of digital technology, its various practical applications, and the role of digital technology in the current information age paradigm. It will help students develop fundamental digital literacy, and necessary skills for identifying and utilizing digital technologies in various contexts. These skills are essential for their academic success, as well as their preparation as lifelong learners. Examples of course topics include digital literacy to become a creative communicator and global collaborator, digital technology use for problem-solving and to contribute to the common good, ethical use of digital technologies, creating a professional digital identity, and information literacy to determine the credibility of the information. In addition, knowledge in fundamental computer terminology and the utilization of microcomputer hardware and input/output devices is achieved through hands-on activities.

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 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 451. INDEPENDENT STUDY IN EDUCATION 1-3 HRS.
(Prerequisite, consent of the dean or designee for the discipline.) 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. ADVANCED TECHNOLOGY USES IN INSTRUCTION 3 HRS.
This course is intended to equip educators with the ability to integrate advanced uses of technology in the classroom. Skills and information learned here will allow students to become technology leaders in instructional environments. This course presents a systematic method for the planning and development of instructional programs as well as an overview of the use of multimedia instructional programs in education. Material covered includes advanced instructional media development and application in a final multimedia project.

IT 700. FOUNDATIONS OF INSTRUCTIONAL DESIGN & TECHNOLOGY 3 HRS.
This course is intended to provide students with a clear picture of the field of instructional design and technology, the trends and issues that have affected it in the past and present, and those trends and issues likely to affect it in the future.

IT 710. WEB DESIGN 3 HRS.
This course is an introductory level webpage design course. As you progress through the class you will be introduced to the basic commands that will get you started in designing a web page for instruction, training or corporate use. This course will provide you with theoretical and practical understanding of the various applications of website design and development. The course will help you to develop fundamental computer literacy skills using website application software, with an emphasis on acquiring problem solving and high-level critical thinking skills. Knowledge will be gained in website design and development through readings, discussions, and hands-on activities.

IT 713. DIGITAL GAME-BASED LEARNING 2-3 HRS.
The digital game revolution has spawned an entertainment industry that is bigger than the movie and music industry. It is now starting to impact education in a major way. In this course, after analyzing this evolving revolution, we will identify how games teach and why they work. Case studies and examples of game-based learning programs will be reviewed. The roles of teachers and trainers in implementing digital game-based instruction will be addressed. Students will then create a digital game-based instructional program.

IT 714. TEACHING AND LEARNING WITH MOBILE DEVICES 2-3 HRS.
This course provides a comprehensive look at the possibilities and potentials of integrating mobile devices into teaching and learning. The goal of this course is to empower teachers and instructional designers to use mobile devices for both professional and instructional use. In this course, students will research and evaluate the use of, as well as integrate, mobile devices into teaching and learning. Students will identify challenges and opportunities involved with teaching and learning with mobile devices, explore and evaluate mobile applications and systems, as well as design mobile technology-enhanced instruction.

IT 720. DIGITAL STORYTELLING 3 HRS.
Digital Storytelling takes the timeless art of storytelling to a new level by using easy to learn software to create and tell captivating stories. After learning the basic elements of powerful script writing and storyboarding, students will translate these into digital media that speak to the emotions. This powerful new way of communicating is a great way to reach out and share stories with a growing "YouTube" Generation."

IT 723. VISUAL LITERACY 3 HRS.
This course will aid students in the interpretation of visual messages and application of basic principles of visual literacy to communication and problem solving, especially, but not limited to, the educational setting. There will be class discussions to reflect upon the theory of visual literacy and share responses to various activities. The culmination of the class will be a usable student-generated project involving visual literacy skills.

IT 726. ACCESSIBILITY AND UNIVERSAL DESIGN FOR LEARNING 3 HRS.
Students in this course will design and develop a project that includes the essential elements of the Universal Design for Learning (UDL) using technology. The course will include a review of the literature specifically related to accessibility and UDL. Students will be able to identify learner needs and plan curriculum that will include accessibility for all.

IT 727. INTEGRATING EDUCATIONAL TECHNOLOGY INTO TEACHING 2-3 HRS.
This course is designed to enhance and extend the technology skills of practicing educators, apply those skills in innovative ways, and create lesson plans that support collaborative, project-based learning. It examines the theoretical and philosophical underpinnings required to transition to a technology-rich classroom. Practical ideas, suggestions and lesson plans to ensure successful technology integration will be provided.

IT 728. ACTIVE LEARNING WITH MAKER SPACES 3 HRS.
This course is intended to provide a philosophical basis for an understanding of learning, thinking and teaching as well as provide practical guidance for setting up effective digital-age learning and "making" environments.

IT 743. SPECIAL STUDIES IN INSTRUCTIONAL DESIGN AND TECHNOLOGY 1-3 HRS.
To provide in-depth studies in specific dimensions of the integration of instructional design and technology, focusing on enhancing teaching and learning, such as instruction and curriculum evaluation strategies, specific research areas, integration of the latest technological advancements. Topics will vary from semester to semester.

IT 744. SPECIAL TOPICS IN INSTRUCTIONAL DESIGN AND TECHNOLOGY 1-3 HRS.
To provide in-depth studies in specific dimensions of the integration of instructional design and technology, focusing on enhancing teaching and learning, such as instruction and curriculum evaluation strategies, specific research areas, integration of the latest technological advancements. Topics will vary from semester to semester. This course is offered only as pass/no credit.

IT 790. LEARNING THEORIES IN INSTRUCTIONAL DESIGN AND TECHNOLOGY 3 HRS.
This course prepares IDT graduate students to translate the theoretical basis of instructional design to the practice of designing and developing technology-based instruction/technology-rich instruction. It examines the application of foundational theories for instructional design that includes learning theories and instructional theories.

IT 795. RESEARCH IN INSTRUCTIONAL DESIGN AND TECHNOLOGY 3 HRS.
This course will provide the student with an understanding of research methods with particular emphasis on the field of Instructional Design and Technology (IDT). Students will apply their understanding of research methods to significant research articles in IDT; thus, expanding their understanding of key areas of research in the field of IDT.

IT 800. INSTRUCTIONAL DESIGN 3 HRS.
This course presents a systematic method for the planning and development of instructional programs. Students will examine the research, theory, and principles supporting contemporary methods of instructional design as well as analyze and apply instructional design principles to specific instructional design problems. In addition, the course will culminate with a final project that applies instructional design principles, including the evaluation for instruction and the evaluation of instructional programs.

IT 810. MULITMEDIA DESIGN 3 HRS.
This course presents a review of the systematic design of instruction as well as an overview of the use of multimedia instructional programs in education. The primary focus of the class is the application of instructional design principles to the development of a multimedia instructional program using a variety of presentation media.

IT 820. DESIGNING/DEVELOPING WEB-BASED INSTRUCTION 3 HRS.
This course focuses on the technology and design of websites to communicate effectively online. Examined, will be crucial features of what is needed to generate quality content for training or instruction in e-learning environments. Students will have the opportunity to design and develop a training or instructional website related to a professional area of interest.

IT 830. CONTEMPORARY ISSUES IN DISTANCE EDUCATION 3 HRS.
Offers an overview of the current issues in the three broad areas of distance education, K-12, post secondary, and business/corporate/government/military. The course addresses the trends and overall resources available for delivering education via virtual classrooms. Accreditation, benchmarks, assessment, and limitations of distance education will be covered.

IT 850. CORPORATE eLEARNING 3 HRS.
This course will concentrate on the application of instructional design principles and eLearning development tools for the corporate eLearning environment. This will include application of theory in settings that demand communication skills and teamwork to develop corporate eLearning education. Examples include designing and developing educationally unique approaches to compliance, job specific, and other directed types of corporate training.

IT 853. RESEARCH PROBLEMS IN EDUCATION 1-5 HRS.
(Prerequisite, permission to enroll must be approved by dean or designee for the discipline.) Under individual direction, the student will select and pursue the investigation of special problems.

IT 875. INTERNSHIP 1-3 HRS.
(Consent of instructor or the dean or designee.) This course is designed as a practical experience where the student is assigned duties in a professional setting. Students apply their knowledge and skills in instructional design and technology by assisting a professional with "real world" issues in the field. A minimum of 50 clock hours is required per credit hour. An internship agreement and additional course work is required. Graded Pass-No Credit.

IT 895. THESIS IN INSTRUCTIONAL DESIGN AND TECHNOLOGY 1-6 HRS.
(Prerequisites: IT 800 or permission of instructor or the dean or designee.) This course is designed to facilitate the completion of the thesis for the Master of Science in Instructional Design and Technology. Completion of the thesis will require the student to defend in an open forum the culminating Instructional Design thesis. The thesis will be conceptualized in consultation with the advisor, approved by the advisor and thesis committee, updated, and refined as the student during the course of study. The final thesis will form a coherent paper integrating the student's instructional design and technology experiences and research. The Thesis Concentration requires 6 hours of IT 895.

IT 899. MASTERS PROJECT IN INSTRUCTIONAL DESIGN & TECHNOLOGY 3 HRS.
(Prerequisite, IT 800 and consent of instructor or the dean or designee.) This course is designed to facilitate the completion of the capstone project. Completion of the project will require the student to demonstrate in an open forum the culminating Instructional Design project. The project will be conceptualized in consultation with the course instructor and advisor, updated, and refined as the student completes class work during the course of study. The final project will form a coherent package integrating the student's instructional design and technology experiences and research related to anticipated or ongoing professional responsibilities.

JOURNALISM

JO 301. NEWS REPORTING 3 HRS.
Students will learn the basics of news reporting for print, broadcast, and online news platforms, with an emphasis on watchdog reporting and best professional and ethical conduct. Students will cover events on campus and develop news and features of interest to the Emporia State community.

JO 306. VISUAL JOURNALISM 3 HRS.
Visual journalism is capable of moving people in ways that few other media can. Some images have changed the way we see the world, and sometimes have changed the world itself, in the 150 years since photography became a practical method of reporting. While taste and technology change, a truthful and well-executed image is timeless and remains essential to the discipline. Students will learn to create truthful digital images for various legacy and online platforms, and learn best ethical practices for photojournalism.

JO 307. SPORTS WRITING 3 HRS.
This course offers extensive practice in the writing of sports stories with emphasis on local community sporting events. This course requires significant out-of-classroom time during times not normally scheduled for classes.

JO 308. OPINION WRITING 3 HRS.
This course covers the fundamentals of opinion writing for print, broadcast, and convergent media. Students will learn how to write a variety of opinion pieces including personal columns, editorials, blogs, and reviews.

JO 309. SOLUTIONS JOURNALISM 3 HRS.
Want to change the world for the better? Then this course is for you. Solutions journalism is rigorous, compelling coverage of responses to social problems. It is reporting adhering to the highest standards of fairness and accuracy, and may include watchdog and investigative reporting, but goes a stop beyond to identify what responses work (and don't work). A solutions story focuses on a response to a social problem, using both quantitative and qualitative data. A compelling narrative—in words, images, and graphics—is key. The aim is impact, as measured in reader engagement, and changes in systems, policy, and law that contribute to the public good. Solutions journalists often work with nonprofit news and service programs that provide assistance, in content and staffing, to legacy news operations. In this course, students will learn the basics of solutions journalism. They will form a team to cover solutions to a pressing local problem, which could range from the recycling of plastics to feeding the hungry to helping the homeless. No prior journalism experience is necessary.

JO 403. JOURNALISM & DEMOCRACY 3 HRS.
This course examines the essential role free and independent journalism plays in democracy in the 21st Century. Special emphasis is placed on the disruption of legacy models caused by social media and the emergence of nonprofit news platforms serving vital watchdog press functions.

JO 490. TEACHING JOURNALISM 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 501. INCLUSIVITY IN JOURNALISM 3 HRS.
This course will examine ways in which journalism has changed in the past century to embrace a spectrum of diverse identities, viewpoints, and opinions. Special emphasis will be given to identifying, recruiting and covering underrepresented populations.

JO 502. NEWS EDITING 3 HRS.
(Prerequisite, JO 301) This course will teach students how to edit news content, including copy and images, for a variety of platforms. Special emphasis will be given to digital content.

JO 504. ADVANCED REPORTING 3 HRS.
(Prerequisite, JO 301.) The course builds on the skills learned in News Reporting, and will cover Open Records and Open Meetings, data journalism, in-depth news, and nonprofit news platforms. It also requires students to submit, and follow up, on a Kansas Open Records Request.

JO 505. STUDIES IN JOURNALISM 1-3 HRS.
Studies in special topics in Journalism. Specific topics vary with each offering and may be repeated for credit with different topics.

JO 506. MAGAZINE JOURNALISM 3 HRS.
(Prerequisite, JO 301) This course will introduce students to marketing researching, and writing professional nonfiction for magazine publication. Emphasis is given to narrative techniques, journalistic, ethics, and a familiarity with current markets. Also, students will gain an appreciation of the history of literary journalism, from Mark Twain to Tom Wolfe.

JO 507. INVESTIGATIVE REPORTING 3 HRS.
(Prerequisite, JO 301) This is an intensive course that explores the advanced research and reporting skills needed for investigative journalism. An emphasis is placed on analytical and critical reasoning, the use of Open Records (such as campaign finance data), and how to conduct sometimes confrontational interviews with those in public office or who otherwise represent powerful interests.

JO 509. INTERNSHIP IN JOURNALISM 1-3 HRS.
Supervised pre-professional experience in the field of journalism, including paid positions on student publications. The student and their faculty adviser will develop internship goals and an assessment plan in consultation with workplace supervisor. May be repeated for credit.

LABORATORY EXPERIENCES:

LE 462. STUDENT TEACHING, ELEMENTARY 3 HRS.
(Prerequisites, EE 313, 314, 315, 316, 317, 318, and EE 320, admission to Block 3 Teacher Education. Senior standing.) Participation, under supervision, in teaching at elementary level in approved public school or equivalent. Provides special subject area emphasis for students qualifying to teach art, music, physical education, or foreign language at both elementary and secondary school levels and/or for teaching in the self-contained classroom. Observation stressed during initial part of course with responsible teaching emphasized as course progresses. Assignment consists of one- quarter-time teaching for half a semester or equivalent. Specific assignment is made by student teaching office.

LE 463. STUDENT TEACHING, ELEMENTARY 6 HRS.
(Prerequisite, admission to Block 3 Teacher Education. Consent of advisor.) Participation, under supervision, in teaching at the elementary level in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-half of a semester or the equivalent. Specific assignment is made by the student teaching office.

LE 480. STUDENT TEACHING, MIDDLE LEVEL 3-12 HRS.
(Prerequisite, admission of Phase II Teacher Education. Consent of instructor.) Participation, under supervision, in teaching at the middle grades (5-9) in an approved public school or the equivalent. Observation is stressed during the initial part of the course with responsible teaching emphasized as the course progresses. Assignment consists of full-time teaching for one-fourth of a semester to a full semester or the equivalent. Specific assignment is made by the student teaching office.

LE 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.

LIBRARY INFORMATION

LI 755. SPECIAL TOPICS 1- 3 HRS.
This course provides the opportunity for intensive study of a current topic relating to the library and information profession. It may be taken by seniors.

LI 780. LIBRARY OUTREACH 3 HRS.
This course will provide an overview of library outreach services for children, teens, and adults for public, academic, school, and special libraries. Outreach topics will explore the recreational, cultural, informational, and educational needs of the 21st century library patron. Students will apply knowledge of community needs, innovative programming, practical necessities and applications of outreach, and library outreach services to underserved populations.

LI 800. INTRODUCTION TO INFORMATICS 3 HRS.
This is an introduction to information and systems theories, information technologies, analysis and design of information systems, information problem identification and practical problem solving, and supporting decision making. The course covers both conceptual building blocks and practical dimensions of informatics, and students are introduced to varied applications to solve real world problems in broad domains.

LI 801. FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE 3 HRS.
Recommended for all new MLS students in their first semester. An introduction to information agencies and professions, this course examines the philosophical and ethical underpinnings, roles and societal contexts, and current issues of the global information society. Students explore the role of information in society, change as reflected in paradigm shifts, the theory and processes of information transfer, and the characteristics of information professionals and professional practices. (Required)

LI 802. INFORMATION-SEEKING BEHAVIOR AND REFERENCE SERVICES 3 HRS.
(Prerequisite, LI 801 or concurrent enrollment.) This course is an introduction to user-centered reference services and the application of theories of information behavior. Students are introduced to models of information seeking, retrieval and sharing; student accommodations for the selection, evaluation, and use of appropriate resources; information literacy, learning styles, and best practices in providing user-centered reference services. (Required)

LI 804. ORGANIZATION OF INFORMATION 3 HRS.
(Prerequisites, LI 801 or concurrent enrollment.) In this introduction to the individual, social, and institutional perspectives of organizing

information, students examine the assumptions, practices, issues, and tools commonly associated with information organization systems in various types of information agencies. The impact of different approaches to accessing information is emphasized. (Required)

LI 805. MANAGEMENT IN INFORMATION ORGANIZATIONS 3 HRS.
(Prerequisite, LI 801 or concurrent enrollment.) Students learn the foundations and basic skills necessary for the management of information organizations. Students examine and apply management skills, including planning, organizing, leading, and influencing. (Required)

LI 809. INTRODUCTION TO ARCHIVES 3 HRS.
Students are introduced to the archival profession and to archives and manuscripts in multiple formats. The course explores the functions of selection, appraisal, acquisition, arrangement and description, reference services and access, preservation and protection, outreach, advocacy, promotion, management, and professional ethical and legal responsibilities.

LI 810. RESEARCH IN LIBRARY AND INFORMATION SCIENCE 3 HRS.
(Prerequisite: LI 801 or concurrent enrollment.) This course provides an introduction to qualitative and quantitative research methods and their applications in library and information science. Principles and procedures for analyzing and evaluating research are introduced and students learn to be better consumers and critics of published research literature. (Required)

LI 811. COMMUNITY NEEDS ANALYSIS 3 HRS.
This course surveys and applies the tools, resources, and research methods used for analyzing, designing, implementing or modifying, and evaluating library and information systems and services. Students study community analysis, needs assessment, and other tools of analysis and assessment. Recommended: LI 810. (Approved 3/9/2015)

LI 813. ADVANCED REFERENCE SERVICES 3 HRS.
(Prerequisite: LI 802) This course offers an introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed.

LI 814. CATALOGING AND CLASSIFICATION 3 HRS.
Students are introduced to the terms, concepts, and tools used to describe and organize information in information organizations. Topics covered include: bibliographic description, choice of entry, subject analysis, classification systems, and creating bibliographic records. Recommended: LI 804.

LI 815. INFORMATION TECHNOLOGY 3 HRS.
Information Technology provides an introduction to the concepts and skills necessary for library and information professionals. Students learn to facilitate the use of information technology; to evaluate and select technology solutions; to understand and keep abreast of technological change, both personally and institutionally; and to deploy technology effectively. Policy issues surrounding technology use, including privacy, copyright and legal concerns are also considered. (Required)

LI 816. LEGAL INFORMATION RESEARCH AND RETRIEVAL 2 HRS.
Students are introduced to the sources of the law; to the structure, organization, and access of legal information, to legal research methods, and their application in solving legal information problems.

LI 818. ARCHIVAL ARRANGEMENT AND DESCRIPTION 3 HRS.
Students are introduced to the theories, terms, concepts, principles, and methods of arrangement and description of documents and materials in archives. The history and evaluation of arrangement and description, finding aids, websites for archives, and the practical, and administrative, and social justice-related issues of arrangement and description are addressed. Recommended: LI809

LI 819. INFORMATION RETRIEVAL 3 HRS.
This is an introduction to the theory, organization, implementation, and evaluation of information retrieval systems. The course covers document and query representation, retrieval models, matching, filtering, evaluation techniques, user interfaces, data mining, and non-text retrieval. Students learn to employ evaluation techniques to assess information retrieval systems.

LI 822. MULTIPLE LITERACIES IN LIBRARIES 3 HRS.
Students apply knowledge of educational, media, and sociocultural theories to the design of literacy activities, library programs, and readers' advisory services in academic, public, and school library settings, to promote essential literacies, including early, media, visual, technology, health, and financial literacy. Emphasis is given to meeting the recreational, cultural, informational, and educational needs of children, young adults, and adults through the integration of visual, digital, textual, and technological literacy methods.

LI 825. SPECIAL TOPICS IN DIVERSITY AND INCLUSION 1-3 HRS.
This course focuses on selected topics of current significance within the context of diversity and inclusion. Each course may focus on topics relevant to specific types of library, as appropriate, or may examine issues across the whole spectrum of library and information services.

LI 827. PRESERVATION STRATEGIES 3 HRS.
This course introduces the strategies, techniques, processes, and applications involved in the preservation of library and archival materials. Students learn the history of the production of library materials; the causes of physical and chemical deterioration; the accepted approaches to conservation; and preventive measures such as environmental control, proper handling of materials, and effective approaches to disaster preparedness and response.

LI 828. DISASTER PREPAREDNESS AND EMERGENCY RESPONSE FOR INFORMATION PROFESSIONALS 3 HRS.
This course will explore how libraries of all types are impacted by disasters including tornadoes, hurricanes, floods, fires, earthquakes, and pandemics. Students will learn how librarians work in preparation, prevention, and planning for effective disaster preparedness and response with a focus on community needs and health literacy concerns. This course will expose students to core disaster information resources and provide students with an opportunity to obtain hands-on experience with creating disaster plans and considering outreach opportunities in this area.

LI 829. RESOURCES AND SERVICES FOR EARLY LEARNERS 3 HRS.
This course explores the recreational, cultural, informational, and educational needs of 21st century early learners. Students apply knowledge of child development and language acquisition to the design of reader's advisory services, library programs, and literacy activities in public and school library settings. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all early learners.

LI 830. CURRENT ISSUES IN YOUTH SERVICES 2 HRS.
The course focuses on selected topics of current significance within the context of Youth Services. Each course may focus on topics relevant to

early learners, children or young adults, as appropriate, or may examine issues across the whole spectrum of youth services.

LI 831. RESOURCES AND SERVICES FOR CHILDREN 3 HRS.
This course explores the recreational, cultural, informational, and educational needs of 21st century children. Students apply knowledge of child development theories to the design of reader's advisory services, library programs, and literacy activities in public and school library settings. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all children.

LI 832. RESOURCES AND SERVICES FOR YOUNG ADULTS 3 HRS.
This course explores the recreational, cultural, informational, and educational needs of 21st century young adults. Students apply knowledge of adolescent development theories to the design of reader's advisory services, library programs, and literacy activities in public and school library settings. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all young adults.

LI 833. RESOURCES AND SERVICES FOR UNDERSERVED POPULATIONS 3 HRS.
This course provides an overview of the design and implementation of library and information services for all segments of society. Special emphasis is placed on ethics and equity of access to information in all media formats. Recommended: LI 810 & LI 811.

LI 835. INFORMATION SERVICES FOR ACADEMIC LIBRARIES 3 HRS.
Students are introduced to the design and implementation of library and information services for the academic disciplines of the humanities, sciences, and social sciences within educational and research institutions. Special emphasis is placed on understanding the components of the academic libraries that serve the information needs of higher education communities. (Approved 3/9/2015)

LI 836. INFORMATION SERVICES FOR PUBLIC LIBRARIES 3 HRS.
Students more closely examine the history, structure, operations, trends, and current topics in information services for public libraries. Students explore practical application of governance, administration, services, outreach, safety, and security as they relate to public libraries. Patron-centered public library services specific to a community's needs and underserved populations will be emphasized.

LI 837. LIBRARY INSTRUCTION AND INFORMATION LITERACY 3 HRS.
This course provides an overview of concepts and theories relating to library instruction and the teaching of information literacy in all libraries and information agencies. Students will learn about key differences in traditional vs. online education and develop strategies for delivering content in a number of different settings, from one-shot instructional sessions and library workshops to semester long academic college courses. Students will also master skills in areas fundamental to instructional librarianship such as classroom management, course design, and assessment. Recommended: LI 802 (Approved 11/14/2018)

LI 838. GOVERNMENT RESOURCES 2 HRS.
Students study government patterns for creating, producing, disseminating, organizing, diffusing, and utilizing information at the international, national, and state levels. Examples of government information resources are examined, as well as tools for government information retrieval.

LI 839. HISTORY OF LIBRARIES 2 HRS.
This course offers an historical approach to the study of libraries, librarianship, and the information professions from antiquity to the 21st century. Students explore the history of Western library and information professions in the context of international developments and examine the evolution of libraries, archives, and information and documentation centers as antecedents of today's information agencies.

LI 842. INDEXING PRINCIPLES AND TECHNIQUES 3 HRS.
This course introduces the principles, concepts, and basic techniques of indexing in both print and electronic formats. Students explore the means by which information can be represented by indexes, and construct both stand-alone print and embedded electronic indexes. (Approved 1/15/2020)

LI 843. WEB DESIGN AND DEVELOPMENT 3 HRS.
This course offers an introduction to the basic principles, processes, and technologies of website design and construction, including HTML programming, cascading style sheets, JavaScript, and other web design tools. Students examine the issues of web usability, accessibility, web standards compliance through the creation of websites for real-world applications.

LI 844. DATABASE DESIGN 3 HRS.
The course provides an introduction to the fundamentals of database design, including analyzing information requirements, developing an entity-relationship model, organizing data into a relational database, and querying the database. The focus is on database applications and assessing designs to determine efficient database access for various clients.

LI 848. INTRODUCTION TO DIGITIZATION AND BORN-DIGITAL ARCHIVES 3 HRS.
This course examines the role of digitization and born-digital archives in library and information organizations. Topics discussed include ethics, accessibility, copyright, software and hardware, standards, metadata, digital preservation, project management, funding, and current and future access. Students examine these subjects through an inclusive and equitable lens in order to build archives that accurately reflect society.

LI 849. RECORDS AND INFORMATION MANAGEMENT 3 HRS.
This course examines the process of creating and maintaining the corporate and cultural memory of an organization through its records. Students study the concepts and principles of records and information management, applications and best practice, the history of the field and current issues affecting the profession.

LI 850. LEADERSHIP IN INFORMATION ORGANIZATIONS 3 HRS.
Prerequisite: LI 805 Management in Information Organizations. Students study the effects of organizational design on the work and leadership of information organizations. Traditional and contemporary leadership theories and practices are examined in depth.

LI 851. MANAGING THE SCHOOL LIBRARY MEDIA CENTER 3 HRS.
(Prerequisites, LI 801 or concurrent enrollment, and enrollment in school library media concentration.) Students explore management techniques related to organizing and circulating library materials as well as staffing, budgeting, and day-to-day operations of the school library, including issues relevant to strategic planning, goal setting, and program design. Special emphasis is given to the school librarian's role as instructional leader, collaborative planner, and team teacher.

LI 855. COLLECTION DEVELOPMENT AND MANAGEMENT 3 HRS.
This course examines the principles, policies, and procedures associated with evaluating, selecting, and acquiring materials and resources. Students learn about developing, managing, and organizing collections in libraries and information organizations, paying attention to the ethical, philosophical, social, and political contexts in which these collections exist. (Required)

LI 856. ELECTRONIC RESOURCES MANAGEMENT 3 HRS.
An in-depth exploration of the selection, acquisition, licensing, accessibility, linking, branding, evaluation, cost control, and preservation of licensed electronic resources in information organizations. This course covers the management of e-content types used in a variety of information organizations including books, serials, audio, video, citation indexes, and large data sets, as well as aggregating technologies and the management systems used to control the administrative metadata for electronic resources. Students explore current trends, problems, and issues related to managing licensed electronic resources in information organizations such as licensing, legal issues, scholarly publishing, open access, open-source technology, purchasing models, and assessment models.

LI 857. ADVANCED PROGRAMMING FOR YOUTH SERVICES 1 HR.
This course examines the principles, policies, and procedures associated with creating, planning and implementing library programs for early and middle childhood and young adults. Students also learn about staffing, managing, evaluating and advocating for these programs, and study best practice in recruiting and collaborating with external partners to provide sustainable programs that foster reading and information literacy within the community. Emphasis is given to the creation of programs that reflect awareness of, and sensitivity to, the social and cultural needs of all young adults.

LI 858. INFORMATION LITERACY AND INSTRUCTIONAL COLLABORATION IN SCHOOL LIBRARIES 2 HRS.
Students explore the teaching of information literacy and instructional collaboration with classroom teachers in K-12 school settings. The course also examines the role of the school library media specialist in addressing state and national standards, in authentic assessment, and in establishing professional collaborative relationships across the entire learning community.

LI 859. PROJECT MANAGEMENT IN INFORMATION ORGANIZATIONS 3 HRS.
This course examines the theory and practice of project management within information organizations. Students study the roles and responsibilities of project managers and learn a practical approach to managing projects in information organizations. The course covers all aspects of the project life-cycle (initiating, planning, executing, monitoring/controlling, and closure), and addresses staffing, workflow, communication and team-building, tools and techniques, and software.

LI 860. CURRENT ISSUES IN GLOBAL INFORMATION INFRASTRUCTURE 1-3 HRS.
This course is designed to allow students to explore timely issues arising from the dynamics of global interactions of information technology, government policies, the structure of knowledge, and the operations of libraries, archives and information organizations.

LI 861. CURRENT ISSUES IN INFORMATION TRANSFER 1-3 HRS.
The course focuses on selected topics of current significance in the information transfer model, including the 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. Students analyze technology issues in the context of libraries and information agencies, including hardware and software and the dynamic relationships among computers, audio, video and telecommunications, mass storage, social media, and users.

LI 863. CURRENT ISSUES IN MANAGEMENT IN INFORMATION ORGANIZATIONS 1-3 HRS.
The course focuses on selected topics of current significance within the context of management of information organizations. Students investigate current issues related to the management of people, information resources, services and systems in library and information agencies.

LI 865. INDEPENDENT STUDY 1-3 HRS.
(Prerequisite, permission of instructor.) This course provides for individual study of an issue in library and information management or information systems design, under the direction of a faculty member.

LI 866. ETHICS AND POLICY IN INFORMATION AGENCIES 3 HRS.
This course surveys legal and ethical policies in the context of libraries, archives, and museums in the United States of America. Accessibility, intellectual freedom, and intellectual property form the three topical strands of the course. Topics related to accessibility include intellectual access, physical access, and digital access. Topics related to intellectual freedom include freedom of information, classified information, retention schedules, filtering, censorship, and privacy. Topics related to intellectual property include copyright and fair use, licensing, data collection, and digital rights management.

LI 868. ADVOCACY AND INFORMATION ORGANIZATIONS 3 HRS.
Students learn to apply advocacy tools and practices to build and create stakeholder support for the information organization's goals and resource needs. Students explore marketing, public relations, and development techniques for use in information organizations.

LI 870. PRACTICUM 1-3 HRS.
(Prerequisite, consent of instructor.) The practicum is a supervised, advanced professional experience in a library or information center. Students engage in professional activities; apply theories, principles, and skills learned in professional courses; and discuss problems and relevant topics associated with professional practice.

LI 873. ARCHIVES STUDIES PRACTICUM 3-6 HRS.
Students gain practical and professional experience to understand how to work in inclusive environments and serve diverse audiences. This supervised setting ensures the application of theories, principles, and skills learned in archives studies courses. Students must follow the guidelines set forth in the Archives Studies Certificate (ASC) Practicum Handbook.

LI 874. INFORMATICS PRACTICUM 3 HRS.
(Prerequisites: Successful completion of 30 credit hours in informatics core and concentration courses.) The practicum course provides opportunities for students, under the supervision of informatics faculty, to apply synthesized content from informatics core and concentration courses in designing solutions for information and communication needs in real-world environments. Students prepare proposals to address identified domain needs that reflect knowledge of information structures, information processes, and information technology; demonstrate knowledge of appropriate professional standards and scope of practice; and contribute to improved client outcomes.

LI 876. SCHOOL LIBRARY MEDIA PRACTICUM I 1 HR.
(Prerequisite, consent of instructor.) The school library media specialist practicum I is a supervised field experience where students apply

theories and techniques of information organization and retrieval, collection development and management, information literacy, instructional collaboration, information technology, and the management of information organizations to a school setting.

LI 877. SCHOOL LIBRARY MEDIA PRACTICUM II 2 HRS.
(Prerequisite, consent of instructor.) The school library media specialist practicum II is a supervised field experience where students apply theories and techniques of information organization and retrieval, collection development and management, information literacy, instructional collaboration, information technology, and the management of information organizations to a school setting.

LI 880. CAPSTONE COURSE: ASSESSING THE MLS EXPERIENCE 1 HR.
This course gives students the opportunity to reflect on their growth and development over the course of their MLS experience. Students finalize their assessment portfolio through the selection and analysis of assignment artifacts, the creation of reflective essays on the portfolio content, and a self-assessment of the extent to which they meet the MLS program outcomes. (Required)

LI 881. HEALTH SCIENCES LIBRARIANSHIP 3 HRS.
This course explores the roles of the health information professional in a variety of health sciences environments. Topics include embedded librarianship and liaison services, instruction, supporting evidence-based practice, scholarly communication, technology services, and ethics in health sciences libraries. This course will also cover research data management, outreach services to underserved populations, health literacy, and the management and use of physical space in health sciences libraries.

LI 883. INTRODUCTION TO METADATA 1 HR.
(Prerequisite: LI804 or permission of instructor.) This is an introduction to the concepts, principles, and terminology required for work with metadata in information agencies such as libraries, museums, and archives. Students explore existing metadata schemas, application profiles, and standards in context. The course builds on concepts from LI804 and includes analysis, comparison, and evaluation of existing metadata and encoding schemas as well as the creation of metadata records.

LI 884. ADVANCED METADATA APPLICATIONS 2 HRS.
(Prerequisite, LI883 or concurrent enrollment.) This course examines the theory, practice, and current issues in the application of metadata in information agencies. Students explore current issues in metadata application, including approaches to creating metadata schemas and application profiles, designing and documenting metadata and encoding schemas, and learning associated metadata tools and technologies.

LI 885. RESEARCH METHODS IN ARCHIVES 3 HRS.
This course examines the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. In addition to an examination of the literature related to memory and recorded information, students gain familiarity with the use and interpretation of varied sources of documentation, including public records, genealogical records, museum displays, oral histories, maps, and artifacts.

LI 886. CONSUMER HEALTH INFORMATION 3 HRS.
This course will explore how to provide health information services for the community in a variety of settings, including public libraries, academic health sciences libraries, clinical/hospital libraries, and other health information organizations. The course will discuss approaches to locating authoritative, easy-to-read consumer health information and the most effective ways to provide patient education support, with a focus on advocacy, health disparities, and information for underserved populations. This course will also discuss how to conduct consumer health outreach projects, from locating grant funding to conducting outreach within different communities.

LI 887. SYSTEM ANALYSIS AND DESIGN 3 HRS.
This course provides a detailed analysis of the System Development Life Cycle (SDLC). Emphasis is placed on the tools and techniques that a project leader and systems analyst would use to analyze, design and document an information systems with the object-oriented approach as well as traditional approach. The course will also emphasize the importance of various skills, which the systems analyst should possess, including: communication, problem solving and project management. Team-oriented projects are utilized to aid in understanding how systems concepts are developed in the business world.

LI 888. INFORMATION TECHNOLOGY PROJECT MANAGEMENT 3 HRS.
This course will present project management techniques, potential problems, and overall decision making associated with software development projects. Specific topics will address planning, organizing, scheduling, and controlling information technology projects, current tools and techniques, and the roles and responsibilities of project managers.

LI 889. KNOWLEDGE MANAGEMENT 3 HRS.
Knowledge Management encompasses a broad range of activities in an organization and is firmly dependent upon the human factor for the enhancement and success of knowledge use. Knowledge is used to improve the decision making of individuals in an organization. KNOWLEDGE, AT THE RIGHT TIME, IN THE RIGHT PLACE is required for more effective decision-making. This course will review the breadth of activities associated with knowledge from the organizational level to the individual knowledge worker level. These activities include knowledge transfer from an inter- and intra- organizational perspective, IT enhanced knowledge transfer, knowledge capability enhancement and knowledge sharing cultural perspectives.

LI 890. ADVANCED RESEARCH STRATEGIES 3 HRS.
Building on LI 810, this course focuses on comparing and contrasting the philosophical foundation and research strategies of studies that use qualitative, quantitative, and mixed-method approaches to investigate problems in LIS. Students assess various methodological tools and approaches to investigating research questions, and practice evaluating LIS research studies. Recommended: LI 810.

LI 891. THE KNOWLEDGE SOCIETY 3 HRS.
An examination of information transfer and 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, with emphasis on emerging and specialized content. Recommended: LI 801 and LI 810.

LI 892. INFORMATION BEHAVIOR SEMINAR 3 HRS.
An exploration of information behavior theories developed and used in a variety of disciplines to describe the needs; seeking, search, and sharing behaviors; and uses of information among individuals and groups in a variety of contexts. Recommended: LI 802.

LI 893. MANAGEMENT IN LIBRARY AND INFORMATION AGENCIES SEMINAR 3 HRS.
Examines theories, models, and concepts explaining management of libraries and information organizations; people and organizational tasks; and work, activities, and processes in an information organization. Students gain competence in these topics through critical literature analysis and in-depth seminar discussions. Recommended: LI805.

LI 894. ORGANIZATION OF INFORMATION SEMINAR 3 HRS.
An examination of theories, models and aspects of knowledge organization systems, the representation and organization of information

in digital forms, and effective methods of information access and retrieval. Recommended: LI 804.

LI 899. THESIS 1-4 HRS.
This course provides the opportunity for intensive investigation of a problem in the library and information professions, under the direction of a faculty committee. Permission of Dean required.

LI 900. INTRODUCTION TO DOCTORAL STUDIES 1 HR.
This is an introduction to the SLIM doctoral program, to doctoral work, and to the culture of the researcher. Students explore their respective research interests and draft their Ph.D. program plans.

LI 903. RESEARCH PHILOSOPHY 3 HRS.
This course examines various constructs of science in society. Emphasis is placed on identifying assumptions about human nature, defining a researcher's view of the social world, and identifying basic paradigms that serve as a foundation for inquiry.

LI 904. RESEARCH STRATEGIES: QUANTITATIVE METHODS AND THEORY 3 HRS.
Students explore the theory and application of quantitative research methods that they might use to investigate research questions as part of the dissertation. The course emphasizes the rules, procedures, statistics and general research protocols that are foundational to the researcher's role.

LI 905. RESEARCH STRATEGIES: QUALITATIVE METHODS AND THEORY 3 HRS.
Students explore the theory and application of qualitative research methods that they might use to investigate research questions as part of the dissertation. The course addresses the issues of designing and implementing qualitative research, as well as the gathering and interpreting of qualitative data and of ensuring rigor in the research design and execution.

LI 940. TEACHING AND LEARNING IN ORGANIZATIONS 3 HRS.
This course focuses on teaching and learning, curriculum development, the roles of the faculty member in the university and in the profession, as well as the structure of educational institutions for adults.

LI 946. DIRECTED READINGS 1-3 HRS.
Students undertake a program of directed readings, under faculty supervision, in preparation for qualifying exams or the dissertation proposal. Students may enroll three times in this course.

LI 947. DISSERTATION PROPOSAL 3 HRS.
(Prerequisite, LI 890.) Students complete all aspects of the dissertation proposal, including developing the problem statement and research questions, preparing the literature review and conceptual framework, establishing the design logic and procedures, the identification of ethical issues, securing IRB approval, conducting the pilot study, and writing the proposal document.

LI 949. CONTINUOUS ENROLLMENT 1 HR.
Students work, under faculty supervision, through a particular part of the doctoral program, requiring research and reading activities.

LI 950. DISSERTATION 3-15 HRS.
(Prerequisite, LI 947.) Students must complete a minimum of 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, and are 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 outside the university. Upon completion of the dissertation, all students defend their research during an oral examination conducted and evaluated by the dissertation committee and open to the public.

MATHEMATICS

MA 010. SUPPORT FOR COLLEGE ALGEBRA 2 HRS.
(Required if not meeting at least one of the criteria listed as follows: Math ACT: 22 or higher OR Math SAT: 540 or higher OR ALEKS PPL: 46 or higher OR Accuplacer QAS: 263 or higher OR HS GPA and Course Grade: 3.25 cumulative GPA (unweighted) and B- or higher in Second semester Algebra 2 or Integrated Math 3 OR ESU Algebra Evaluation: 18 or higher) This course provides additional support and instruction to students enrolled in MA 110 - a review of the concepts and skills of algebra with an emphasis on functions. Topics include linear, quadratic, rational, exponential, and logarithmic functions, as well as solving equations and inequalities. Pairing MA 010 with MA 110 is required.

MA 020. SUPPORT FOR ELEMENTARY STATISTICS 2 HRS.
(Prerequisite: Required if not meeting at least one of the criteria listed as follows: Math ACT: 19 or higher OR Math SAT: 510 or higher OR ALEKS PPL: 30 or higher OR Accuplacer QAS: 255 or higher OR HS GPA and Course Grade: 3.00 cumulative GPA (unweighted) and C- or higher in Second Semester Algebra 2 or Integrated Math 3 OR ESU Algebra Evaluation: 18 or higher) This course provides additional support and instruction to students enrolled in MA 120 - a course designed to introduce students to basic statistics and statistical inference. Topics includes descriptive statistics, summarizing univariate data, correlation and regression for bivariate data, concepts of probability, probability distributions, simulation, sampling distributions, estimation, and hypothesis testing. Pairing MA 020 with MA 120 is required.

MA 049. ARITHMETIC SKILLS IMPROVEMENT 2 HRS.
This course is for students whose Gateway, a required departmental examination for MA 307, scores indicate a need for improving arithmetic skills prior to reenrolling in MA 307 or enrolling in MA 308. 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 056. SUPPORT FOR PRINCIPLES OF MATHEMATICS 2 HRS.
(Prerequisite: Required if not meeting at least one of the criteria listed as follows: Math ACT: 19 or higher OR Math SAT: 510 or higher OR ALEKS PPL: 30 or higher OR Accuplacer QAS: 255 or higher OR HS GPA and Course Grade: 3.00 cumulative GPA (unweighted) and C- or higher in Second Semester Algebra 2 or Integrated Math 3 OR ESU Algebra Evaluation: 18 or higher) This course provides additional support and instruction to students enrolled in MA 156 - a course in mathematics for the non-technically oriented student. Problem solving skills and critical thinking skills are developed through a selection of interesting and unique mathematical content and topics. Pairing MA 056 with MA 156 is required.

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 097. BEGINNING AND INTERMEDIATE ALGEBRA **4 HRS.**
(Prerequisite: for students whose ACT score and/or Algebra Evaluation indicate basic need for computational and algebraic skills prior to enrollment in the proper general education course.) Review of computational skills in the arithmetic of whole numbers, fractions, and decimals. Review of proportion and percent concepts. Review of basic algebra skills including signed numbers, algebraic expressions and simplification, laws of algebra, factoring, equation solving, graphing, and formula usage. Review of linear and quadratic equations, exponents and radicals.

MA 098. INTERMEDIATE ALGEBRA **3 HRS.**
(Prerequisite, MA 095 or appropriate ACT score or appropriate score on the math placement exam.) A thorough review of the fundamentals of elementary algebra, linear and quadratic equations, exponents and radicals.

MA 110. COLLEGE ALGEBRA **3 HRS.**
(Prerequisite: From the criteria listed below, one or more must be met: Math ACT: 22 or higher OR Math SAT: 540 or higher OR ALEKS PPL: 46 or higher OR Accuplacer QAS: 263 or higher OR HS GPA and Course Grade: 3.25 cumulative GPA (unweighted) and B- or higher in Second semester Algebra 2 or Integrated Math 3 OR ESU Algebra Evaluation: 18 or higher) This course provides a review of the concepts and skills of algebra with an emphasis on functions. Topics include linear, quadratic, rational, exponential, and logarithmic functions, as well as solving equations and inequalities. Students who do not meet prerequisites will be required to pair MA 110 with a section of MA 010.

MA 111. COLLEGE ALGEBRA WITH REVIEW **5 HRS.**
(Prerequisites: MA 097 or MA 098 or appropriate ACT math score or appropriate score on the Algebra Evaluation.) This course provides a review of the concepts and skills of algebra with an emphasis on functions. Topics include linear, quadratic, rational, exponential, and logarithmic functions, as well as solving equations and inequalities. This course proceeds at a pace that allows for review and practice of prerequisite skills and concepts. Note: if a student has completed both MA110 and MA111, only the more recent grade will be counted towards the student's GPA.

MA 112. TRIGONOMETRY **2 HRS.**
(Prerequisite, MA 110 or equivalent.) Trigonometric functions, identities, graphs, trigonometric equations, radian measure, complex numbers, polar coordinates, solving triangles, applications.

MA 120. ELEMENTARY STATISTICS **3 HRS.**
(Prerequisite, From the criteria listed below, one or more must be met: Math ACT: 19 or higher OR Math SAT: 510 or higher OR ALEKS PPL: 30 or higher OR Accuplacer QAS: 255 or higher OR HS GPA and Course Grade: 3.00 cumulative GPA (unweighted) and C- or higher in Second Semester Algebra 2 or Integrated Math 3 OR ESU Algebra Evaluation: 18 or higher) This course is designed to introduce students to basic statistics and statistical inference. Topics include descriptive statistics, summarizing univariate data, correlation and regression for bivariate data, concepts of probability, probability distributions, simulation, sampling distributions, estimation, and hypothesis testing. Some uses of statistical software will be incorporated into this course. Students who do not meet prerequisites will be required to pair MA 120 with a section of MA020.

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 first-year students or transfer students.) This course introduces incoming majors to the math discipline, 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 127. INTRODUCTION TO DATA AND STATISTICS **1 HR.**
The course is required for all students who plan to do research that requires data collection, handling and presentation. This course introduces undergraduate students to the new world of data science. It addresses goals, expectations, responsibilities, ethics, decision making, problem solving and process of statistical inference with examples.

MA 130. PROBLEM SOLVING WITH COMPUTERS **3 HRS.**
(Prerequisite, one year of high school algebra.) An introductory study of problem solving using computers. Basic programming skills and efficient techniques for setting up problems applicable for computer solution are stressed. The primary response of the student is to solve problems by writing programs, testing them, and obtaining the results on the computers.

MA 156. PRINCIPLES OF MATHEMATICS **3 HRS.**
(Prerequisite: From the criteria listed below, one or more must be met: Math ACT: 19 or higher OR Math SAT: 510 or higher OR ALEKS PPL: 30 or higher OR Accuplacer QAS: 255 or higher OR HS GPA and Course Grade: 3.00 cumulative GPA (unweighted) and C- or higher in Second Semester Algebra 2 or Integrated Math 3 OR ESU Algebra Evaluation: 18 or higher) A course in mathematics for the non-technically 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. Students who do not meet prerequisites will be required to pair MA 156 with a section of MA 056.

MA 160. PRECALCULUS **4 HRS.**
(Prerequisites, MA 097 or MA 098 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 MA 160 or equivalent, or at least a score of 26 on the ACT math section, or at least a score of 23 on the Algebra Evaluation.) Calculus is the mathematics of change. This course focuses on the differential calculus of one variable. It includes the study of limits, differentiation, implicit differentiation, the Mean Value Theorem, optimization, related rates; it illustrates applications from other fields.

MA 162. CALCULUS HONORS **1 HR.**
(Prerequisite, either completed or currently enrolled in MA 161, Calculus I.) In this one hour class, students do investigative projects on calculus topics which align with the content in the five hour, Calculus I course. These projects are designed to enrich the students' conceptual understanding of the fundamental calculus I topics.

MA 165. BASIC CALCULUS **5 HRS.**
(Prerequisite, MA 110 or equivalent.) A course designed for non-math majors which emphasizes the application of calculus procedures to Economics, Business, Social Sciences, Life Sciences, and other areas. Topics include limits, derivatives, and integrals.

MA 191. TOPICS IN MATHEMATICS 1-6 HRS.
The course offers selected topics in mathematics not currently found in other mathematics courses. See Schedule of Classes for specific topic and prerequisites when offered.

MA 223. ELEMENTARY LINEAR ALGEBRA 3 HRS.
This course is an introduction to linear algebra. The topics include systems of linear equations, vectors, matrices, determinants, linear transformations and applications. We will focus on techniques of solving systems of linear equations, matrix arithmetic and basic proof writing skills.

MA 225. MATHEMATICS AS A DECISION MAKING TOOL 3 HRS.
(Prerequisite, MA 110.) This course is designed for non-mathematics majors. The focus of this course is to develop quantitative skills, and reasoning ability necessary to help students read critically and make decisions in our technical information society. A project tying this course to the student's own interests is a course requirement. Major topics include: collecting and describing data, inferential statistics and probability; geometric similarity, geometric growth, symmetry and patterns.

MA 229. PROBLEM SOLVING WITH MATHEMATICS 3 HRS.
This course stresses the connection between contemporary mathematics and modern society. Students in this course will examine the use of mathematics to solve a wide range of problems found in the managerial sciences, voting and social choice, fairness and game theory, the digital revolution, and size and growth. Problems that are related to specific mathematical models or whose foundations are rooted in mathematics will be investigated in this course. Such problems may include the use of Euler and Hamiltonian circuits, minimal-cost spanning tree, linear programming, various voting methods, fair division, apportionment, game theory, bar coding and encryption, binary codes, cryptography, geometric similarities, symmetry and patterns, and tilings.

MA 240. DISCRETE MATHEMATICS 3 HRS.
(Prerequisites, MA 161, MA 165, or permission of the instructor.) Discrete mathematics is the study of relationships between finite and countable sets as well as the analysis of processes involving a finite number of steps. This course will introduce and emphasize the concept and methods of proof, while studying topics such as sets, logic, functions and relations, mathematical induction, and recursion.

MA 262. CALCULUS II 5 HRS.
(Prerequisite, MA 161 or equivalent.) As a continuation of Calculus I, this course emphasizes integration. Topics include techniques of integration, improper integrals, numerical integration, basic differential equations, sequences, infinite series; applications to other fields are illustrated throughout the course.

MA 291. MATHEMATICAL MODELING 3 HRS.
(Prerequisite, MA 161 or MA 165.) Mathematical modeling is the "art" of using math to help understand, describe, and forecast real-world phenomena. Topics include the modeling process, model fitting, optimization, experimental modeling, simulation, and modeling using the derivative.

MA 307. MATHEMATICS FOR THE ELEMENTARY/ MIDDLE SCHOOL TEACHER 3 HRS.
(Prerequisite, must have a grade of "C" or higher in MA 110 or MA 111.) This course will prepare prospective elementary and middle school teachers to know, understand, and use the basic principles and concepts of mathematics involving sets, whole numbers, integers, rational numbers, and real numbers. Each student enrolled in this course must complete a departmental arithmetic proficiency exam. This exam is a significant part of the course grade and to receive any points a score of 80% or above must be achieved. This exam will be given three times and will be completed in the first half of the semester. For further details, contact the Mathematics at 620-341- 5281.

MA 308. MATHEMATICS FOR ELEMENTARY/ MIDDLE SCHOOL TEACHER II 3 HRS.
(Prerequisite, must have a "C" or higher in MA 307.) This course will prepare prospective elementary and middle school teachers to know, understand, and use the basic principles and concepts of mathematics involving probability, statistics, measurement, and geometric concepts, such as properties of two and three-dimensional shapes, congruency, similarity, and transformations.

MA 309. STRATEGIES FOR THE MATHEMATICS CLASSROOM WITH DIVERSE LEARNERS 3 HRS.
Preservice mathematics teachers in this course will examine effective instructional strategies for the teaching of mathematics to diverse learners in grades 5-12. Numerous instructional models will be investigated to help bridge the gaps between a student's current mathematical abilities to the desired levels of proficiency. In addition, preservice teachers will examine the role of differentiated instruction for meeting the needs of all students, including the student who is talented in the area of mathematics. As a capstone project to the course, students will develop an instructional plan to work with a student in grades 6-12 with a particular physical, behavioral, or cognitive disability.

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 309.) Geometric concepts needed for today's elementary/middle schools including geometric constructions, experimental geometry, and a study of congruences, similarity, and measurement.

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 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 340. DISCRETE STRUCTURES 3 HRS.
(Prerequisites: MA240 Discrete Mathematics.) Computer oriented course. Theory and applications with regard to trees, graphs, partial orders, lattices, Boolean algebra, finite groups, and combinatorics.

MA 341. INTRODUCTION TO PROBABILITY AND STATISTICS 3 HRS.
(Prerequisites, MA 110 or equivalent.) An introductory study of probability and statistics for students who wish to apply statistics to their field of study. The course includes methods of presenting and interpreting data. Topics include frequency distributions, measures of central tendency, measures of dispersion, probability, probability distributions, normal distributions, sampling distributions, confidence intervals for large and small samples, and hypothesis testing of means for large and small samples.

MA 352. INTRODUCTION TO BIOSTATISTICS 3 HRS.
(Prerequisite, MA 110.) This course is designed to provide the background in statistics for various fields in Biology. This course focuses on the use of statistics to help answer biological questions. Students will learn how to use relevant statistical software. Topics include statistics and samples, displaying data, describing data, estimations with uncertainty, probability, hypothesis testing, analyzing proportions, fitting probability models to frequency data, categorical variables, the normal distribution, t-tests and confidence intervals, paired t-test, two-sample t-test, and correlation and regression.

MA 363. CALCULUS III 3 HRS.
(Prerequisite, MA 262 or equivalent.) Multivariable calculus, double integral, triple integral and partial derivatives. Vectors, polar coordinates, parametric equations, and vector valued functions.

MA 374. INTRODUCTION TO STATISTICAL SOFTWARE 3 HRS.
The course is an introduction to statistical computing. The software choices include R and SAS. The topics include arithmetic and logical operations, reading and managing datasets, produce high-quality graphics, writing projects and presentations and imputing missing data.

MA 380. PROBABLITIY AND STATISTICS 3 HRS.
(Prerequisite, MA 262 or consent of instructor.) The study of probability and statistics provides methods to analyze data. This course is an introduction to basic probability and counting techniques as well as statistical methods using distribution theory, confidence intervals, significance tests, and sampling.

MA 386. INTERNSHIP: MATHEMATICS 1-3 HRS.
(Prerequisite, 20 hours in mathematics courses.) An academic course to provide students with an opportunity to gain field experience in mathematics through professional experience. The academic experience is developed jointly by the student and the faculty advisor. No more than 3 hours in MA 386 may be counted toward the mathematics major.

MA 391. TOPICS IN MATHEMATICS 1-6 HRS.
An in-depth study of selected topics in mathematics not currently found in other mathematics courses. See schedule of classes for specific topic and prerequisites when offered.

MA 410. SEMINAR IN MATHEMATICS 0-4 HRS.
(Prerequisite, permission of mathematics dean or designee.) 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 510. TECHNOLOGY IN MATHEMATICS 3 HRS.
(This is considered a non-core course in the graduate mathematics programs.) Provides an introduction to the latest technologies that are used for the teaching, learning, and presenting of mathematics.

MA 532. MATHEMATICAL STATISTICS I 3 HRS.
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 537. INTRODUCTION TO FINANCIAL MATHEMATICS 3 HRS.
The course is an introduction to financial mathematics. The topics include time value of money (interest rate, discount rate, accumulation function, convertible interest rate, force of interest, present value), annuities and cash-flows, loans, bonds and portfolios (duration and convexity), immunization and interest rate swaps. Students should have completed Calculus I.

MA 570. TEACHING COLLEGE MATHEMATICS 1 HR.
(Prerequisite, graduate standing.) This course provides an introduction to the current techniques, methods and technologies that are used in the teaching of undergraduate college mathematics through both classroom

observation and supervised teaching. This course is intended for graduate students only.

MA 581. MATHEMATICAL MODELING 3 HRS.
Mathematical modeling is the study of the use of mathematics to describe and forecast real-world phenomena. A variety of modeling techniques are introduced. The course includes a review of relevant topics from algebra, trigonometry, calculus, statistics, and differential equations. The prerequisite can be overridden by the consent of the dean or designee.

MA 591. TOPICS IN MATHEMATICS 1-3 HRS.
(Prerequisites will vary with topic) An in-depth study of selected topics in mathematics not currently found in other mathematics courses. May be repeated with different topics. See schedule of classes for specific topic and prerequisites when offered.

MA 592. TOPICS IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS 1-3 HRS.
(Prerequisites will vary with topic, possibly including but not limited to MA 312 or MA 313.) A course designed to enrich and supplement the teaching of elementary/middle school mathematics. May be repeated with different topics for credit. See Schedule of Classes for specific topic (and prerequisites) when offered.

MA 701. MATHEMATICAL PROOFS 3 HRS.
This course focuses on a review of methods of mathematical proof and proof writing techniques. Students' proof skills are exercised through a review of set theory and logic and their applications to other areas of mathematics. The prerequisite can be overridden by the consent of the dean or designee.

MA 707. NUMBER, ALGEBRA AND FUNCTIONS FOR ELEMENTARY MATHEMATICS SPECIALIST 3 HRS.
This course is designed to help students learn and explore the concepts of number, algebra and functions as it relates to the content in the elementary classroom. Special emphasis will be placed on fractions and the multiple models of fractions.

MA 708. GEOMETRY/MEASUREMENT AND DATA ANALYSIS/PROBABLITY FOR ELEMENTARY MATHEMATICS SPECIALIST 3 HRS.
The purpose of this course is to develop in-depth knowledge that elementary mathematics specialist need when working with teachers of students in grades K-6 in the areas of geometry/measurement and data analysis/probability. More specifically, the content of this course will address content recommended by the Association of Teachers of Mathematics Education in the Standards for Elementary Mathematics Specialist: A reference for Teacher Credentialing and Degree Programs.

MA 714. KNOT THEORY 3 HRS.
(Prerequisite: MA425 or MA701, or permission of instructor.) A course on the basic concepts of knot theory, including definitions, know equivalence, numerical invariants, polynomial invariants, and braids.

MA 715. TOPOLOGY 3 HRS.
(Prerequisite: MA425 or MA701, or permission of instructor.) 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 MA 701, or permission of instructor.) 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 MA 701, or permission of instructor.) 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.
(Prerequisite: MA 425 or MA 701, or permission of instructor.) 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 425 or MA 701, or permission of instructor.) The structure of vector spaces, algebras and fields. Transformations, linear independence, bases and other topics are studied.

MA 731. STATISTICS USING SAS 3 HRS.
This course provides an overview of a wide array of concepts and methods of statistical analysis, and how these methods can be implemented using SAS to perform data analysis. Concepts typically covered are graphical summaries of data, populations and samples, measures of central tendency, measures of dispersion and variability, probability, the normal distribution, an introduction to hypothesis testing, assessing normality, simple t-tests, two-sample hypotheses, analysis of variance and multiple comparisons, and modern regression analysis. Programming assignments in SAS are an important component of the course. The course should be of interest to mathematics majors and to graduate students in other disciplines with an interest in statistical analysis of data. It is recommended that students who enroll in this course have already taken at least one course in statistics.

MA 732. CATEGORICAL DATA ANALYSIS 3 HRS.
This course covers the most important methods for analyzing categorical data. Topics include Wald, score, and likelihood-ratio inference for binomial parameters, tests of association in two-way contingence tables; measures of association; Cochran- Mantel-Haenszel tests for 3-way tables; generalized linear models; logistic regression; loglinear models.

MA 733. MATHEMATICAL STATISTICS II 3 HRS.
(Prerequisite: MA 532 or permission of instructor.) 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 363, or MA 701, or permission of instructor.) 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 425 or MA 701, 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 or permission of instructor.) 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 R^n.

MA 737. FUNCTIONS OF A REAL VARIABLE 3 HRS.
(Prerequisite: MA 735 or permission of instructor.) The study of linear sets of points, sequences of functions, upper and lower semi-continuity,

equiv-continuity, Lebesgue measure, Lebesgue integration, Borel sets, Baire functions and measurable functions.

MA 738. APPLIED DIFFERENTIAL EQUATIONS 3 HRS.
(Prerequisite: MA 335 or MA 701, or permission of instructor. Prior study of undergraduate-level differential equations is recommended.) Extension of MA 335 and an introduction to systems of differential equations and partial differential equations applications.

MA 739. APPLIED ANALYSIS 3 HRS.
(Prerequisite: MA 335 or MA 701, or permission of instructor. Prior study of undergraduate-level differential equations is recommended.) This course examines applications of analysis through the use of partial differential equations and Fourier series. The heat and wave equations are analyzed under various conditions and coordinate systems. Other topics include the Fourier Transform and its applications.

MA 740. NUMBER THEORY 3 HRS.
(Prerequisite: MA 425 or MA 701, or permission of instructor.) Properties of numbers, prime and composite, Euclid's algorithm, indeterminate problems. Diophantine problems, congruences and residues, Euler's Theorem, Fermat's Theorem, classical problems.

MA 741. GROUP THEORY 3 HRS.
(Prerequisite: MA 425 or MA 701, or permission of instructor.) An introduction to the theory of groups. Topics include are properties of groups, cyclic and abelian groups, homomorphisms and isomorphisms, types of subgroups and factor groups.

MA 742. RING THEORY 3 HRS.
(Prerequisite: MA 425 or MA 701, or permission of instructor.) This course is designed to serve as an introduction to the basic ideas and techniques of ring theory. The course will include such topics as ideals, isomorphism theorems, types of domains, types of ideals, and polynomial rings.

MA 743. FIELD THEORY 3 HRS.
(Prerequisite: MA 425 or MA 701, or permission of instructor.) This course is designed to serve as an introduction to the basic ideas and techniques of Field Theory. The course will include such topics as finite and infinite field extensions, algebraic numbers, and solvability by radicals.

MA 745. VECTOR ANALYSIS 3 HRS.
(Prerequisite: MA 363 or MA 701, or permission of instructor.) Fundamental principles of vector analysis, algebra and calculus of vectors, applications of vectors to geometry and physics.

MA 746. COMPUTATIONAL ALGEBRAIC GEOMETRY 3 HRS.
(Prerequisite: MA 425 or MA701, or permission of instructor.) This course is an introduction to algebraic geometry with an emphasis on computational aspects of the subject. Concepts studied include varieties, polynomial ideals, Grobner bases, the Hilbert basis theorem, elimination theory, and the Hilbert Nullstellensatz.

MA 750. DIFFERENTIAL GEOMETRY 3 HRS.
(Prerequisite: MA 363 or MA 701, or permission of instructor.) A study of curves and surfaces in Euclidean space. Frenet formulas, curvature, geodesics, and fundamental forms.

MA 756. COMBINATORICS 3 HRS.
This course studies how objects can be combined into arrangements, specifically focusing on "counting" the number of such arrangements. Methods include enumeration, induction, recurrence relations, and generating functions. Topics are drawn from lattice paths, Ramsey theory, permutations, and partitions.

MA 757. GRAPH THEORY 3 HRS.
(Prerequisite: MA 425 or MA 701, or permission of instructor.) The study of graphs, which are comprised of a set of vertices and a set of edges joining pairs of vertices. Topics include subgraphs, trees, cycles, digraphs, independent sets, matchings, bipartite graphs, connectivity, vertex coloring, planarity, and Hamiltonian graphs. Heavy focus on proof writing and problem solving.

MA 758. WAVELETS 3 HRS.
(Prerequisite: MA 322 or MA 701, or permission of instructor.) This course will examine discrete wavelets and how they are applied to some practical problems of image processing. Some of the underlying ideas go back to Joseph Fourier (1768-1830) and Alfred Haar (1885-1933). During this course students will begin to develop an understanding of the wavelet transformations and their modern applications.

MA 760. NUMERICAL ANALYSIS 3 HRS.
(Prerequisite: MA 322 or MA 701, or permission of instructor.) Most real world applications of mathematics involve the implementation of numerical algorithms to approximate the solutions to well-known types of mathematical problems. Therefore this course includes the study of types of numerical errors, precision versus efficiency considerations, and methods of detecting when a numerical solution is unacceptably inaccurate. Mathematical areas for numerical algorithms include solving nonlinear equations, interpolation, polynomial approximation and differentiation and integration.

MA 762. OPTIMIZATION TECHNIQUES 3 HRS.
(Prerequisites: Students are expected to be familiar with undergraduate Calculus II and Linear Algebra.) Computer oriented course. Mathematical development of optimization techniques, linear programming, transportation problems, game theory.

MA 763. SIMULATION TECHNIQUES 3 HRS.
(Prerequisites: Students are expected to be familiar with undergraduate Calculus II and Linear Algebra.) Computer oriented course, simulation of complex problems, queing, models, Monte-Carlo techniques.

MA 764. REGRESSION ANALYSIS 3 HRS.
(Prerequisite, A prior course in undergraduate-level statistics is recommended.) Computer oriented statistics methods course. Topics include estimating parameters, testing hypotheses, analysis of variance, and multiple linear and nonlinear regression methods.

MA 765. NUMERICAL LINEAR ALGEBRA 3 HRS.
(Prerequisite: MA 322 or MA 701, or permission of instructor.) The solution of systems of linear equations is an important component of solving many applications in a wide variety of fields. A central part of the course features how this is done efficiently and accurately when using a calculator or computer to solve the system. Topics include LU factorization and iterative methods, along with modern techniques for approximating eigenvalues and eigenvectors.

MA 766. NONPARAMETRIC STATISTIC METHODS 3 HRS.
The course covers the most important topics in nonparametric and rank-based statistical methods. The topics include basic statistical inference (properties of estimators, properties of hypothesis tests), tests Based on the Binomial Distribution (the binomial and quantile test, the sign test, McNemar's test), Methods Based on Ranks (Mann-Whitney test, Kruskal-Wallis test, squared rank test, measures of rank correlation, nonparametric linear regression, Wilcoxon signed ranks test, Friedman test), Goodness of Fit Tests (Kolmogorov goodness of fit test, Kolmogorov test for two samples), Categorical Data(chi-squared goodness of fit, chi-square test for r by c contingency tables, Mantel-Haenszel test, Cochran's test for related observations, measures of dependence, log-linear models). Students should have already taken an introductory statistics class.

MA 767. MULTIVARIATE DATA ANALYSIS 3 HRS.
(Prerequisite: MA 764) The course covers most important topics in multivariate data analysis. Topics covered include: summary statistics for multivariate data, multivariate data visualization, principal components analysis, exploratory factor analysis, multidimensional scaling and correspondence analysis, cluster analysis, classification and supervised learning, tree-based methods, support vector machines, cross-validation, and MANOVA, multivariate regression. Software used may include: R and Python.

MA 768. DESIGN OF EXPERIMENTS 3 HRS.
(Prerequisites: MA 733 and MA 764) The course covers basics of designs of experiments. Topics covered include: design fundamentals, completely randomized design, randomized complete blocks, Latin-square, multi-classification, factorial, nested, incomplete block and fractional replications for 2^n, confounding, general mixed factorials, split plot, analysis of variance in regression models, response surface methods.

MA 769. SPATIAL DATA ANALYSIS 3 HRS.
(Prerequisite, ES 551 or MA 764) The course covers basics of spatial data analysis using R and python. Topics covered include: spatial data types (points, lines, polygons), rasters, coverages, geometry attributes, data cubes, reference systems, basic mapping algorithms, bridge to GIS, spatial data wrangling, spatial auto-correlation, geographically-weighted regression techniques, interpolating point data, epidemiological mapping. Software used may include: R and Python.

MA 770. BAYESIAN DATA ANALYSIS 3 HRS.
(Prerequisites, MA 733 and MA 764) The course covers basics of Bayesian data analysis techniques. Topics covered include: principles of Bayesian statistics, one- and two sample Bayesian models, Bayesian linear and generalized linear models, Monte Carlo approaches to model fitting, prior elicitation, hypothesis testing and model selection, complex error structures, hierarchical models. Statistical software used may include: R, SAS and Python.

MA 791. TOPICS IN MATHEMATICS 1-3 HRS.
(Prerequisites will vary with topic.) An in-depth study of selected topics in mathematics not currently found in other mathematics courses. May be repeated with different topics. See Schedule of Classes for specific topic and prerequisites when offered.

MA 792. TOPICS IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS 1-3 HRS.
(Prerequisite, in-service teacher or consent of dean or designee.) 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 dean or designee.) A course designed to enrich and supplement the teaching of secondary school mathematics. May be repeated with different topics for credit. Cannot be applied toward the Graduate Certificate in Mathematics.

MA 795. TOPICS IN THE HISTORY OF MATHEMATICS 3 HRS.
(Prerequisites, will vary with topic.) A course designed to highlight the history of mathematics centered around a specific theme. The theme may be a mathematical topic, a geographic region, or a time period in history. 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 847. RESEARCH PROJECTS IN ATHEMATICS 1-5 HRS.
Independent study and research in mathematics. Allowed on master's degree program with consent of mathematics dean or designee.

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.

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 216. HUMAN HEALTH MICROBIOLOGY 3 HRS.
(Pre-requisite: (GB 100 or GB 150) and (CH 120 or CH 123). This course covers basic Microbiology, focused on how it pertains to human health, including chemistry of microbial life (metabolism, replication, transcription, and translation), common human pathogens, symptoms of microbial diseases, treatment of diseases, epidemiology, and food microbiology. This course is designed for students pursuing careers in nursing, allied health, and medicine. Students are encouraged to take the laboratory section, MC317, concurrently.

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 315. BIOLOGY OF MICROORGANISMS 3 HRS.
(Prerequisites: GB 150 and CH 123.) A broad introduction to microbes with an emphasis on bacterial diversity, cell structure and function, genetics, physiology, metagenomics and specific microbiomes. Routes to pathogenesis, antibiotic sensitivity and the development of antibiotic resistance are also discussed. The course is designed to serve biology majors interested in pursuing clinical, biomedical, biotechnology, ecology, and research careers. Students are encouraged to enroll concurrently in MC317.

MC 317. MICROBIOLOGY LAB 1 HR.
(Prerequisites, MC 315 or MC 216.) Laboratory experiences in the techniques common to microbiological procedures and exercises intended to illustrate phenomena peculiar to microorganisms. Exercises intended to illustrate fundamental principles of immunology and virology are also performed. Representative fungi, bacteria, protozoa and viruses are observed by the students. Students are encouraged to take this course concurrently with MC 216 or MC 315.

MC 350. MOLECULAR AND CELLULAR BIOLOGY 3 HRS.
(Prerequisite, GB 150 and CH 123; Co-requisite, MC 351) 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.
(Co-requisite MC 350) 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 they have some interest and competence.

MC 459. SPECIAL TOPICS IN MICROBIAL AND CELLULAR BIOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) Courses taught on demand to provide in-depth consideration of specialized topics in the various areas of microbial or cellular biology.

MC 520. MOLECULAR GENETICS 3 HRS.
(Prerequisites: GB 370 or MC 350, AND CH 370 or CH 572,) This course covers mechanisms involved in regulating eukaryotic gene expression and the transfer of genetic information, with references to homologous mechanisms in prokaryotes. The course also emphasizes impacts of disregulation of DNA repair and gene expression in human health, as well as cutting edge molecular techniques for altering genome expression.

MC 540. CELL BIOLOGY 3 HRS.
(Prerequisites, MC 350 or consent of instructor.) Lectures and discussions regarding functions of cellular components. Topics to be considered include protein structure and function, control of gene expression, membrane transport, protein transport, cell signaling and cell division.

MC 541. CELL BIOLOGY LAB 2 HRS.
(Prerequisite, concurrent or prior enrollment in MC 540 or CH 561.) Laboratory work designed to develop laboratory, research and communication skills. The lab will involve extensive training and practical experience using techniques for studies in the area of cell biology. These may include cell culture, cell viability assays, protein purification and analysis and gene expression analysis.

MC 549. IMMUNOLOGY 3 HRS.
(Prerequisites GB 370 and MC 350 or CH 560 or CH 660.) Lectures and discussions regarding physiological, genetic and molecular aspects of immunity.

MC 550. IMMUNOLOGY LAB 2 HRS.
(Prerequisite; concurrent or prior enrollment in MC 549.) Laboratory work designed to develop laboratory, research and communication skills. Procedures include work with laboratory mice and cell culture experimental models.

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, GB 160; Co-requisite MC 704.) 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.
(Co-requisite, MC 703.) 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 760. CANCER BIOLOGY 3 HRS.
(Prerequisite; MC540 Cell Biology or CH562 Fundamentals of Biochemistry or CH 660Biochemistry I or CH 662 Biochemistry II.) A lecture/discussion course applying molecular, cellular and genetic principles to understand the basic underlying principles of cancer pathogenesis. Extensive readings and discussions on topics related to Growth/Anti-growth signaling, Apoptosis, Immortalization, Angiogenesis and Metastasis.

MC 765. ADVANCED CELLULAR/MOLECULAR BIOLOGY LABORATORY 2 HRS.
(Prerequisites, consent of instructor.) 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 they have 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.

MANAGEMENT

MG 301. PRINCIPLES OF MANAGEMENT 3 HRS.
This course introduces the functions of management. Students gain the ability to analyze the behavior of individuals, groups, and organizations within a modern corporate setting. Concepts such as authority, decision-making, diversity, power, communication, and ethics are included. Students must earn a minimum of a “C” grade in MG 301 to fulfill BSB degree and major/minor requirements.

MG 305. SPECIAL TOPICS IN MANAGEMENT 3 HRS.
(Prerequisites, MG 301 and junior standing.) This course is designed for undergraduate management majors who have an interest in learning about emerging management concepts and issues. Students must earn a minimum of a "C" grade in MG 305 to fulfill major/minor requirements.

MG 343. SUPERVISORY MANAGEMENT 3 HRS.
(Prerequisites, MG 301.) This course introduces and describes the concept of supervision in today's workplace. It emphasizes the changing role of first-line management in an increasingly complex business environment. Content of the course includes coverage of fundamentals of supervision, continuous quality improvement, teamwork, and interpersonal communication skills. Students must earn a minimum of a "C" grade in MG 343 to fulfill major/minor requirements.

MG 370. SMALL BUSINESS MANAGEMENT 3 HRS.
(Prerequisite, MG 301) A direct practical study of the activities and skills needed to successfully manage a small independent business. Emphasis is on decision making in the areas of: expenses, price determination, sales promotion, purchasing, essential records, financial management, inventory control, accounts receivable, investment, and considerations in starting or buying a business. Students must earn a minimum of a "C" grade in MG 370 to fulfill major/minor requirements.

MG 410. INTERNSHIP IN MANAGEMENT 1-6 HRS.
(Prerequisites, MG 301 and junior standing.) An academic offering that provides special employment for students who wish to gain career-related experience before graduation. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in MG 410 to fulfill major/minor requirements.

MG 411. COMPARATIVE MANAGEMENT STUDIES THROUGH INTERNSHIPS 1-3 HRS.
(Prerequisite, MG 301 and junior standing.) An academic offering that provides special employment opportunities for students from foreign universities. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in MG 411 to fulfill major/minor requirements.

MG 423. OPERATIONS MANAGEMENT 3 HRS.
(Prerequisites, IS 253 and MG 301) This course focuses on the concepts, techniques, and challenges of designing, managing, and improving operations of value creation and delivery systems. The course covers a variety of topics related to product and process design, production planning, supply chain and inventory management, and quality management. Students must earn a minimum of a "C" grade in MG 423 to fulfill BSB degree and major/minor program requirements.

MG 433. INTERNATIONAL MANAGEMENT 3 HRS.
(Prerequisite, MG 301.) This course is designed as a study of the generating, maintaining, and controlling of international flows of people, information, funds, and goods and services for a commercial purpose. The content takes into account international differences in economics, culture, and value systems. Students must earn a minimum of a "C" grade in MG 433 to fulfill major/minor requirements.

MG 443. ORGANIZATIONAL BEHAVIOR 3 HRS.
(Prerequisites, MG 301.) This course follows the behavior of individuals in an organization, develops the behavior changes found in work groups, the behavior of groups in intergroup conflict and goal setting, and finally how behavior is a consideration of organizational design and organizational change. Students must earn a minimum of a "C" grade in MG 443 to fulfill major/minor requirements.

MG 444. HUMAN RESOURCE MANAGEMENT 3 HRS.
(Prerequisites, MG 301.) A review of human resource management in the organization. Topics include: legal aspects of employment practices, recruitment, training, performance appraisal, compensation and benefits, and collective bargaining. Comparisons include human resource management in small, large, and international firms. Students must earn a minimum of a "C" grade in MG 444 to fulfill major/minor requirements.

MG 459. COMPENSATION AND BENEFITS 3 HRS.
This course will examine compensation and benefits programs and how they inter-relate with other strategic programs of the organization. Students will view these programs from both the management and the employee perspective, using both theory and practice to grow in their understanding. Students must earn a minimum of a "C" grade in MG 459 to fulfill major/minor requirements.

MG 473. STRATEGIC MANAGEMENT 3 HRS.
(Prerequisites, completion of all upper-division business and core courses (except MG423) with a minimum of a "C" grade in each course and senior standing. MG 423 is a prerequisite, but can be taken concurrently.) This capstone course is designed to bridge the gap between theory and practice. It integrates the functions of business into the strategic management process. Students will learn and apply tools and processes to identify and analyze strategic issues, formulate strategic plans, and implement strategic initiatives.

MG 505. SPECIAL TOPICS IN MANAGEMENT 1-5 HRS.
(Prerequisites, MG 301 and senior or graduate standing.) A course for the student of special topics and experimental course offerings in the management area. Students must earn a minimum of a "C" grade in MG 505 to fulfill major/minor requirements.

MG 530. SUPPLY CHAIN MANAGEMENT 3 HRS.
(Prerequisites, MK 301 and MG 301, or equivalent.) This course focuses on facility location, inventory management, warehousing and transportation as the basic components of a supply chain system. Supply Chain Management is vital in maintaining and enhancing a firm's competitive advantage.

MG 805. SPECIAL TOPICS IN MANAGEMENT 1-3 HRS.
This course is designed to provide special advanced study in appropriate topics in management theory and/or applications for graduate students.

MG 830. GLOBAL LEADERSHIP 3 HRS.
This course assists students in developing their skills and competencies within diverse organizational environments by developing a multi-cultural mindset on global leadership. This course shows the students how to lead goal-oriented collaboration ethically and effectively from the team to the organizational level. This is accomplished by exploring management, leadership theory, motivation, and power.

MG 833. INTERNATIONAL STRATEGIC MANAGEMENT 3 HRS.
This course is designed to provide graduate students with an understanding and experience (simulation) in strategic thinking in the international arena. International business has to do with generating, maintaining, and controlling international flows of people, information, funds, goods, and services for a commercial purpose. Special emphasis will be given to identifying information sources, collecting and analyzing data, strategic planning, implementation and evaluation in the international environment.

MG 841. PLANNING FOR NEW PRODUCT/ SERVICE FACILITIES 3 HRS.
This course is designed to follow a product and/or service from the discovery of a need through its design process. It reconciles the target market, forecasts product volume, and examines requirements for the production processes. This course is designed to provide a cross-functional, concurrent approach to operations management.

MG 845. MANAGEMENT AND ORGANIZATIONAL THEORY 3 HRS.
A graduate course in the theory supporting organization design and structure. Topics include: organization purpose, dimensions, alternative

methods and designs, systems theory, the effects of cycle, size, scope, and transition from a domestic to a global organization.

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

MG 863. SEMINAR IN HUMAN RESOURCE MANAGEMENT 3 HRS.
An in-depth study of contemporary issues and trends impacting and affecting human resource management in organizations today. An emphasis will be placed on field-based research and professional periodical publications to address the current needs and problems in staffing organizations.

MG 899. 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 formulating, developing, implementing and evaluating strategies to attain business objectives.

CLINICAL COUNSELING (MENTAL HEALTH)

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 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.

MARKETING

MK 301. PRINCIPLES OF MARKETING 3 HRS.
(Prerequisites, junior standing.) Introductory course designed to acquaint students with general marketing principles and practices. Emphasis is placed on developing marketing skills and understanding marketing's role in the strategy of the organization. Students must earn a minimum of a "C" grade in MK 301 to fulfill BSB degree and major/minor requirements.

MK 305. SPECIAL TOPICS IN MARKETING 3 HRS.
(Prerequisites, MK 301 and junior standing.) This course focuses on the critical issues and challenges encouraged at different states in the processes of marketing planning and management. Students must earn a minimum of a "C" grade in this course to fulfill major/minor requirements.

MK 410. INTERNSHIP IN MARKETING 1-6 HRS.
(Prerequisite, MK 301 and junior standing.) An academic offering that provides special employment for students who wish to gain career-related experience before graduation. Students are placed in supervised positions and assigned faculty advisors who design job-related academic projects. Students must earn a minimum of a "C" grade in MK 410 to fulfill major/minor requirement.

MK 420. DISTRIBUTION MANAGEMENT 3 HRS.
(Prerequisites, MK 301 and junior standing.) The course is designed to provide an overview of the elements of logistical support necessary for successful marketing. Topics covered in the class will include: customer service, logistics functional areas, logistics information systems, international logistics, and supply chain management. Students must earn a minimum of a "C" grade in MK 420 to fulfill major/minor requirements.

MK 430. RETAIL MANAGEMENT 3 HRS.
(Prerequisite, MK 301 and junior standing.) Provides the student an opportunity to develop knowledge and skills related to the selection, buying, and management of merchandise. Emphasis in retail accounting includes: stock turnover , inventory control, and pricing strategies. Methods of forecasting customer demand, accessing the trade area, retail site analysis, and vendor evaluation. Students must earn a minimum of a "C" grade in MK 430 to fulfill major/minor requirements.

MK 433. INTERNATIONAL MARKETING 3 HRS.
(Prerequisites, MK 301 and junior standing.) A study of marketing products or services beyond the domestic environment into international and global markets. Emphasis will be put on the changing marketing environmental issues such as history, culture, politics, laws, and economic development. Market analysis and marketing strategy development are analyzed in the international context. Students must earn a minimum of a "C" grade in MK 433 to fulfill major/minor requirements.

MK 451. CONSUMER BEHAVIOR 3 HRS.
(Prerequisites, MK 301 and junior standing.) A course designed to study how consumers purchase and use products or services and the influencing factors with emphasis on the components of attitudes, beliefs, information processing, and the decision process. The strategies organizations employ to affect and respond to consumers' decisions are also studied. Students must earn a minimum of a "C" grade in MK 451 to fulfill major/minor requirements.

MK 453. MARKETING RESEARCH 3 HRS.
(Prerequisites, MK 301, BU 255 and junior standing.) A study of the systematic collection, tabulation, analysis, and presentation of marketing information to support decision making in marketing activities. Emphasis will be put on the marketing research environments, the acquisition of data, measurement, and the analysis of data. Students must earn a minimum of a "C" grade in MK 453 to fulfill major/minor requirements.

MK 455. PERSONAL SELLING 3 HRS.
(Prerequisites, MK 301 and junior standing.) A course directed toward the development of selling concepts, skills, knowledge, techniques, and attitudes. Practical sales materials, techniques, and philosophy are used to develop an understanding of sales relationship, the buyer, product knowledge, sales techniques, communications, and persuasion. Students must earn a minimum of a "C" grade in MK 455 to fulfill major/minor requirements.

MK 460. SALES MANAGEMENT 3 HRS.
(Prerequisites, MK 301 and junior standing.) This course is intended to give the student a broad perspective and penetrating understanding of wholesale and industrial selling-its social and economic functions, its role in purchasing and sales, and its relationship to the total business picture. Students must earn a minimum of a "C" grade in MK 460 to fulfill major/minor requirements.

MK 462. INTEGRATED MARKETING COMMUNICATION 3 HRS.
(Prerequisites, MK 301 and junior standing.) A basic course offering insights into the role of promotion and advertising within the context of integrated marketing communications. The course examines the history, social impact, objectives, strategies, and the evaluation of

promotional effort. Budget methods, communication techniques, media analysis, and consumer response are developed for national and local campaigns. Students must earn a minimum of a "C" grade in MK 462 to fulfill major/minor requirements.

MK 464. MARKETING MANAGEMENT 3 HRS.
(Prerequisites, MK 301 and senior standing.) Decision-making activities of marketing executives in product planning, market analysis and consumer selection, promotion, sales force management, pricing, and distribution channels. Emphasis is placed on the growing fields of international marketing, new quantitative tools, and behavioral science contributions. Students must earn a minimum of a "C" grade in MK 464 to fulfill major/minor requirements. MK 464 is the marketing major capstone course and is recommended to be taken in the final semester.

MK 505. SPECIAL TOPICS IN MARKETING 1-3 HRS.
(Prerequisites, MK 301 and senior or graduate standing.) An experimental marketing course initiated by the marketing faculty or others with interest. The course will reflect new substantive trends that will enhance the students' skills and competitiveness. Students must earn a minimum of a "C" grade in MK 505 to fulfill major/minor requirement.

MK 510. MARKETING ANALYTICS 3 HRS.
(Prerequisites: BU 255 and MK 301) This course covers essential decision models and strategic metrics that form the cornerstone of marketing analytics. Using the insight gained in the course, students can predict the outcome of marketing plans to boost return on marketing investment (ROMI). The course emphasizes case studies and hands-on learning so students can immediately apply the tools and techniques in their organizations. A variety of relevant topics are discussed, such as market sizing, forecasting and positioning, promotion budget allocation, profit maximization, and communicating to senior executives through data-driven presentations.

MK 521. SERVICES MARKETING 3 HRS.
(Prerequisite, MK 301.) This course integrates the problems and concerns of a services marketing network and will be of interest to students of both product and services marketing. Most product offerings have services that add value and must be marketed and managed in a different way than products. The course content is applied to the service marketer's context, and each student has the opportunity to assist the service marketer and the service marketer helps the student understand the "real world" issue.

MK 530. DIGITAL MARKETING 3 HRS.
(Prerequisites, MK 301.) This course explores the emerging business models, rules, tactics, and strategies associated with the Internet medium, stressing integration with other channels and marketing operations in both the business-to-business and business-to-consumer markets.

MK 805. SPECIAL TOPICS IN MARKETING 3 HRS.
This course is an advanced study of key aspects of the marketing function within an organization.

MK 810. MARKETING ANALYTICS 3 HRS.
This course covers essential decision models and strategic metrics that form the cornerstone of marketing analytics. Using the insight gained in the course, student scan predict the outcome of marketing plans to boost return on marketing investment (ROMI).The course emphasizes case studies and hands-on learning so students can immediately apply the tools and techniques in their organizations. A variety of relevant topics are discussed, such as market sizing, forecasting and positioning, promotion budget allocation, profit maximization, and communicating to senior executives through data-driven presentations.

MK 820. MARKETING CHANNELS 3 HRS.
(Prerequisites, MK 301 and graduate standing.) This course will take a systems management approach to the design of logistics functions. Emphasis will be placed on the use of logistics as a means to create a sustainable competitive advantage. Students will be asked to analyze the development of micro and macro logistics systems using both qualitative and quantitative techniques.

MK 830. DIGITAL MARKETING 3 HRS.
This course explores the emerging business models, rules, tactics, and strategies associated with the Internet medium, stressing integration with other channels and marketing operations in both the business-to-business and business-to-consumer markets.

MK 833. GLOBAL MARKETING STRATEGIES 3 HRS.
(Prerequisites, MK 301 and graduate standing.) This course will examine the globalization of the marketing environment and the resultant changes in marketing activities. Emphasis will be placed on both a strong cultural understanding of global markets and strategic marketing planning.

MK 851. CONSUMER BEHAVIOR 3 HRS.
Consumer Behavior is designed to build (1) knowledge of different types of customers and their decision-making processes, and (2) skills using this knowledge in analyzing business and consumer markets. As business students, your primary objective for the course is in its marketing applications. You want to better understand customers in order to be able to make better marketing decisions. This course will provide you with a comprehensive understanding of the concepts and theories relating to consumer behavior, and how that understanding can be used in developing marketing strategy.

MK 864. MARKETING STRATEGY 3 HRS.
The tasks of marketing are reviewed and analyzed within the context of a cross-functional and a marketing-oriented organization. Emphasis is placed on the dynamic environment of the organization and marketing with the intent to recognize, understand and integrate changes into the marketing process. Students are required to engage in critical thinking and expository writing.

MUSIC

MU 100. INTRODUCTION TO MUSIC STUDIES 1 HR.
This course consists of a series of seminars designed to assist the student to make a successful transition to Emporia State's discipline of Music. Topics include an introduction to the White Library and Music resources, setting goals for the practice and learning of music, performance expectations, essential writing skills for musicians and academic advising.

MU 101. MUSIC FUNDAMENTALS FOR MUSICIANS 2 HRS.
The development of basic skill in music theory, including the musical staff, treble, alto, tenor and bass clefs, intervals within the octave, major and minor scales, rhythm, triads and sight singing. The goal of the class will be to bring students to a basic college level understanding of music theory.

MU 103. MUSIC CONVOCATION 0 HRS.
Recitals, master classes, and open discussions in seminar format providing opportunities for students to listen to and perform compositions. Master class sessions afford the music student opportunities to perform for and study with a master performer-teacher. Topics relative to music study and performance are also presented in open discussion.

MU 108. EAR TRAINING/SIGHT SINGING 1 1 HR.
(Corequisite, Concurrent enrollment in MU 118.) A study of the aural elements of music and sight singing, including dictation of intervals and melodies, harmonic dictation using primary triads, triad and scale identification, and solfege. MIDI based drill software and sight singing software will be available.

MU 109. EAR TRAINING/SIGHT SINGING 2 1 HR.
(Prerequisites, Students must have a minimum grade of C in MU 108 AND EITHER concurrent enrollment in MU 119 or a C or better in MU 119.) A continuation of MU 108, this course has further studies in dictation and solfege based on materials presented in the Music Theory courses with MIDI based drill software and sight singing software available.

MU 118. MUSIC THEORY 1 3 HRS.
(Prerequisites, pass of 80% or higher of the Music Theory Entrance Examination. Students not meeting this requirement must enroll in MU 101. Concurrent enrollment in MU 108 and MU 131.) A study of the written elements of music, including clefs and basic pitch notation, major and minor scales, key signatures, scale degrees, intervals, triads, notation of rhythm, four-part vocal writing, primary triads in all inversions, and secondary triads. Some exercises will be completed using notation software.

MU 119. MUSIC THEORY 2 3 HRS.
(Prerequisites, students must have a minimum grade of C in MU 118.) 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 their facility in writing for various combinations of instruments or voices.

MU 124. BASIC MUSIC 2 HRS.
A beginning course designed for the preparation of the classroom teacher: music fundamentals and the development of eye and ear correlation through the study of vocal music reading on the elementary level, knowledge and use of the piano keyboard, playing of the autoharp, song flutes and resonator bells. Analysis, singing, and conducting of songs.

MU 125. CLASS MUSIC LESSONS 1 HR.
A beginning course for students interested in studying individual musical instruments. The course, taught in group setting, will introduce students to beginning techniques, fundamentals of tone production, intonation, and basic performance skills. Students will also learn about the maintenance appropriate to the selected instrument. This course is intended for the non-music major, or for a music major seeking training on a secondary instrument.

MU 126. PIANO FOR FUN--NEW BEGINNERS 1 HR.
A course for beginners in piano, expressly those non-music majors whose goal is to learn to read music and to apply that skill at the piano.

MU 127. PIANO FOR FUN—ADVANCED BEGINNERS 1 HR.
For non-music majors who wish to improve their skills in scale playing, harmonization of melodies, sight reading, and the preparation of piano literature.

MU 131. GROUP PIANO 1 1 HR.
(Prerequisite, concurrent enrollment in MU 118.) A course of study for those students who have had no previous training or study of piano. Students will learn to play major and minor scales, major and minor arpeggio as with alternating hands, chord progression, playing of simple tunes by ear, and the transposition of simple melodies.

MU 132. GROUP PIANO 2 1 HR.
(Prerequisite, concurrent enrollment in MU 119.) A continuation of the ills 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 discipline 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, students must have a minimum Grade of "C" or higher in MU 109 and either concurrent enrollment in MU 218 or a C or better 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. FOUNDATIONS OF 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, students must have a minimum grade of C in MU 119.) A continuation of Music Theory, further studies of harmony will include augmented sixth chords, the neapolitan sixth, modulation, post-common practice harmony, analysis, and composition exercises using notation software.

MU 219. FORM AND ANALYSIS 3 HRS.
(Prerequisites, students must have a minimum grade of C in MU 218.) Using skills acquired in the previous MU 118, MU 119, and MU 218, MU219 Form and Analysis is a study of form in music by the identification of structural phenomena, structural units, and structural divisions. Some composition exercises using notation software are included.

MU 220. EMPORIA CHORALE 1 HR.
The Emporia Chorale is open to all students as well as residents of the community without audition and performs major choral works each semester in a variety of settings.

MU 222. COMPOSITION II 3 HRS.
Continuation of MU 122 and MU 123 with special emphasis on polyphonic writing.

MU 223. COMPOSITION II 3 HRS.
A continuation of the techniques introduced in MU 222. Expansion of creativity to vocal and instrumental ensembles of varying sizes and mixtures.

MU 226. MUSIC APPRECIATION 2 HRS.
A general education course in music appreciation designed to arouse musical interest, enhance aesthetic enjoyment on the part of the listener, and show the relevance music plays in our everyday lives. Course will include a basic vocabulary of musical elements and a summary of the historical periods of music. Course includes sections which emphasize specialized musical topics. Students with both musical and non-musical backgrounds are invited to enroll. Required attendance at live musical events is a course component.

MU 236. GUITAR FOR FUN - INTERMEDIATES 1 HR.
(Prerequisite, consent of instructor.) Designed for the guitarist who has prior training in the skill of playing the guitar. The instructor will screen students, allowing only readers of music and those with a good grasp of basic guitar techniques to participate.

MU 237. APPLIED PIANO FOR VOCAL STUDENTS I 1 HR.
(Prerequisite, completion of MU 134 with a grade of "C" or better.) This is a course designed to meet the specific requirements of the vocal music education student. It will include accompaniment, sight-reading, score and part reading, and increased piano performance skills.

MU 238. APPLIED PIANO FOR VOCAL STUDENTS II 1 HR.
(Prerequisite, completion of MU 237 with a grade of "C" or better.) This is a course designed to meet the specific requirements of the vocal music education student. It will include accompaniment sight-reading, score and part reading, and increased piano performance skills.

MU 244. HORNET REVUE 1 HR.
An ensemble which performs at a variety of events. The group is most active during basketball season; however, there are other occasions throughout the year when the ensemble is called upon to perform. A wide array of past and current popular styles make up the fare for this group of entertainers.

MU 245. MARCHING BAND 1 HR.

MU 247. CONCERT BAND 1 HR.

MU 250-271. APPLIED MUSIC 1- 4 HRS.
Private lessons. Voice, piano, organ, orchestral instruments, composition, or digital audio. No fee for music majors.

MU 301. BEGINNING IMPROVISATION: COMMON PRACTICE HARMONY AND THEORY APPLIED TO IMPROVISATION ON ALL INSTRUMENTS 1 HR.
The art of extemporizing music upon a harmonic framework; an initial exposure to spontaneous composition in the American jazz idiom. Major, minor, modal, whole-tone, synthetic, and blues scales as applied to jazz improvising are introduced; an overview of the use of three and four part chords (i.e., triads and seventh chords) in the jazz idiom and the mechanics of jazz notations are covered.

MU 302. INTERMEDIATE IMPROVISATION: COMMON PRACTICE HARMONY AND THEORY APPLIED TO IMPROVISATION ON ALL INSTRUMENTS 1 HR.
The art of extemporizing music upon a harmonic framework comprising altered chords, ninth chords, eleventh chords, thirteenth chords. Chord sequences, cadences, and scales are related to their appropriate musical style (e.g., Jazz, Dixie, Country and Western, Rhythm and Blues, and the like).

MU 310. A CAPPELLA CHOIR 1 HR.
Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English.

MU 312. OPERA THEATRE 1 HR.
The course covers the entire gamut of opera from musical preparation to final stage production. Each student is required to learn a role from an opera and to perform it in public; further they participate in the technical development of the production in the ESU Opera Theatre. All students participate in the musical preparation and staging of an operatic work.

MU 314. SHOWSTOPPERS 1 HR.
A jazz choir whose members are chosen from versatile singers around campus. Entrance into the ensemble is by audition. Members must enroll for both Fall and Spring Semesters. Attendance is required at all rehearsals, concerts, and the annual tour.

MU 316. SYMPHONIC WIND ENSEMBLE 1 HR.

MU 318. JAZZ ENSEMBLE 1 HR.
The course promotes the understanding and appreciation of jazz and popular music by rehearsing and performing in big band format and in a variety of ensembles; it fosters the application of jazz principles to music through its artistic execution.

MU 319. ORCHESTRA 1 HR.
Performance of the standard orchestral literature from Baroque through 20th century. Activities include two oratorios, concerto program, two symphonic concerts, an opera, and a Broadway show.

MU 320. VOCAL DICTION I 1 HR.
This course is an introduction to the International Phonetic Alphabet (IPA) designed to acquaint students with the symbols and sounds necessary for standard singing pronunciation of English and Italian. Not for graduate credit.

MU 321. VOCAL DICTION II 1 HR.
(Prerequisite, MU320 Vocal Diction I) This course will provide knowledge and skill development for French and German music vocal texts.

MU 322. COMPOSITION III 4-5 HRS.
A study of more complex principles of composition and contemporary techniques. Original writing including larger forms and large ensembles.

MU 323. COMPOSITION III 4-5 HRS.
(Prerequisites, MU 322.) A furthering of creativity in larger, more complex forms using mixed instrumental and vocal ensembles of varied sizes.

MU 324. WORLD MUSIC 3 HRS.
An introductory course that will help students understand music as a cultural phenomenon by viewing music as a reflection of the culture and tradition of people in other parts of the world. Studying the diverse world of music will lead the student to an understanding of music as an aspect of culture and to recognize that each culture creates the kind of music necessary to reflect values and traditions. In addition to the music sounds of the various cultures, the study will consider society's ideas about music and the events in which music plays a part.

MU 326. FOCUS ON FIFTEEN CLASSICAL MUSIC COMPOSERS 3 HRS.
The goal of this music class is to learn to appreciate classical music through studying fifteen famous classical composers and focusing on their most well-known pieces. Through the use of online discussion boards on blackboard, this online class enables students to post their own responses as well as reply to other students. The fifteen composers studied will include: Bingen, Machaut, Josquin, Palestrina, Purcell,Bach, Vivaldi, Haydn, Mozart, Mendelssohn, Smetana, Dvorak, Wagner, Debussy and Schoenberg.

MU 328. MUSIC HISTORY: CLASSICAL GREECE TO THE BAROQUE PERIOD 3 HRS.
This course focuses on understanding music of the Western World from its beginning through the Baroque Era (c. 1750). Emphasis isplaced 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: THE CLASSICAL PERIOD TO THE 21ST CENTURY 3 HRS.
This course focuses on understanding the music and musician of the Pre-Classic, Classic, and Romantic eras (1700-1850) to the present through a study of unique styles, contributions, and contemporary and lasting effects on Western music. Topics include the position music held during each period, the socio-economic and artistic standing of the musicians of each.

MU 344. INTEGRATING MUSIC INTO THE ELEMENTARY CLASSROOM 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 1 HR.
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 1 HR.
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 1 HR.
This course is designed to give the student a practical working knowledge of the cornet/trumpet, horn, and trombone. The emphasis in this class is on learning how to effectively teach and critically evaluate the brass student as well as developing, as much as possible within the given time frame, the proper playing techniques on each instrument. Each instrument will be studied with the objective of learning the fundamentals of embouchure, tone production, and body position, breathing, articulation, intonation, and care and maintenance.

MU 358. PERCUSSION METHODS 1 HR.
This course is a practical study of and the development of performing proficiency on percussion instruments and a study based upon the use of these instruments in the bands and orchestras of the public schools, with special emphasis upon teaching techniques and procedures. Micro-teaching experience and the use of multi-media technology in these areas is also included.

MU 360. BEGINNING COMPOSITION 1 HR.
(Prerequisite, MU 218.) Class format: listen and analyze techniques of early twentieth composers including Debussy, Holst, Vaugh Williams, Copland, Stravinsky, Bartok, Hindemith. Information gleaned will be used in student's compositional process.

MU 362. INTERMEDIATE COMPOSITION 1 HR.
(Prerequisite, MU 360.) Class format: listen and analyze techniques of middle to late twentieth composers including Schoenberg, Webern, Reich, Cage, Cowell, Gorecki, Part Riley, Crumb, Penderecki, Stockhausen, and Brian Eno. Information gleaned will be used in student's compositional process. Course will explore use of computer with K-11 synthesizer for composition.

MU 371. INDIVIDUAL PROJECTS 1, 2, or 3 HRS.
Designed to allow independent study in areas which arouse a special curiosity for the student or in which the student exhibits a need for intense research. Student will work with a selected faculty expert in the identified field. The student must complete a discipline Independent Study Form during the first week of class.

MU 372. MARCHING BAND METHODS 1 HR.
(Prerequisite, MU 210.) 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 their 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 MU 218 and MU 208 with a grade of "C" or better.) An introduction to the skill of conducting and rehearsing. The course stresses score analysis, singing and playing parts, stylistic consideration and interpretation. Skills are developed in a laboratory setting and evaluated through the use of video and audio tapes.

MU 482. CHORAL CONDUCTING 2 HRS.
(Prerequisite, MU 477 with a grade of "C" or better.) 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 with a grade of "C" or better.) This course is designed to give the student an advanced practical knowledge of the conducting art. The emphasis in this class is on learning how to critically study a score, rehearse an ensemble effectively, as well as developing, as much as possible within the given time frame, excellent baton technique. Score study and rehearsal technique will be studied with the objective of practical application in a public school setting. Videotape analysis will aid in the development of baton technique.

MU 486. MUSIC EDUCATION WORKSHOP 1-2 HRS.
Music Education Workshop addresses aspects of teaching and conducting music at all levels of music education from elementary through college. Workshop sessions typically include topics such as literature, teaching techniques, technology application, working with singers/choirs, pianists, etc. for all education levels. Sessions are led by recognized authorities/teachers/conductors.

MU 488. ORCHESTRATION 2 HRS.
(Prerequisite, grade of "C" or above in MU 219.) An introduction to the techniques of arranging and composing for orchestra. Writing for the orchestral instruments and basic scoring procedures are covered. Studies of orchestral scores from Haydn to the present with emphasis on Classical and early Romantic practice.

MU 489. ORCHESTRATION II 2 HRS.
(Prerequisite, MU 488.) To introduce the student to contemporary orchestration techniques and to equip the student with the knowledge and skills necessary for scoring original works for orchestra, and for reading and interpreting orchestral scores from all periods. Emphasis on 20th century techniques and scoring of original works.

MU 492. CHORAL METHODS 3 HRS.
(Prerequisites, MU 477.) A teaching methods course for secondary vocal music instruction. Choral course work will include demonstration of choral rehearsal techniques and singing skills; teaching strategies; and study and selection of choral literature.

MU 494. INSTRUMENTAL METHODS 2 HRS.
(Prerequisites, MU 210.) This course is designed to introduce the student to various philosophies and pragmatic approaches to managing and teaching music in a secondary instrumental program. The course will also enable the student to develop a working philosophy based upon theoretical research, field based knowledge, and personal experience in secondary instrumental music education.

MU 496. PHILOSOPHY & RESEARCH IN MUSIC EDUCATION 2 HRS.
(Prerequisites, MU 474 and MU 480 or MU 494.) This course is designed to acquaint the upper level music education undergraduate student with aspects of research and philosophy in music education. The primary focus of the course is to provide insight and develop skills which will enhance the knowledge base of the prospective music educator and serve as a good theoretical and practical foundation for meeting the multiple challenges in public school teaching.

MU 501. PIANO MAINTENANCE 2 HRS.
A study of the piano, its construction, and guidelines to its superficial maintenance. Students will become familiar with both upright and grand pianos in order that they can recognize malfunctions in piano action and recommend intelligent maintenance procedures.

MU 502. DOUBLE REED MAKING 1 HR.
The technique of making double reeds (i.e., selecting, gouging, shaping, binding, and adjusting cane) is taught through practical application.

MU 524. VOCAL PEDAGOGY 1 HR.
A survey and analysis of teaching materials appropriate to all levels of advancement of the private and class voice student with emphasis on teaching techniques including demonstration. Not for graduate credit.

MU 530. INTERNSHIP IN MUSIC 3, 6, 9 or 12 HRS.
An academic offering that provides opportunities for the student to utilize knowledge and skills within a professional music-related supervised position. The internship will reflect the interests and academic preparation and focus of the music degree program student. In addition to performing tasks outlined by the internship agency, each student will maintain a journal and a complete a final project paper.

MU 550 to 568. APPLIED MUSIC 1, 2, or 5 HRS.
Private lessons. Voice, piano, organ, orchestral instruments, or classical guitar. No fee for music majors. **Not for graduate credit.**

MU 569. APPLIED COMPOSITION 1-2 HRS.
Applied composition explores the formal principles of composition, contemporary techniques, and the range and characteristics of instruments and voices. Students will become familiar with notation, MIDI, and other appropriate compositional techniques.

MU 570. APPLIED DIGITAL AUDIO 1-2 HRS.
Applied digital audio lessons. Student must be approved by music faculty for enrollment in this level.

MU 575. SENIOR RECITAL 0 HRS.
This course is required of all music majors. Music performance majors are required to present a full recital; all other degree candidates have the option of sharing their recital with another student. Music performed should be appropriate to the student's performance medium. Not for graduate credit.

MU 580. SENIOR CAPSTONE RESEARCH PROJECT 1 HR.
A research-based independent project course that will focus on an identified music concept related to the student's primary applied focus and will serve as a capstone or final degree requirement for the Bachelor of Arts in Music degree. The student will explore through guided research the concept's knowledge base as well as the recent research in the field.

MU 586. PROFESSIONAL PORTFOLIO 1 HR.
(Prerequisite: Senior level music majors) Development and organization of a professional portfolio which will serve as a reflection of the abilities and skill of the professional musician attained during the years of the baccalaureate degree. The collection of materials will occur during the entire degree program

MU 610. A CAPPELLA CHOIR 1 HR.
Rehearsal and performance of select choral literature, with and without accompaniment, from various musical periods, often in languages other than English.

MU 618. MUSIC THEORY 3 3 HRS.
This course will begin with diatonic and dominant seventh chords, higher numbered chords, the binary and ternary song forms, borrowed chords, secondary dominants, augmented sixth chords, chromatic and enharmonic modulations and secondary sub-dominants.

MU 619. MUSIC THEORY 4 3 HRS.
Course will be a study through composition and analysis of styles from the early twentieth century. Styles that will be studied include Impressionism, Modalism, Pan-triandic techniques, Quartal Harmony, Mixed Meters, Pandiatonicism and Polychords.

MU 620. EMPORIA CHORALE 1 HR.
The Emporia Chorale 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 WIND ENSEMBLE 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. They will analyze, rehearse, and perform the music appropriate to the instrumentation available.

MU 723. STRING PEDAGOGY 2 HRS.
A survey of teaching materials appropriate to all levels of advancement of the private and class string student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material to meet this need.

MU 724. WOODWIND PEDAGOGY 2 HRS.
A survey of teaching materials and teaching methodology of the major and/or related instruments appropriate to all levels of advancement of the private and class woodwind student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material and/or method to meet this need.

MU 725. BRASS PEDAGOGY 2 HRS.
A survey of teaching materials and teaching methodology of the major and/or related instruments appropriate to all levels of advancement of the private and class brass student with emphasis on the analysis of the need of the individual and procedures for selecting the proper material and/or method to meet this need.

MU 726. PERCUSSION PEDAGOGY 2 HRS.
A course designed for the percussionist performer and/or music educator in which basic and advanced methods of teaching percussion instruments are explored. Solo and ensemble literature and the philosophy behind percussion ensembles are examined and discussed. The focus is on the teaching methods, materials, and literature, with particular attention to meeting the need of the individual student. Special interest topics will be included based on the needs and personnel in the class.

MU 728. PIANO PEDAGOGY I 2 HRS.
This course is a survey of the exciting, dynamic field of piano pedagogy, with a concentration on teaching beginning and elementary children (group, individual), teaching techniques, and reviewing selected piano methods and materials. It will also include peer teaching, investigating information sources, and the creation of tools to enhance the student's teaching career.

MU 729. PIANO PEDAGOGY II PRACTICUM 2 HRS.
(Prerequisite: MU 728 Piano Pedagogy I.) A continuation of Piano Pedagogy I (MU 728), MU 729 is designed to provide the pedagogy student with an opportunity to engage in supervised one on one and group teaching of beginning piano students.

MU 730. WORKSHOP IN BAND TECHNIQUES 1-2 HRS.
A workshop for in-service and pre-service band directors. Includes marching band techniques, rehearsal procedures, and literature. Discussion using charts, films, and recordings of outstanding bands.

MU 732. SEMINAR IN MUSIC TEACHING PROBLEMS 1-2 HRS.
Discussions and laboratory experiences using audio-visual aids and laboratory performance groups. Includes analysis of scores and contemporary materials.

MU 733. MUSIC IN THE MEDIEVAL PERIOD 3 HRS.
A comprehensive study of the development of musical styles during the 10^{th} through 14^{th} 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 751. APPLIED PIANO 1-2 HRS.
Private piano lessons.

MU 760. APPLIED COMPOSITION 1 HR.
(Prerequisite, MU 362.) Private Lesson format: study of compositional styles used by composers of the last four centuries. Student will use information gained in composing a major work of three to five minutes in length. A minimum of one composition will be performed during the semester.

MU 775. THEORY PEDAGOGY 3 HRS.
A study of the principles of and the problems in teaching theory at the secondary school and at the lower college levels. Materials for sight-singing, ear-training, keyboard, figured bass, and creative composition are examined.

MU 776. TECHNIQUES OF 20TH CENTURY COMPOSITION 3 HRS.
A study of specific harmonic materials commonly used by 20th-century composers. Emphasis centers upon stimulating class members to create and perform original works that illustrate the styles and techniques studied.

MU 779. CHURCH SERVICE PLAYING 2 HRS.
The playing of liturgical and non-liturgical services and their music.

MU 800. GRADUATE RECITAL 2 HRS.
A full length public recital is required of all candidates for the degree Master of Music in Performance. The course includes selection of appropriate repertoire under the direction of the major professor; Graduate Committee approval of the recital content; preparation, coaching and practice; performance of the entire recital for approval by the Recital Preview Committee; and successful completion of the actual recital in a public performance shortly following the recital preview.

MU 802. GRADUATE CHAMBER RECITAL 1 HR.
An elective course that provides additional coached performance opportunities for Master of Music students. Student must successfully pass the recital preview prior to scheduling this recital performance.

MU 804. GRADUATE PERFORMANCE RESEARCH PROJECT 2 HRS.
This course is designed as the capstone project for the Master of Music - Performance Emphasis degree student. It is intended to guide the student through the process of producing a graduate project that demonstrates the student's scholarly understanding of the repertoire intended for performance for the Graduate Recital. This course work will be completed the semester prior to Graduate Recital.

MU 810. NAVIGATING COMPUTERS IN MUSIC 2 HRS.
This course will provide an overview of basic computer and electronic resources available to musicians.

MU 812. DIGITAL AUDIO 2 HRS.
This course explores the fundamental concepts of digital audio recording and provides opportunities for practical application.

MU 814. TECHNOLOGY FOR THE CLASSROOM 2 HRS.
This course will discuss possibilities and methods of integrating technology into a curriculum. The following subjects will be discussed within the context of their use in the classroom: use of electronic and web resources in research; developing a basic web page to disseminate information to students; computer assisted instruction; MIDI; music notation; audio; word processing and presentation programs.

MU 815. PROJECTS IN TECHNOLOGY 2 HRS.
This course is a laboratory class in which students will develop specific projects designed to create a music technology curriculum or to integrate various aspects of technology into a music curriculum.

MU 816. ADVANCED CONDUCTING 2 HRS.
For the graduate student who has experienced training in conducting, the course emphasizes advanced baton techniques, the elements of score reading, interpretation of scores, and form and analysis. The course includes the study of standard nineteenth- and twenty-century choral and instrumental works with special stress placed upon the communicative procedures necessary for the advanced conductor whether the idiom be vocal or instrumental. Students without conducting experience will be expected to audit MU 477—Basic Conducting (2 hrs.).

MU 818. PROJECTS IN RECORDING I 2 HRS.
The first of two laboratory courses in which students will develop and begin recording audio projects.

MU 819. PROJECTS IN RECORDING II 2 HRS.
(Prerequisite, completion of MU818 with a minimum grade of "C".) This course is the second of two laboratory classes in which students will develop and begin recording audio projects.

MU 820. MUSIC EDUCATION WORKSHOP 1-2 HRS.
Music Education Workshop addresses aspects of teaching and conducting music at all levels of music education from elementary through college. Workshop sessions typically include topics such as literature, teaching techniques, technology application, working with singers/choirs, pianists, etc. for all education levels. Sessions are led by recognized authorities/teachers/conductors.

MU 827. INSTRUMENTAL PEDAGOGY 2 HRS.
Survey of band and orchestra literature appropriate for elementary, middle, and high school instrumental groups. Rehearsal procedures, performance problems (e.g., intonation, balance, instrumentation), program building, administration, and public relations are topics for research and discussion.

MU 830. PERFORMANCE PRACTICE IN PIANO MUSIC 2 HRS.
A course designed to expose piano students to the body of knowledge and stylistic conventions known as "performance practices" in piano music of all periods.

MU 835. HISTORY AND DEVELOPMENT OF MUSIC EDUCATION 3 HRS.
This course will provide the music education student with a historical foundation for the development of music education in the United States as well as an examination of the important events and concepts crucial to this development. The role of technology and the impact of the National Standards upon music education will be discussed.

MU 836. TECHNIQUES OF ANALYSIS 3 HRS.
This course is designed to develop the tools of music analysis for the graduate student (or upper level undergraduate with the instructor's permission). Through readings, projects, and papers, students will use different theoretical methods to analyze music ranging from chant to impressionism.

MU 838. MUSIC BIBLIOGRAPHY 2 HRS.
An introduction to current methods of research in music. The course will include standard music resources, accepted writing styles, area of research relevant to music performance and music education, basic statistical methods employed in research, and the organization, development, and completion of a formal research project.

MU 839. RESEARCH IN MUSIC EDUCATION 3 HRS.
(Prerequisite, MU 838.) An advanced research course that will focus on traditional and contemporary research methodology as applied to music education. Students will explore the basic concepts, principles, and techniques of qualitative and quantitative music education research. An overview of philosophical and aesthetic inquiry, and historical research will be included. Descriptive and experimental research methods will be explored. The course will also include work with basic statistics as a means to better understand the research.

MU 841. OPERA: HISTORY AND LITERATURE 2 HRS.
An overview of opera from its birth in the Baroque period to present day. The standard works will be studied. Music dramas of historical significance, though not common to the repertoire most performed, will be included. Prominent composers, contributors to the development of music drama, will be covered.

MU 842. HISTORY OF CHORAL MUSIC 2 HRS.
Vocal ensemble and choral literature from 1400 to the present is studied in an historical context. Attention is given to stylistic traits, types of compositions, sources, performance practices and aesthetic considerations.

MU 843. ANALYTIC TECHNIQUES I--CHANT THROUGH PALESTRINA 2 HRS.
The history of music approached through analysis of representative compositions. An understanding of musical style will be developed through historic-analytic examination of musical structures, from Gregorian Chant through the late Renaissance Era (Palestrina).

MU 844. ANALYTIC TECHNIQUES II--PALESTRINA THROUGH WAGNER 2 HRS.
The history of music approached through analysis of representative compositions. An understanding of musical style will be developed through historic-analytical examination of musical structures, from the Baroque era (1600) through the late 19th Century (Wagner).

MU 845. SCORE ANALYSIS, PERFORMANCE & PERFORMANCE PRACTICE 2 HRS.
A course in music history providing a laboratory experience for graduate music students to become familiar with an important segment of literature from various periods through research/analysis and performance (where feasible) of the actual scores of musical works from any but not necessarily all of the major periods (Renaissance through 20th Century); to read and become familiar with important source readings in the area of performance practice; and to investigate special advanced topics in 20th Century music through an assigned project that will consist of an in depth analysis of the score of a particular work. This research assignment will culminate with an in-class presentation that will involve a performance of the work and a discussion of the student's findings.

MU 846. PHILOSOPHY OF MUSIC EDUCATION 3 HRS.
This course will provide the music educator with an historical foundation and knowledge as well as current developments in music education instructional philosophy. Major philosophies as well as current trends and issues in music education will be explored.

MU 847. FOUNDATIONS OF MUSIC EDUCATION 3 HRS.
This course will provide the music education student with a sociological, social psychological and psychological foundation for music instruction.

MU 848. LEARNING THEORIES AND ASSESSMENT PRACTICES IN MUSIC 3 HRS.
This course is designed to examine the psychology of historically significant learning theories and their practical implementation in the area of instruction and assessment. The course will provide the student with the necessary knowledge to better evaluate established theories of learning and assessment, as well as "current trends" in the field, and to determine their usefulness in various settings within the music education curriculum.

MU 849. CURRENT ISSUES IN MUSIC EDUCATION 3 HRS.
This course will provide the music education student an opportunity to explore in depth selected current issues in music education. Current educational issues and trends and their impacts upon music education will be examined.

MU 850-869. APPLIED MUSIC 1-2 HRS.
Private lessons. Voice, Piano, Organ, Orchestral Instruments, or Classical Guitar. No fee for music majors.

MU 871. APPLIED DIGITAL AUDIO 1-2 HRS.
Applied digital audio lessons.

MU 872. APPLIED MIDI 1-2 HRS.
This is a practical approach to learning MIDI. Throughout the course, students will be assigned projects to demonstrate their knowledge of specific topics. Topics will include types of MIDI data, assigning and modifying data, software synthesizers, samples, and the basics of MIDI orchestration.

MU 873. SPECIAL PROJECTS 1, 2, or 3 HRS.
Designed to allow independent study in areas which arouse a special curiosity for the student who exhibits a need for intense research. Student will work with a selected faculty expert in the identified field. The student must complete a discipline 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 1-6 HRS.
An advanced independent research project course that will focus on identifying a music teaching-learning research topic. As a part of the course, students will explore the current research literature on their selected topic. They will identify and compose a statement of the problem outlining their topic. They will create a method to research their topic. The work in this course will serve as the foundation for the development of the Master of Music – Music Education capstone requirements – graduate project (MU 883), or graduate thesis (MU 884).

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 2-6 HRS.
(Prerequisite, MU 880.) This course is the culmination of the Master's in Music: Music Education emphasis degree. It will be a guided implementation of the final stages of a research study on a music education topic or problem established in MU 880. The finalized study must include an examination of literature, method for studying the topic/problem, report of results, and discussion of results. The study must be presented in a formal APA style paper. The study and paper must be approved by a research committee made up of collegiate music faculty or collegiate faculty from related fields.

MU 884. GRADUATE THESIS 1-6 HRS.
(Prerequisite, MU 880.) This course is culmination of an independent student investigation into a significant music education topic or subject leading to a thesis. The study and resulting written report must meet the requirements for an ESU Thesis. The thesis research proposal must be reviewed by an advisor approved Graduate Research Committee. The study results and the formal written thesis will be presented to the Committee for approval and then the ESU Graduate school.

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 884 (Graduate 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.

NURSING

NU 208. ESSENTIALS FOR PROFESSIONAL NURSING 2 HRS.
(Prerequisite, Admission to nursing major.) This theory course introduces content that is essential to the practice of professional nursing. Content specific to therapeutic nursing interventions, professional values, and leadership abilities is emphasized. Students must demonstrate proficiency with dosage calculations in this course.

NU 306. HEALTH ASSESSMENT 2 HRS.
(Prerequisites: NU 307 or concurrent enrollment; and admission to nursing major.) This theory course pertains to the health assessment of individuals across the lifespan. Normal and common variations of health assessment findings are described. Developmental, cultural, and environmental factors that influence health status are discussed.

NU 307. HEALTH ASSESSMENT LAB 1 HR.
(Prerequisites, NU 306 or concurrent enrollment; and admission to the nursing major.) In this laboratory course, students demonstrate the cognitive and psychomotor competencies necessary to complete health assessments of individuals across the life span. Students learn the basic methods of conducting a physical examination. Emphasis is placed on the processes of collecting client health histories and completing a physical examination.

NU 308. FOUNDATIONS OF PROFESSIONAL NURSING 3 HRS.
(Prerequisite, admission to the nursing major.) This theory course discusses essential components of professional nursing including the concepts of nursing, person, adaptation, health, and environment. The historical evolution of the profession of nursing is reviewed. The development of the nursing body of knowledge is described. Professional values, higher order problem-solving and leadership abilities are explored. Therapeutic communication and formal written communication are described.

NU 310. FUNDAMENTALS OF NURSING 4 HRS.
(Prerequisite, NU 311 or concurrent enrollment; and admission to nursing major.) In this theory course, students learn concepts and technical skills fundamental to professional nursing. Students also learn to apply nursing process when delivering nursing care in the health care system.

NU 311. FUNDAMENTALS OF NURSING PRACTICUM 2 HRS.
(Prerequisite, NU 310 or concurrent enrollment; and admission to nursing major.) Students in this practicum course provide fundamental nursing care in a clinical setting by demonstrating knowledge, skills, and attitudes appropriate to professional nursing.

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 314. LPN TRANSITION TO PROFESSIONAL RN ROLE 2 HRS.
(Prerequisite, Admission to nursing major) This course builds on prior knowledge acquired in a basic practical nursing program and requires the student to self- reflect on previous and future nursing roles. Essential components of professional nursing are discussed including the concepts of nursing, Person, adaptation, health, and environment. Students also learn to apply nursing process when delivering nursing care in the health care system as a professional nurse. The course also reviews the historical evolution of the nursing profession and the development of its body of knowledge. The process involved in

establishing a professional identity as a baccalaureate student and graduate are presented.

NU 340. PHARMACOLOGY 3 HRS.
(Prerequisites, NU 306, NU 307, NU 308, NU 310 and either NU 311 or NU 314; and admission to the nursing major.) In this theory course, students learn specific prototypes of selected drug classifications and their relationships to drug action, use, side effects, and nursing implications. Emphasis is placed on the nurse's role in promoting client adaptation through drug administration, management, and education. Legal, ethical, and professional responsibilities for administering drugs are presented.

NU 352. ROLE TRANSITION 3 HRS.
(Prerequisite, Admission to nursing major RN to BSN track.) This theory course builds on prior knowledge acquired in an associate degree or diploma program and requires the student to self-reflect on previous and future nursing roles. Essential components of professional nursing are discussed including the concepts of nursing, Person, adaptation, health, and environment. The course also reviews the historical evolution of the nursing profession and the development of its body of knowledge. Content specific to therapeutic nursing interventions and leadership abilities is emphasized.

NU 361. MASSAGE AS A THERAPEUTIC NURSING INTERVENTION 1 HR.
This laboratory class includes current information regarding the use of massage as a therapeutic nursing intervention. Content includes practice of the various techniques appropriate for client situations. The benefits provided by the use of massage are explored.

NU 366. CURRENT TOPICS IN NURSING 1 HR.
Content of this elective course will address a specific topic that is currently relevant to the nursing profession. Course content will be additional to what has been presented in required nursing courses. The topic, including associated issues, will be reviewed for its impact on the nursing profession and the roles of the nurse.

NU 374. ADULT HEALTH NURSING I 3 HRS.
(Prerequisites, NU 306, NU 307, NU 308, NU 310, NU 311, NU 375, NU 382 OR NU 314, or concurrent enrollment; and admission to the nursing major.) Concepts essential to adult health nursing care are discussed in this theory course. Nursing care to promote health, reduce risk, and manage specifically identified illnesses and diseases is emphasized. This course is the first of two sequential adult health courses.

NU 375. ADULT HEALTH NURSING PRACTICUM 3 HRS.
(Prerequisites, NU 374 or concurrent enrollment; and admission to the nursing major.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care to adult clients. Theoretical concepts from NU 374 are applied in this course.

NU 376. MENTAL HEALTH NURSING 3 HRS.
(Prerequisites, NU 306, NU 307, NU 308, NU 310, NU 377, NU 382, and either NU 311 or NU 314, or concurrent enrollment; and admission to the nursing major.) Concepts essential to mental health nursing care are discussed in this theory course. Nursing care to promote health, reduce risk, and manage mental disorders is emphasized.

NU 377. MENTAL HEALTH NURSING PRACTICUM 1 HR.
(Prerequisites, NU 376, or concurrent enrollment and admission to the nursing major.) Students in this practicum course demonstrate the knowledge, skills, and attitudes necessary when providing care to mental health clients. Principles of therapeutic communication as an intervention are emphasized. Theoretical concepts from NU 376 are applied in this course.

NU 380. EXPLORING THE SCOPE OF THE NURSE'S ROLE IN ORGAN TISSUE DONATION AND RETRIEVAL 1 HR.
This theory course is designed to explore the nurse's role in organ and tissue donation and retrieval. The legal and ethical requirements established by Kansas and the Federal Required Request Law are explained. The psychosocial and spiritual aspects are explored. Opportunities for role play are provided.

NU 382. GERIATRIC NURSING 2 HRS.
(Prerequisites, admission to the nursing major.) In this theory course, concepts essential to geriatric nursing care are discussed, including aging, chronicity, rehabilitation, loss, grief, and dying. Principles of palliative care are emphasized.

NU 383. ADULT MEDICAL/SURGICAL NURSING PRACTICUM 2 HRS.
(Consent of instructor, Registered Nurses only.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care to adult clients, minus the gerontology component. Theoretical concepts from NU 382 and NU 384 are applied in this course. The course is for licensed registered nurses (RN-BSN) students only.

NU 386. NURSING RESEARCH USING INFORMATION LITERACY 3 HRS.
(Prerequisite: admission to nursing major) This course presents foundational concepts, principles, and methods of nursing research and information literacy. It will introduce research as a method of inquiry. It will provide learners with the knowledge and skills of information literacy.

NU 387. GERIATRIC NURSING CLINICAL 1 HR.
(Prerequisites: Consent of instructor, Registered Nurses only.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care to geriatric clients. Theoretical concepts from NU 382 and NU 384 are applied in this course.

NU 390. SPIRITUAL CARE: THE NURSE'S ROLE 2 HRS.
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 392. END OF LIFE CARE 2 HRS.
(Prerequisites: NU 306, NU 307, NU 308, NU 310, NU 382 and either NU 311 or NU 314; and admission to the nursing major.) This course presents the principles of palliative care at the end-of-life across the lifespan. The course examines the biological, psychosocial, and spiritual needs of individuals/families at the end-of-life. The content prepares the student to care for individuals/families at the end-of-life.

NU 405. PRACTICUM: CARE AT THE END OF LIFE 1 HR.
This practicum course provides opportunities for the application of concepts presented one end of life. Students will observe and implement nursing care for individuals/families at the end of life.

NU 406. CAMP NURSING 1 HR.
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, admission to the nursing major.) This practicum course in a camp setting provides opportunities for the application of concepts presented in NU 406 Camp Nursing.

NU 408. PEDIATRIC PALLIATIVE CARE 1 HR.
(Prerequisite: admission to the nursing major.) This elective course presents the principles of pediatric palliative care. The course examines the biological, psychosocial, cultural, spiritual, and ethical dimensions which influence pediatric palliative care. The content prepares the student to care for, support, and advocate for the needs of children and families facing life-threatening illnesses or events so that the children might live out their lives with dignity and die in a manner that is meaningful.

NU 424. ADVANCED DYSRHYTHMIAS 1 HR.
(Prerequisites, NU 484 and NU 485, or concurrent enrollment; and admission to the nursing major.) This is an elective course that will expand the student's knowledge of dysrhythmia recognition and treatment. Students will learn the criteria for determining atrial, junctional, and ventricular dysrhythmias and the AV blocks. The nurses' role in the treatment of specific dysrhythmias will be explored. This course is recommended for students who are seriously exploring employment in the emergency or critical care arenas.

NU 426. MATERNAL/NEWBORN NURSING 3 HRS.
(Prerequisites, NU 340, NU 374, NU 375, NU 376, NU 377, NU 392, NU 429 or concurrent enrollment; and admission to the nursing major.) Concepts essential to maternal/newborn nursing care are discussed in this theory course. Aspects of women's health are explained.

NU 428. PEDIATRIC AND FAMILY NURSING 3 HRS.
(Prerequisites, NU 340, NU 374, NU 375, NU 376, NU 377, NU 392 and NU 429 or concurrent enrollment; and admission to the nursing major.) Concepts essential to nursing care of children and their families are discussed in this theory course. Principles of growth and development and family nursing are emphasized.

NU 429. MATERNAL/NEWBORN AND PEDIATRIC NURSING PRACTICUM 2 HRS.
(Prerequisites: NU 426 and NU 428, or concurrent enrollment; and admission to the nursing major.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care with maternal/newborn and pediatric clients. Theoretical concepts from NU 426 and NU 428 are applied in this course.

NU 430. NURSING RESEARCH 3 HRS.
(Prerequisite, admission to the nursing major.) This theory course focuses on the use of evidence-based practice in nursing and emphasizes the research process as a method of inquiry. Content addresses relationships between nursing or health-related theories and research, identification of nursing problems amenable to research, ethical considerations of research, preliminary steps in the research process, research designs, methods of data collection and analysis, and means of disseminating research findings. Emphasis is given to developing the student's ability to critique evidence and research findings and to make decisions about the utilization ofnursing and health related research based findings.

NU 431. DECISION MAKING IN NURSING 2 HRS.
(Prerequisites NU 340, NU 426, NU 428 and NU 484 or concurrent enrollment; and admission to nursing.) Students in this theory course apply knowledge, skills, and attitudes from previous courses. This information is synthesized to make decisions that impact the delivery of nursing care with clients. The use of higher order problem solving in making evidence-based decisions is emphasized.

NU 450. PHARMACOTHERAPEUTIC ADVANCES IN NURSING 2 HRS.
This nursing elective course explores the nurse's role in administering recently approved medications in the major drug classifications. Issues will be discussed regarding the use of the pharmacotherapeutic advances in promoting adaptive potential. Considerations unique to individuals across the lifespan will be reviewed.

NU 452. INDEPENDENT STUDY 1 HR.
(Prerequisite, consent of instructor.) This elective course is designed to allow independent study in an area of nursing that is of special interest to the student or to allow the student to participate in a faculty-guided research study. The student will be under the instruction or guidance of a faculty member with experience in the nursing area or research study.

NU 454. FACING THE CHALLENGE OF NCLEX 1 HR.
(Prerequisites, NU 426, NU 428, NU 429, NU 431, NU 484, NU 485 or concurrent enrollment; and admission to the nursing major.) Content of this course focuses on preparation strategies specific to the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students learn strategies to further develop test taking skills and gain additional experience with computer adaptive testing. Students also learn methods to assess and analyze individual strengths and limitations regarding overall nursing knowledge and to develop a plan of study based on the findings.

NU 468. PHARMACOLOGY FOR THE RN TO BSN 3 HRS.
(Prerequisite, Admission to nursing major RN to BSN track.) In this theory course, students build on previously learned knowledge of anatomy, physiology, pathophysiology, health assessment and pharmacology therapy from their current nursing practice. Selected medication categories are studies with emphasis on nursing responsibility, accountability and safety. Case study-based critical thinking exercises emphasize the nurse's role in promoting client adaptation through drug administration, management, and education. Legal, ethical, and professional responsibilities for administering drugs are presented. Virtual simulations are included in the learning experience.

NU 469. HEALTH ASSESSMENT FOR THE RN TO BSN 3 HRS.
(Prerequisite, Admission to the nursing major RN to BSN track.) This theory course focuses on comprehensive health assessment skills for the professional registered nurse. This course expands on health assessment knowledge with an emphasis on health history, critical thinking, clinical reasoning, and judgement. Health assessment principles and techniques are expected to be identified and applied to health issues across the lifespan. Students are expected to identify normal and abnormal physiologic responses to ageing and pathophysiological processes across the lifespan. An emphasis will be placed on communicating and collaborating with the health care team to promote health. Developmental, cultural, and environmental factors that influence health status are discussed. This fully online course includes virtual simulation experiences.

NU 484. ADULT HEALTH II NURSING 3 HRS.
(Prerequisites, NU 340, NU 392, NU 374, NU 375, NU 376, NU 377 and NU 485 or concurrent enrollment; and admission to the major.) Concepts essential to adult health nursing care are discussed in this theory course. Nursing care to promote health, reduce risk, and manage specifically identified illnesses and diseases is emphasized. This course is the second of two sequential adult health courses.

NU 485. NURSING ACROSS THE LIFESPAN PRACTICUM 3 HRS.
(Prerequisites, NU 484 or concurrent enrollment and admission to nursing major.) In this practicum course, students demonstrate the knowledge, skills and attitudes necessary to provide nursing care to

clients across the lifespan. Theoretical concepts from other nursing courses are applied in this course.

NU 486. PUBLIC, POPULATION, AND GLOBAL HEALTH 4 HRS.
(Prerequisites, NU 426, NU 428, NU 429, NU 431, NU 484, NU 485 or concurrent enrollment; and admission to the nursing major.) Concepts essential to public health nursing are discussed in this theory course. Content specific to meeting the health related needs of groups and the concept of community as client is emphasized.

NU 489. PUBLIC HEALTH NURSING PRACTICUM 2 HRS.
(Prerequisites, admission to the nursing major.) In this practicum course, students demonstrate the knowledge, skills, and attitudes necessary to provide nursing care for the public. Theoretical concepts from NU 486 are applied in this course.

NU 492. NURSING LEADERSHIP 3 HRS.
(Prerequisite, NU 426, NU 428, NU 429, NU 431, NU 484, and NU 485; or concurrent enrollment; and admission to the nursing major.) Concepts essential to nursing leadership are discussed in this theory course, including the role of the nurse as leader and the leadership challenges of the 21st century.

NU 493. TRANSITION INTO PROFESSIONAL NURSING PRACTICUM 4 HRS.
(Prerequisites, NU 492 or concurrent enrollment; and admission to the nursing major.) Working with preceptors who are registered nurses, students have opportunities in professional nursing practice to synthesize and integrate empirical and theoretical knowledge from previous learning experiences. The focus is on individualized transition to the professional nursing role in a selected clinical setting. Concepts of leadership and management are emphasized. Essential components of professional nursing, including higher order problem solving; professional nursing values; leadership abilities; therapeutic nursing interventions; and the promotion of health, reduction of risk, and the management of illness and disease are demonstrated.

NU 494. CRITICAL THINKING FOR THE RN TO BSN 3 HRS.
(Prerequisite; admission to nursing major RN to BSN track.) Students in this RN-BSN course draw from the knowledge, skills, and attitudes learned from their current practice to enhance critical thinking and clinical judgement as a BSN prepared nurse. Information is synthesized to make critical decisions that impact the delivery of nursing care with clients. The use of higher order problem solving in making evidence-based decisions is emphasized.

NU 495. OLDER ADULT NURSING CARE FOR THE RN TO BSN 2 HRS.
(Prerequisite; admission to nursing major RN to BSN track.) Content for this course is based on best practices and research specific to the older adult. The focus of the course is on analysis and synthesis of evidence based practice guidelines specific to the nursing care of the older adult and their family.

NU 496. SPIRITUALITY AND PALLIATIVE CARE FOR THE RN TO BSN 2 HRS.
(Prerequisite; admission to nursing major RN to BSN track.) This course provides a theory base for the RN to BSN which enables nurses to meet the spiritual and palliative care needs for individuals, families, aggregates, and communities through the lifespan. Best practices related to palliative and spiritual care are emphasized.

NU 497. NURSING RESEARCH USING INFORMATION LITERACY 3 HRS.
(Prerequisite; admission to nursing major RN to BSN track.) This theory course focuses on the use of information literacy to facilitate evidence-based practice in nursing. Emphasis is given to developing the RN to BSN student's knowledge, skills and attitudes to critique evidence and translate research findings into nursing practice.

NU 498. PUBLIC, POPULATION, DISASTER, AND GLOBAL HEALTH NURSING FOR THE RN TO BSN 4 HRS.
Concepts essential to public, population, disaster, and global health nursing are discussed in this theory course for the RN to BSN. Application, analysis, and synthesis is established for the content through a population based project.

NU 499. LEADERSHIP AND MANAGEMENT FOR THE RN TO BSN 3 HRS.
Evidence based best practices related to leadership and management for the RN to BSN student are discussed in this theory course. The role of the nursing leader and the operational challenges of nursing leadership in today's health care environment are examined. Application of leadership and managerial principles are implemented through an individualized internship for the RN to BSN.

NU 500. LEADERSHIP AND MANAGEMENT FOR RN TO BSN PRACTICUM 4 HRS.
(Prerequisite, Admission to the nursing major RN to BSN track.) Application of leadership and managerial principles are implemented through an individualized internship for the RN to BSN.

NU 800. THEORIES FOR NURSING PRACTICE 3 HRS.
(Prerequisite, Admission to the graduate nursing major.) This course integrates theories from nursing and related disciplines to provide the foundation for the graduate nursing student to transition into an advanced nursing role.

NU 801. POPULATION HEALTH AND POLICIES 3 HRS.
(Prerequisite: NU 800.) This course examined factors that influence public and population health in the US. Ways to foster diversity, equity, and inclusion are introduced. The role of interprofessional teams in public health advocacy is discussed. Current literature related to public health nursing is described.

NU 802. NURSING ETHICS AND LAW 3 HRS.
(Prerequisite NU 800.) This course examined ethical principles and laws that underlie nursing practice.

NU 803. INFORMATION LITERACY FOR THE PROFESSIONAL NURSE 3 HRS.
(Prerequisite: NU 800.) This course discusses the use of information to support nursing education and practice.

NU 804. EVIDENCE-BASED PRACTICE FOR THE PROFESSIONAL NURSE 3 HRS.
(Prerequisites: NU 800.) This course demonstrates how current information is the basis for nursing practice.

NU 805. FINANCIAL AND RESOURCE MANAGEMENT FOR NURSE MANAGERS & LEADERS 3 HRS.
(Prerequisite NU 804) This course introduces economic, financial, and accounting concepts related to nursing leadership and management. Budgeting and reimbursement processes within the nurse manager's/leader's role will be discussed. Financial ethical issues will be analyzed.

NU 806. STRATEGIC MANAGEMENT FOR NURSE MANAGERS AND LEADERS 3 HRS.
(Prerequisite NU 804.) This course discusses strategic management principles for the nurse manager and leader.

NU 807. PERFORMANCE IMPROVEMENT FOR NURSE MANAGERS AND LEADERS 3 HRS.
(Prerequisite NU 804.) This course examines key performance indicators and data collection methodologies for performance improvement. Issues related to patient satisfaction are examined.

NU 808. HUMAN RESOURCE MANAGEMENT FOR NURSE MANAGERS AND LEADERS 3 HRS.
(Prerequisites NU 804.) This course discusses topics related to human resource management for the nurse manager and leader.

NU 809. NURSE MANAGER AND LEADER INTERNSHIP 1 HR.
(Prerequisite: NU 819) This course is a precepted practicum course in which the student applies the knowledge, skills and attitudes acquired in the Nurse Manager and Leader concentration. The experience will include clinical, management and leadership settings. The course requires 60 contact hours.

NU 810. CURRICULUM AND PROGRAM PLANNING IN NURSING EDUCATION 3 HRS.
(Prerequisite, NU 804.) This course examined program and curriculum design to create a learner-centered environment.

NU 811. ASSESSMENT AND EVALUATION STRATEGIES IN NURSING EDUCATION 3 HRS.
(Prerequisite, NU 804) This course examines assessment and evaluation methods to enhance student learning and program outcomes.

NU 813. TEACHING AND LEARNING STRATEGIES IN NURSING EDUCATION 3 HRS.
(Prerequisite NU 804) This course focuses on the development and implementation of teaching and learning strategies that engage students in the classroom, clinical, and skills labs. Evidence-based teaching and learning strategies are examined the promote student engagement in learning.

NU 814. NURSE EDUCATOR INTERNSHIP 1 HR.
(Prerequisite: NU 817) This course is a precepted practicum course in which the student applies the knowledge, skills, and attitudes acquired in the nurse educator concentration. The experience will include classroom, laboratory, and clinical settings. The course requires 60 contact hours.

NU 815. TOPIC (s) IN GRADUATE NURSING 1-5 HRS.
(Prerequisite, Admission to the graduate nursing major.) This elective course NU 815-Topics in Graduate Nursing will address a specific topic that is currently relevant to the nursing profession at the graduate level. The topic, including associated issues, will be reviewed for its impact on the nursing profession and the roles of the nurse at the graduate level.

NU 816. TEACHING WITH TECHNOLOGY IN NURSING EDUCATION 3 HRS.
(Prerequisite, NU 804.) This course discusses the use of technology in nursing education.

NU 817. NURSE EDUCATOR APPLICATION OF KNOWLEDGE I 3 HRS.(Prerequisite: NU 810, NU 811, NU 813, and NU 816) In this course students will conceptualize and plan a research study related to a nursing education issue.

NU 818. NURSE EDUCATOR APPLICATION OF KNOWLEDGE II 2 HRS.
(Prerequisite; NU 817) In this course students will write and submit a research proposal related to a nursing education issue.

NU 819. NURSE MANAGER AND LEADER APPLICATION OF KNOWLEDGE I 3 HRS.
(Prerequisite: NU 805, NU 806, NU 807, NU 808.) In this course students will conceptualize and plan a research study related to a nurse manager and leader issue.

NU 820. NURSE MANAGER AND LEADER APPLICATION OF KNOWLEDGE II 2 HRS.
(Prerequisite: NU 819) In this course students write and submit a research proposal related to a nurse manager and leader issue.

ACTIVITY COURSES

PE 100. ACTIVE LIVING 1 HR.
This course is designed to expose students to facts about and experiences in dealing with motor, physical, and physiological aspects of the human being. Specific areas of study include physical fitness, nutrition, stress management, and use of lifetime sports. Students will have several opportunities to assess various aspects of their own fitness.

PE 103. AEROBIC DANCE 1 HR.
The course is designed to provide each student with the opportunity to learn the principles and facts about aerobic fitness and to develop their 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 their 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 less strenuous variety.

PE 129. ZUMBA **1 HR.**
The general purpose of this course is to introduce the student to a fun and simple fitness class that uses high energy Latin/International music and easy to follow dance moves to utilize the principles of aerobic/fitness interval training and resistance training.

PE 130. ELEMENTARY SOCIAL DANCE **1 HR.**
The practical study and application of dancing for recreation with partner including North American and Latin styles.

PE 131. ELEMENTARY FOLK AND SQUARE DANCE **1 HR.**
The practical study and application of American square dance, international folk and ethnic dance.

PE 132. JAZZ DANCE I **1 HR.**
The course is designed to allow the student to gain practical experiences in jazz dance techniques from the traditional form to the more choreographic pop jazz style.

PE 133. ELEMENTARY MODERN DANCE **1 HR.**
The study of dance as an art form using the body as a medium of movement in time and space incorporating technical skills to enhance creativity.

PE 134. BALLET I **1 HR.**
The general purpose of this course is to study the techniques of ballet and to gain practical experience through barre exercises and center work.

PE 135. YOGA **1 HR.**
The general purpose of the course is to introduce the student to hatha yoga, the practice of the physical postures which focus on developing the body's potential and awakening the core energy of the nervous system.

PE 136. KICKBOXING **1 HR.**
The general purpose of the course is to introduce the student to kickboxing in a safe and controlled environment.

PE 137. PILATES **1 HR.**
The general purpose of this course is to introduce the student to basic principles of Pilates.

PE 138. OUTDOOR ADVENTURE **1 HR.**
This course is designed to provide students with the basic skill and knowledge in outdoor adventure, which includes orienteering, mountain biking and canoeing.

PE 139. SPIN CYCLE **1 HR.**
The objective of this class is to introduce the student to the basics of the exercise of spin cycle in a safe and controlled environment. Through spin cycle workouts the student will gain cardiovascular endurance through training in and around their aerobic/anaerobic thresholds.

PE 140. ELEMENTARY SWIMMING **1 HR.**
A course which includes the knowledge and stroke skills of the beginner and advanced beginner levels of swimming of the American Red Cross.

PE 174. WEIGHT TRAINING **1 HR.**
Class for students designed for developing and strengthening the muscular skeletal structure. Techniques and types of strength programs are covered.

PE 175. BICYCLING **1 HR.**
Includes techniques of riding, bike safety, history, minor repairs, bike styles and touring information.

PE 179. SELF DEFENSE **1 HR.**
Designed to teach basic self defense techniques and skills which enable a person to protect themselves 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 their sport. Varsity athlete only.

PE 183. SPORT PERFORMANCE—POWER TRAINING FOR THE ELITE PERFORMER **1 HR.**
This class will include advanced weightlifting exercises. Students will be instructed on Olympic style lifts and advanced periodization. Classes will focus on power development and functional strength improvement. Varsity athlete only.

PE 184. SPORT PERFORMANCE—SPEED, AGILITY, AND PLYOMETRIC TRAINING **1 HR.**
This course is designed to prepare the performer for the stresses of elite competition. This course will offer the latest sports performance equipment available and examine the ways to insure the sport performer peaks at the right time, maximizes physical potential, and builds a stronger, more agile, explosive performer. Varsity athlete only.

PE 205. VARSITY SPORT **1 HR.**
This course is designed for those students with above average skill who have a desire to become better acquainted with the fundamentals, strategies, and disciplines of playing intercollegiate sports. Varsity athletes only. Consent of instructor.

PE 210. VARSITY BASKETBALL **1 HR.**
Designed for the highly skilled student who is interested in further development of skills and knowledge necessary to compete at the intercollegiate level. Varsity athlete only.

PE 213. VARSITY SOFTBALL **1 HR.**
Designed for women undergraduate students possessing above average level of skill and interest in the game of softball. The course serves as the basis for selection of members of the intercollegiate women's softball team for competition. Varsity athlete only.

PE 214. VARSITY BASEBALL 1 HR.
Designed for the highly skilled student who is interested in further development of skills and knowledge necessary to compete at the intercollegiate level. Varsity athlete only.

PE 215. VARSITY FOOTBALL 1 HR.
Designed for those students with above average skill who have a desire to become better acquainted with the fundamentals, strategies, and disciplines of playing intercollegiate football. Varsity athlete only.

PE 216. VARSITY TRACK 1 HR.
Offered for the highly skilled athlete interested in competing and developing an understanding of the technical methods of training, meet preparation, and strategy in track and field. Varsity athlete only.

PE 217. VARSITY VOLLEYBALL 1 HR.
The course is designed to acquaint the student with advanced skills, team play, strategies and rules involved in volleyball; and to give experience in highly skilled intercollegiate competition. Varsity athlete only.

PE 218. VARSITY CROSS COUNTRY 1 HR.
A course for the highly skilled athlete which provides the different methods of training, strategy, and meet preparation of cross country running. Varsity athlete only.

PE 220. VARSITY SPIRIT CORP 1 HR.
This course is designed for those students who wish to train as varsity cheerleaders/yell leaders. Varsity athlete only.

PE 225. VARSITY GOLF 1 HR.
The course is designed for the accelerated golfer. An in-depth study of the rules and the positive approach to playing golf is discussed. Advanced instruction and interschool competition is provided. Varsity athlete only.

PE 227. INTERMEDIATE TENNIS 1 HR.
Designed to refine basic skills and to develop advanced skills (lob, chop, volley) and strategies of singles and doubles play.

PE 228. VARSITY TENNIS 1 HR.
(Prerequisite, consent of instructor.) This course is to provide students further learning experience for the development of skills, techniques and strategy for playing at the intercollegiate level. Varsity athlete only.

PE 229. VARSITY SOCCER 1 HR.
(Prerequisite, consent of instructor.) This course is designed for women undergraduate students to provide learning experiences for the development of skills, techniques, and strategy for playing soccer at the intercollegiate level. Varsity athlete only.

PE 230. INTERMEDIATE SOCIAL DANCE 1 HR.
The study of dance as in the elementary social dance class with an addition of technical skills and knowledge 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, knowledge and exhibition performance.

PE 233. INTERMEDIATE MODERN DANCE 1 HR.
The study of dance as in the elementary modern dance class with an addition of technical skills, creative ability and exhibition performance.

PE 234. ADVANCED MODERN DANCE 1 HR.
(Prerequisite, PE 233.) The study of modern dance as in the intermediate modern dance class with a higher degree of technical skills, creative ability and the choreography and performance of exhibition performance.

PE 242. INTERMEDIATE SWIMMING AND TECHNIQUES 1 HR.
This course is designed to acquaint the student with the skills in seven basic Red Cross swimming strokes and the techniques to teach these strokes.

PE 243. LIFEGUARD TRAINING 2 HRS.
This course will prepare individuals to assume more effectively the duties and responsibilities of lifeguards at swimming pools and at protected (non-surf) open water beaches. American Red Cross Emergency Water Safety and Lifeguard Training Certifications are issued upon successful completion of their requirements in this course.

PE 245. SYNCHRONIZED SWIMMING 1 HR.
Aquettes is a synchronized swimming group that offers the student the opportunity to develop expertise in advance swimming skills. The group prepares a show for the community.

PE 248. SKIN AND SCUBA DIVING 1 HR.
The study and practice of underwater diving with and without self contained breathing apparatus, including physics, physiology, ecology and safety related to diving.

PE 250. INTERMEDIATE GYMNASTICS 1 HR.
This course is designed to further develop skills, knowledge, fitness in all phases of gymnastics activities. Opportunity will be provided for creating individual routines.

PHYSICAL EDUCATION

PE 101. SEMINAR IN HPER 1 HR.
This course is intended to introduce the students to HPER and its programs; give a glimpse into the professional opportunities afforded to those in the areas of Athletic Training, Health & Human Performance, Sport Leadership & Recreation, Health Education, and Physical Education; discuss the differences between college and high school with respect to expectations, responsibilities and study skills; discuss personal, professional and social issues and goals relating to various career opportunities with HPER; cover the general expectations for the various degrees in regards to assessment checkpoints and accreditation procedures; explore personal degree plan profession, and provide interactions between those enrolled, upper-class majors and various faculty members.

PE 160. FOUNDATIONS OF PHYSICAL EDUCATION: FITNESS ACTIVITIES 1 HR.
This course is designed to provide the opportunity for HPER majors to learn the fundamentals of teaching fitness activities that exist in the public schools such as tumbling, weight training, aerobics, walking/jogging, etc.

PE 161. FOUNDATIONS OF PHYSICAL EDUCATION: FIELD SPORTS 1 HR.
This course is designed for the professional student in physical education or recreation to develop the basic skills used in a variety of field games (e.g. ultimate Frisbee, lacrosse, Omnikin ball, and soccer). Skills instruction and teaching methods are developed through a series of learning progressions.

PE 162. FOUNDATIONS OF PHYSICAL EDUCATION: INDIVIDUAL SPORTS 1 HR.
This course will cover several individual sport activities. The course is designed to provide physical education and recreation majors with the basic skills and knowledge necessary for walk/jog activities, bowling, golf, self-defense and fencing. Experiences and opportunities in this class are designed to assist students in building a foundation to becoming critical thinkers, creative planners and effective practitioners.

PE 163. FOUNDATIONS OF PHYSICAL EDUCATION: COURT SPORTS 1 HR.
This course is designed for the professional student in physical education or recreation to develop the basic skills in a variety of court sports and games. The activities that will be covered in this class include volleyball, team handball, basketball, tennis, and badminton. Skills instruction and teaching methods are developed through a series of learning progression.

PE 164. FOUNDATIONS OF PHYSICAL EDUCATION: OUTDOOR ACTIVITY 1 HR.
This course will cover outdoor pursuits and activities. This course is designed to provide the physical education and recreation major with the skills and knowledge necessary in several outdoor pursuits and the basic fundamentals of various outdoor activities. Specifically the course will develop the students' skills in orienteering, inline skating, mountain biking, canoeing, hiking and outdoor pursuits appropriate for schools and recreation centers.

PE 165. FOUNDATIONS OF PHYSICAL EDUCATION: DANCE 1 HR.
This course is designed to introduce the methods of presenting basic rhythms and dance forms to K-12 students. Topics include children's creative dance, rhythmic activities, line and social dance, and folk and square dance.

PE 166. FOUNDATIONS OF PHYSICAL EDUCATION: RACQUET SPORTS 1 HR.
This course will expose students to the activities of badminton and tennis and develop skill and teaching techniques for these activities. There will be a comprehensive written test given at the end of the course as well as competency based skill tests.

PE 167. FOUNDATIONS OF PHYSICAL EDUCATION: ACTIVITY TRENDS 2 HRS.
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, lunni 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 255. FOUNDATIONS OF PHYSICAL EDUCATION I 3 HRS.
This course is designed for the professional student in Health and Physical Education to develop the basic skills used in a school setting. The content covered in this class includes a variety of invasion, striking & fielding, and net/wall games with an emphasis on well-being. Skill-based instruction is developed through a series of learning progressions. This class provides an experience for students to practice fundamental instructional methods that future teachers can use to organize and teach wellness-based activities at the elementary level.

PE 262. SPECIAL POPULATIONS IN HPER 2 HRS.
(Concurrent with PE264.) A study of common disabilities found across the lifespan. Discussions are held about the historical and philosophical basis for adapted physical activity, and the impact of state and federal legislation. Analysis of the roles and responsibilities of the educational/recreation professional and the inclusive educational environment also are examined.

PE 264. SPECIAL POPULATIONS LAB IN HPER 1 HR.
(Concurrent with PE262.) This course provides the opportunity to gain practical application with individuals in an adapted physical activity setting. Practical experience involves assessing and implementing individualized educational programs to meet the needs of the disabled population.

PE 265. FOUNDATIONS OF PHYSICAL EDUCATION II 3 HRS.
This course is designed for the professional student in Health and Physical Education to develop the basic skills used in a school setting. The content covered in this class includes a variety of target games, individual, and fitness-for-life activities with an emphasis on well-being. Skill-based instruction is developed through a series of learning progressions. This class provides an experience for students to practice fundamental instructional methods that future teachers can use to organize and teach wellness-based activities at the middle and secondary levels.

PE 266. TECHNOLOGY IN HEALTH, PHYSICAL EDUCATION AND RECREATION 3 HRS.
This course is designed to provide students with knowledge, skills, and tools to effectively implement technology in health, physical education and recreation. This course will cover computer technology as well as exercise and physical fitness assessment technology. Students will have the opportunity for practical applications of technological skills in health, physical education and recreation.

PE 268. INSTRUCTIONAL PRINCIPLES OF WELLNESS EDUCATION 3 HRS.
This course is designed to provide students with general health & physical education principles and the application of these principles to basic teaching strategies and techniques of health and physical education concepts and movement skills in a variety of settings. Also, this course will demonstrate how material from other courses can be integrated to enhance the teaching and learning process. 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 271. INTRODUCTION TO ATHLETIC TRAINING 2 HRS.
(Concurrent w/ PE272) The course is designed to provide introductory information in athletic training aligned with current NATA Athletic Training Education Competencies. Concepts of professional development and responsibilities, risk management, pathology of sports injury, management skills, and general medical conditions will be presented. Students will experience practical application and testing of skills in the concurrent PE 272 Introduction to Athletic Training Lab.

PE 272. INTRODUCTION TO ATHLETIC TRAINING LAB 2 HRS.
(Concurrent w/ PE 271) In this class students will experience practical application of/information from PE 271 Introduction to Athletic Training. The course is designed to provide/information in athletic training aligned with the current NATA Athletic Training Education/Competencies. Basic concepts and skills for prevention, evaluation, first aid, therapeutic/treatment, and rehabilitation will be presented. The lab will provide time for students to/practice skills in class. Additionally, the program requires observation experience in the on campus athletic training clinics.

PE 273. ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING 3 HRS.
(Perquisite, permission from Program Director.) The course is an introduction to administration and organization of athletic training. The course includes both the theoretical basis of management as well as administrative task, organizational task, and problem solving techniques. The intent of the course is to prepare prospective athletic trainers to effectively develop concepts of healthcare management as well as learn the values in healthcare administration consistent with the Code of Ethics of the National Athletic Trainers' Association and the Standards of Practice for Athletic Trainers.

PE 274. CLINICAL EDUCATION I 1 HR.
(Prerequisite: PE 272, and admission to the Athletic Training Program) Students are assessed for competency on acute care and immediate

emergent management, emergency stabilization and transportation, wound care, and basic taping and wrapping techniques. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 150 clinical hours.

PE 275. CLINICAL EDUCATION II 1 HR.
(Prerequisites, PE 272 and PE 274.) Students are assessed for competency on environmental injury/illness, bracing, padding, anthropometric screening, and ambulatory aids. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 150 clinical hours.

PE 300. HISTORY OF PHYSICAL EDUCATION SPORT 1 HR.
This course is designed to explore the history and foundations of sport and physical education from ancient to current time. Philosophical issues as well as the relationship of sport and physical education with societal, political, and economic issues are examined.

PE 305. THEORY OF COACHING 3 HRS.
This course is designed to provide the basic knowledge, acquisition, and application of coaching philosophy, sport psychology, and teaching skills that influence coaching effectiveness in educational and recreational settings. Emphasis is placed on preparing coaches to train athletes to achieve optimal level of performance at various age and ability levels.

PE 320. PRINCIPLES OF STRENGTH AND CONDITIONING 2 HRS.
This course is designed to provide students with the theoretical and practical knowledge of the physiological, biomechanical and administrative aspects of designing and supervising safe and effective strength and conditioning programs for youth through adult populations.

PE 335. ADAPTED PHYSICAL ACTIVITY 3 HRS.
(Prerequisite, PE268) This course is designed to examine common disabilities found across the lifespan. Discussions are held about the historical and philosophical basis for adapted physical activity, and the impact of state and federal legislation. Analysis of the roles and responsibilities of the adapted physical education specialist and the inclusive educational environment also are examined. This course will also involve a practical experience which will include the organization, planning, administration, and evaluation of adapted physical activity programs across the lifespan. Programming placements will include local public schools and community-based programs.

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 273, PE 275, and PE 486.) Students will be assessed for competency on protective equipment, evaluation of lower body injuries, and injury record keeping. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. 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 for competency on fitness and therapeutic program design and instruction, evaluation of upper body injuries and psychosocial intervention. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 225 clinical hours.

PE 350. FUNDAMENTALS & COACHING OF BASEBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skills unique to baseball. Additional emphasis is given to the study of coaching theories and techniques.

PE 351. FUNDAMENTALS & COACHING OF BASKETBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to basketball. Additional emphasis is given to the study of coaching theories and techniques.

PE 352. FUNDAMENTALS & COACHING OF FOOTBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to football. Additional emphasis is given to the study of coaching theories and techniques.

PE 354. FUNDAMENTALS & COACHING OF TRACK & FIELD 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to track and field. Additional emphasis is given to the study of coaching theories and techniques.

PE 355. FUNDAMENTALS & COACHING OF VOLLEYBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to volleyball. Additional emphasis is given to the study of coaching theories and techniques.

PE 356. FUNDAMENTALS OF COACHING SOFTBALL 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skill unique to softball. Additional emphasis is given to the study of coaching theory and techniques.

PE 357. FUNDAMENTALS AND COACHING OF SOCCER 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skills unique to soccer. Additional emphasis is given to the study of coaching theories and techniques.

PE 358. FUNDAMENTALS AND COACHING OF TENNIS/GOLF 3 HRS.
Course is designed to provide students interested in coaching, experience which will allow them to develop an understanding of and basic fundamental skills unique to tennis/golf. Additional emphasis is given to the study of coaching theories and techniques.

PE 360. PHYSIOLOGY OF EXERCISE 3 HRS.
(Prerequisite, ZO 200.) The purpose of this course is to provide future HPER professionals with opportunities to develop basic knowledge and skills pertaining to adaptations made by the human body during exercise. Specific topics will include physical fitness and basic training principles, muscular and neurological control of movement, cardiorespiratory adaptations, nutrition and environmental influences as well as others. Students will participate in and conduct physical fitness assessments, write an exercise prescription and complete lab assignments related to course topics.

PE 361. MOTOR BEHAVIOR 2 HRS.
A critical examination of some concepts of human skill performance and learning and an application of those concepts to teaching and coaching.

PE 362. KINESIOLOGY 3 HRS.
(Prerequisite, ZO 200.) This course is designed to introduce the student to movement concepts as applied to various sports activities. Laws of motion, principles of force, equilibrium concepts, and laws governing projectiles will be introduced and applied. The student will develop the ability to analyze skill movements in specific sport activities. The anatomy and function of the musculoskeletal system and the concept of levers will be reviewed.

PE 365. EDUCATIONAL MOTOR DEVELOPMENT IN WELLNESS EDUCATION 3 HRS.
This course helps students achieve individual competency in applying educational gymnastics, fundamental movement, educational/multicultural games and educational/creative dance to learn educational movement concepts through the use of cooperative learning, problem solving and guided discovery. Students construct developmentally appropriate interdisciplinary standards-based expressive movement experiences that show meaningful application to children's learning inclusive of children with special needs and English language learners. Content will also address health and wellness concepts central to grades PreK-4 as it relates to educational movement. Students will reflect upon their educational movement experiences including but not limited to individual competency, diversity, critical thinking, core subject integration and differentiating instruction.

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 3 HRS.
(Prerequisites, PE268) The purpose of this course is to familiarize and enhance students' assessment and technology skills to support instruction in various education, wellness and fitness settings. The course objectives are designed to assist students in creating assessments and developing skills in administering testing, assessing, and grading. Students will gain knowledge in regards to assessing physical skills, cognitive skills, and the affective domain. The course includes emerging educational technologies and their use in creating learning materials to enhance instruction, promotion, and assessment.

PE 420. PSYCHOLOGY OF SPORT 2 HRS.
The purpose of this course is to give the beginning coach an overview of how psychology ties into the art of successful coaching. Special attention is given to motivation styles, techniques, and uses.

PE 460. ORGANIZATION AND ADMINISTRATION OF HPER 2 HRS.
Course is designed to identify, observe, study and discuss techniques and functions of program administration in elementary and secondary schools. Includes coordinating, planning, organizing, staffing, scheduling and budgeting as related to health, physical education, recreation and athletic programs.

PE 471. INDEPENDENT STUDY 1-3 HRS.
A supervised survey and review of literature on a problem in the field. Written report with documentation is required.

PE 480. CURRICULUM AND TEACHING METHODS IN ELEMENTARY PHYSICAL EDUCATION 3 HRS.
This course is designed to engage and immerse the student in the Society for Health and Physical Education (SHAPE) elementary grade level standards for health and physical education knowledge and skills. Along with these standards this course will engage students in developmentally appropriate activities and lesson plan concepts that will ensure the teacher candidates understand the developmental progression of fundamental motor skills, their application to higher level movement, fitness and rhythmics. Teacher candidates will develop knowledge to create physically literate elementary aged learners who are prepared to lead a healthy active and well life.

PE 481. THERAPEUTIC MODALITY USAGE IN ATHLETIC TRAINING 3 HRS.
The purpose of this course is to provide students with knowledge of the theory and skills for application of therapeutic modalities for physical injuries. Understanding of the appropriate reasons for modality usage, guidelines for proper application, and individualization will be trained and tested through curriculum and application of the NATA Athletic Training Education Competencies.

PE 482. REHABILITATION OF ATHLETIC INJURIES 3 HRS.
The purpose of this course is to provide students with knowledge and skills to create, implement, and progress rehabilitation programs for physical injuries. Understanding of the appropriate rehabilitation process, guidelines for progression, and individualization will be rained and tested through curriculum and application of the NATA Athletic Training Education Competencies.

PE 483. CLINICAL EDUCATION V 1 HR.
(Prerequisites, PE 347, PE 481, and PE 486.) Students will be assessed for competency on therapeutic modalities, postural and gait analysis (lower body), and evaluation of lower body injuries. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 225 clinical hours.

PE 484. CLINICAL EDUCATION VI 1 HR.
(Prerequisites, PE 483, PE 485 and PE 517.) Students will be assessed for competency on general medical assessment, postural analysis (upper body), and evaluation of upper body injuries. Each student will be assigned to clinical education rotations under the direct supervision of a Preceptor. Students must complete a minimum of 225 clinical hours.

PE 485. ASSESSMENT OF PHYSICAL INJURIES—UPPER BODY 3 HRS.
This course provides the student with information and basic skills used to evaluate physical injuries and special problems of the upper body. Students will acquire a basic understanding and skills in palpation methods, neurological and special tests. They will also learn pathological and etiological information for a variety of injuries relating to the upper body. Students will also have an opportunity for out of class experiences with medical professionals and surgical observations.

PE 486. ASSESSMENT OF PHYSICAL INJURIES—LOWER BODY 3 HRS.
This course provides the student with information and basic skills used to evaluate physical injuries and special problems of the lower body. Students will acquire a basic understanding and skills in palpation methods, neurological and special tests. They will also learn pathological and etiological information for a variety of injuries relating to the lower body. Students will also have an opportunity for out of class experiences with medical professionals and surgical observations.

PE 487. ATHLETIC TRAINING CERTIFICATION PREPARATION 1 HR.
This course is a supervised review of the athletic training curriculum. This course prepares students in their final year of the Athletic Training Program for the Board of Certification examination. Students will learn how register for the national exam, complete readings, take written practice test-lets and complete computer-based quizzes and exams.

PE 490. SPECIAL TOPICS IN HPER 1-3 HRS.
The purpose of this course is to allow the discipline 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 HPER.

PE 517. MEDICAL ISSUES IN ATHLETIC TRAINING 3 HRS.
This course will cover current and special topics in Sports Medicine as well as recognition, evaluation, management, and prevention of the most common non-orthopedic medical conditions that affect athletic participation.

PE 540. COACHING EDUCATION PRACTICUM 2 HRS.
The coaching education practicum is designed to prepare the coaching education professional by providing an opportunity for the student to obtain a practical experience within a public school setting. The student will work under the supervision of a coach in a middle/high school or college setting.

PE 570. TEACHING METHODS IN MIDDLE/SECONDARY HEALTH & PHYSICAL EDUCATION 5 HRS.
(Prerequisites, PE 335 and PE 400) This course is designed to provide the necessary knowledge, skills and experiences for successful teaching in health & physical education. The underlying assumption of this course is that teaching is a series of rational/intentional acts which can be developed and continually improved through organized and planned analysis, activities and evaluation of performance. The main focus of this course is to practice and develop entry-level teaching skills through field base experiences in public and/or private school settings. Topics in this course include philosophical foundations and theoretical aspects of the curriculum in health & physical education and the methodological and pedagogical skills and experiences to develop entry-level teaching competencies to be an effective practitioner. Opportunities are provided in this course to allow students to develop the knowledge and skills necessary to become critical thinkers, creative planners and effective practitioners in the area of health & physical education.

PE 571. PROFESSIONALISM, ADVOCACY AND LEADERSHIP IN HEALTH AND PHYSICAL EDUCATION 1 HR.
(Prerequisites, PE335 & PE400) This course is designed to actively involve the learner in an advanced study of wellness education. The course is conducted in seminar format and the students will study the application of the principles, methods, organization and administration of individualized health and physical activity programs and the development of professional, advocacy and leadership qualities and skills.

PE 700. CURRENT DEVELOPMENTS IN PHYSICAL EDUCATION 1-4 HRS.
(Prerequisite, permission of instructor). Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods, and techniques in physical education.

PE 701. SPECIAL WORKSHOPS IN PHYSICAL EDUCATION 1-2 HRS.
This course offers the opportunity to students to experience a variety of intensive courses concerned with physical education topics.

PE 707. APPLIED PSYCHOLOGY OF HEALTH, SPORT AND MOVEMENT 3 HRS.
This course is designed to study the psychological aspects of exercise behavior and sport/athletic participation. Specifically, the areas of motivation, stress, peak performance, group dynamics, and psychophysiological changes in exercise and sport will be examined.

PE 710. SEMINAR IN ATHLETICS 1-3 HRS.
A critical analysis and study of selected problems, trends, techniques or issues in athletics. Utilizes individual and group discussions, resource persons and review of literature.

PE 712. SPORT AND PERFORMANCE PSYCHOLOGY 3 HRS.
This course is designed to study sport psychology and will focus on athletes as well as other performance domains under practice and competitive conditions. The emphasis of the course will be developing mental skills through mental drills on achieving the proper arousal zone, goals, positive self-talk, imagery, and focus. An additional emphasis will be placed on the practical application of mental skills to develop mental plans to promote a flow mindset.

PE 715. HISTORY OF SPORT AND POLITICS 3 HRS.
This course is a study into the aspects in which politics have historically influenced sports. Examination of this political influence as it relates to such topics as race, gender, human rights, economics, media, and the Olympics will occur.

PE 720. ASSESSMENT STRATEGIES FOR K-12 PHYSICAL EDUCATION 3 HRS.
This course provides practicing physical educators with the tools to develop and utilize assessments strategies for the improvement of student learning.

PE 725. THE ART AND SCIENCE OF COACHING 3 HRS.
This course is designed to enhance coaching effectiveness through an applied approach. Various coaching methods and training techniques will be examined with regards to the NASPE National Standards for Sport Coaches. Attention will be given to developing a periodized training program specific to a sport of interest to the student.

PE 738. ADVANCED TECHNOLOGY IN HPEC 3 HRS.
This course is designed to provide students with knowledge, skills, and tools to effectively implement technology in health, physical education, and coaching. 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 HPEC 3 HRS.
The course Legal Issues in HPEC 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, sport, wellness, fitness, and leisure. It includes, but, is not limited to a review and examination of legal terminology, concepts, liability, negligence, practices and prevention as they relate to such issues as programming, personnel, participants, spectators, facilities, care, treatment, equipment, accessibility, culture, environment, and risk management.

PE 745. LEADERSHIP IN HPEC 3 HRS.
The course Leadership in HPEC is designed to expand, deepen and enhance one's knowledge and comprehension of the science and art of leadership principles, 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, sport and fitness orientation.

PE 762. ANALYSIS OF TEACHING/COACHING 3 HRS.
This course is designed to provide the students with the knowledge, skills and tools to effectively evaluate the teaching/learning process in physical education and coaching. Specifically, the course will examine the need for and process of systematic observation and analysis of instruction.

PE 768. ADVANCED EXERCISE PHYSIOLOGY 3 HRS.
The purpose of this course is to provide coaches, physical educators, and others who are concerned with the human body's response to exercise with experiences and opportunities to gain advanced knowledge of selected physiological principles.

PE 801. DIRECTED READINGS 3 HRS.
This course is designed to develop basic research and writing skills in order for the student to pursue independent research. Students in this course will develop the proposal and review of literature for their research project or thesis.

PE 803. MOTOR BEHAVIOR 3 HRS.
This course is designed to help students gain knowledge of how humans acquire motor skills. Current theory will be examined and factors that affect the speed and quality of learning including practice and feedback will be considered. Students will explore practical applications in terms of teaching and coaching.

PE 804. BIOMECHANICS 3 HRS.
This course is designed to help students gain knowledge about the physics of human movement in the context of sports skills. Information on how the nervous system controls the musculoskeletal system to create movements will be addressed.

PE 835. TEACHING HEALTH AND PHYSICAL EDUCATION ONLINE 3 HRS.
This course is designed develop, analyze, and evaluate the technology, methods and approaches to teach health and physical education online. The students will explore best practices related to online instruction generally and, specifically to health and physical education. Emphasis is placed on the development of health and physical education content instructional strategies to teach PreK-12 online.

PE 840. EXERCISE METABOLISM 3 HRS.
This course will provide students with the principles of biochemistry and metabolism as they pertain to the production and utilization of energy in the human. Attention will be given to acute metabolic responses during exercise and chronic adaptations due to exercise training. In addition, the metabolic adaptations of skeletal muscle contractile function due to training will be discussed.

PE 858. LEADERSHIP AND ETHICS IN HPEC 3 HRS.
This course is designed to develop and promote critical thinking and problem-solving skills through the examination of leadership skills, ethical decision-making, and accepted social behavior in the areas of Health, Physical Education and Coaching. This course will enhance one's knowledge and comprehension of leadership principles and explore how it applies to individuals, groups, and organizations. In the context of ethics, this course will examine and synthesize the various elements of culture, economics, and gender, and how these elements are intertwined and result in behaviors exhibited by both those involved.

PE 859. ISSUES AND TRENDS IN HEALTH, SPORTS, AND MOVEMENT SCIENCE 3 HRS.
Identification and analysis of current issues and trends as presented in professional publications and research and related to the fields of health, sport, and physical education. Emphasis is placed on problem solving situations, debating issues, and writing and defending topic viewpoints.

PE 860. SEMINAR IN PHYSICAL EDUCATION 2 HRS.
A critical analysis and study of selected problems, trends, or issues in the area of physical education. Utilizes individual and group discussions, resource persons and review of literature.

PE 861. SUPERVISION OF HEALTH AND PHYSICAL EDUCATION 2 HRS.
A study of the techniques and problems of supervision in health, physical education and athletics in elementary and secondary schools, teacher education programs and in various community organizations. Special emphasis is given to in-service education, program evaluation and improvement, equipment and facility needs, co-curriculum working with administrators and public relations.

PE 862. INSTRUCTIONAL INNOVATIONS IN PHYSICAL EDUCATION 3 HRS.
Examination and discussion of physical education curriculum, as well as innovations in teaching methods/strategies for physical education programs.

PE 864. SOCIOLOGY OF SPORT 3 HRS.
This course is designed to study the impact of society on contemporary sport. Specifically, the course identifies issues and controversies associated with sport and challenges critical and practical examination of current sport concerns and trends.

PE 865. STATISTICS IN HPEC 3 HRS.
This course is designed to provide a basic understanding of statistics to graduate students in HPEC. This includes how to analyze and interpret data. This should help HPEC professionals be more effective regarding assessment in HPEC.

PE 868. MASTERS PROJECT IN HPEC 1-3 HRS.
This course is designed to allow the graduate student to pursue a well-defined and significant problem in any aspect of health, physical education, and coaching. This course culminates in a research paper presenting possible solutions.

PE 869. THESIS 1-5 HRS.
For masters degree in HPEC. 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.

PHYSICS

PH 100. ORIENTATION TO PHYSICS 3 HRS.
An exposure to the field of physics, including tools and strategies for the study of physics, e.g., problem solving, scientific method, estimation, graphing, SI units and computer applications. Discussion of the various fields, degree options, and career opportunities in physics. Intended as a first-year experience course.

PH 110. INTRODUCTION TO SPACE SCIENCE 4 HRS.
(Corequisite, PH 111.) 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, PH 110.) A general education laboratory course which accompanies PH 110. The two-hour weekly laboratory is closely correlated with the PH 110 lecture. The planetarium and observing sessions with telescopes are integral course aids.

PH 140. COLLEGE PHYSICS I 3 HRS.
(Corequisite, PH 141.) 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, PH 140.) Laboratory to accompany PH140.

PH 190. PHYSICS I 3 HRS.
(Prerequisite, MA 161 or concurrent enrollment. Corequisites, PH191 and PH 192.) A calculus-based course designed for physics majors, some chemistry majors and engineering students. Topics include kinematics, Newtonian mechanics, energy, thermodynamics, vibrations and waves.

PH 191. PHYSICS I LAB 1 HR.
(Corequisite, PH 190 and PH 192.) Laboratory to accompany PH190.

PH 192. PHYSICS I RECITATION 1 HR.
(Corequisites, PH190 and PH191.) Recitation class to accompany PH190.

PH 310. ENGINEERING MATERIALS 2 HRS.
(Prerequisites (or concurrent enrollment), CH 123 and PH 393.) Engineering requirements of materials; arrangements of atoms in materials; metallic and ceramic phases and their properties; polymers; multiphase equilibrium and nonequilibrium relationships; modification of properties through changes in microstructure; thermal behavior; corrosion; effect of radiation on materials.

PH 315. STATIC S 3 HRS.
(Prerequisite: MA 262 (or concurrent enrollment), PH 140 or PH 190.) 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, PH 190, PH 315, and MA 262.) Application of Newton's laws to the motion of objects. Motion in one, two, and three dimensions, energy, and momentum. Primarily for pre engineering and dual-degree engineering students.

PH 343. COLLEGE PHYSICS II 3 HRS.
(Prerequisite, PH 140. Corequisite, PH 344.) General principles of vibrations and waves, electricity, magnetism and light.

PH 344. COLLEGE PHYSICS II LAB 1-2 HRS.
(Corequisite, PH 343.) Laboratory to accompany PH343.

PH 393. PHYSICS II 3 HRS.
(Prerequisites, MA 262 (or concurrent enrollment), PH190. Corequisites, PH 394 and PH 395.) A calculus-based continuation of PH190. Topics include electricity, magnetism and light.

PH 394. PHYSICS II LAB 1 HR.
(Corequisites, PH 393 and PH 395.) Laboratory to Accompany PH393.

PH 395. PHYSICS II RECITATION 1 HR.
(Corequisites, PH 393 and PH 394.) Recitation class to accompany PH 393.

PH 410. ELECTRICAL CIRCUIT ANALYSIS 3 HRS.
(Prerequisites, MA 335 (or concurrent enrollment) and PH393.) Analysis of linear circuits containing resistors, capacitors, and inductors. Topics include elementary circuits and circuit theorems, sinusoidal excitations, complex numbers and phasor analysis, energy and power, and polyphase circuits.

PH 411. ELECTRICAL CIRCUIT LABORATORY 1 HR.
(Corequisite, PH 410.) 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: GB 100, MA 110 and PH 140 or equivalents.) An interdisciplinary project-based course for majors or those with teaching fields in the biological, mathematical or physical sciences. Introduction to the use of digital-imaging technology for data collection and analysis. Application of mathematics and physical sciences to investigations of biological phenomena. Course focus is on the design and implementation of a semester-long, student-directed scientific investigation.

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, PH 343 or PH 393.) Computer solutions of physics problems using spreadsheets, computational modeling software and programming languages. A basic familiarity with computer applications and programming is assumed.

PH 520. LIGHT 3 HRS.
(Prerequisites, PH343 or PH393.) An introductory course in geometrical optics, physical optics and photonics. Properties of lenses and simple optical instruments, phenomena of interference, diffraction and polarization, electromagnetic waves and photons.

PH 530. HEAT AND THERMODYNAMICS 3 HRS.
(Prerequisites, PH393 and MA262.) Fundamental ideas of temperature, work, internal energy, heat, reversibility, entropy, and other thermodynamic functions. Application of the laws of thermodynamics to physical systems and engineering problems. An introduction to statistical mechanics.

PH 540. MODERN PHYSICS 3 HRS.
(Prerequisites, PH 343 or PH 393 and MA 161 or MA 165.) 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, PH 393.) 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 nuclearphysics.

PH 547. ANALOG ELECTRONICS 3 HRS.
(Prerequisites, PH 343 or PH 393. Corequisite, PH 548) 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, PH 547.) Laboratory to accompany PH 547.

PH 550. DIGITAL ELECTRONICS 3 HRS.
(Prerequisite, PH 343 or PH 393. Corequisite, PH 551) After a review of AC and DC circuits, the course covers digital integrated circuits and their use in instrumentation and computer circuits and systems. The TTL and CMOS logic gates are covered in detail. MOS devices such as microprocessors, RAM and ROM memories, FIFO buffers, etc., are introduced. Digital computer circuits, codes, and interfacing are stressed.

PH 551. DIGITAL ELECTRONICS LABORATORY 1-2 HRS.
(Corequisite, PH 550.) Laboratory to accompany PH550.

PH 635. INTERMEDIATE PHYSICS 3 HRS.
(Prerequisite, PH 343 or PH 393.) Topics include mechanics, wave motion, heat and thermodynamics, electricity and magnetism, and light. The course is intended to serve as a review of physics for students who require additional study of basic concepts before continuing into advanced courses.

PH 700. TOPICS IN PHYSICS (*) 1-5 HRS.
Study of specialized topics in physics. *The blank will be filled with an appropriate short description on the student's transcript to indicate the topical area studied. Permission of instructor required to enroll.

PH 730. SEMINAR IN PHYSICS 0-2 HRS.
(Prerequisite, consent of instructor.) Reports by students, staff and visitors are presented on topics of current or historical interest in physics. Graduate students, in particular, have the experience of developing effective presentations.

PH 741. ADVANCED PHYSICS LABORATORY I 3 HRS.
(Prerequisite, PH 343 or PH 393.) Classical and modern physics experiments on fundamental constants of nature, X-rays, radioactivity, etc.

PH 742. ADVANCED PHYSICS LABORATORY II 3 HRS.
(Prerequisite, MA 262 (or concurrent enrollment) and PH 741.) An advanced laboratory course emphasizing measurement techniques in areas such as light, microwaves, photonics, and condensed matter.

PH 745. NUCLEAR TECHNIQUES 4 HRS.
(Prerequisites: PH 393 or PH 343 and CH 126.) Nuclear laboratory experiments on detection and measurement of radioactive isotopes using Geiger counters, ionization chambers, and scintillation detectors. Experience with multichannel analyzer instrumentation, shielding, and monitoring equipment.

PH 752. ATOMIC AND NUCLEAR PHYSICS II 3 HRS.
(Prerequisite, PH5 41 or PH 540.) 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, PH 393 and MA 262.) The application of Newton's laws to mass points, system of particles, and rigid bodies. Motion in one, two, and three dimensions is included.

PH 761. MECHANICS II 3 HRS.
(Prerequisites, PH 760 and MA 363.) Newtonian mechanics as formulated by Lagrange is developed, followed by applying elementary tensor theory to the rotation of rigid bodies. The study of small vibrations of systems of particles concludes the course.

PH 762. ELECTRICITY AND MAGNETISM I 3 HRS.
(Prerequisites, MA 363 (or concurrent enrollment) and PH 393.) A study of electrostatics, electrical properties of matter and potential theory.

PH 763. ELECTRICITY AND MAGNETISM II 3 HRS.
(Prerequisite, PH762.) A study of the magnetic field, electromagnetic induction, magnetic properties of matter, alternating current circuits, and Maxwell's equations.

PH 770. RESEARCH PROBLEM IN PHYSICS 1-3 HRS.
Investigative research by graduate students under the guidance of a faculty mentor. The investigation and any formal reporting are primarily the responsibility of the student. Permission of instructor required to enroll.

PH 775. MICROCOMPUTER SYSTEMS 3 HRS.
(Prerequisite, PH 550 or consent of instructor.) This course discusses microcomputers on the systems level. Detailed attention to the electronics which comprise the system will be limited to general familiarization for the student. The criteria for and design of microcomputer systems to accomplish educational, laboratory, or control and monitoring objectives are covered. The emphasis is on the integration of hardware, firmware, and software into a well balanced, easily expandable system which takes advantage of state-of-the-art capabilities of system hardware and software components.

PH 780. INTRODUCTION TO SOLID STATE 3 HRS.
(Prerequisite, MA 161, PH 540 or PH 541 or consent of instructor.) A course designed to introduce students to basic concepts in solid state. Topics to be considered include crystalline state, specific heats and lattice vibrations, dielectric and optical properties, conductivity, ferroelectrics, bond theory of solids, semiconductors, transistors, diamagnetism, paramagnetism, ferromagnetism, and resonance phenomena.

PH 785. NUCLEAR PHYSICS 3 HRS.
(Prerequisite, PH 541 or PH 540.) Primarily designed for students not planning on physics as a profession, and as a background course for the secondary science teacher, this course deals with modern concepts of the nucleus and the role of nuclear physics today.

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, PH 763, PH 530 and PH 761, or consent of instructor.) The properties of very hot ionized gases are described as they apply to nuclear fusion energy, gaseous electronics, and space physics.

PH 820. ASTROPHYSICS 3 HRS.
(Prerequisites, PH 761, PH 763, and MA 335.) Study of the physics of the sun, planets, stars and galaxies. This includes the study of the motion of planets, the stellar atmosphere and interior, the evolution of stars and cosmology.

PH 840. MATHEMATICAL PHYSICS 3 HRS.
(Prerequisite, PH 760.) 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.

PHILOSOPHY

PI 225. INTRODUCTION TO PHILOSOPHY 3 HRS.
What is the basis of reality? Is common sense reliable? Does morality begin with God? What is the relationship between the body and the mind? How can we achieve happiness? These are the sorts of questions philosophy has striven to explore independently from tradition and mythology, and these are the sorts of questions the course will examine.

PI 300. INTRODUCTION TO THE PHILOSOPHY OF SCIENCE 2-3 HRS.
Designed to provide a general introduction to the key issues in the philosophy of science. The course may be sub-titled to reflect a particular area of concentration.

PI 301. ETHICS 3 HRS.
Why do people do good things? Does ethics depend on religion? We will examine these and similar questions in order to illuminate some of the central approaches to moral problems taken by leading philosophers from around the world. The course will challenge students to develop their ethical reasoning skills so that they may enhance their capabilities for ethical decision making.

PI 302. BASIC LOGIC 3 HRS.
How do people try to fool us? What structures are hidden in everyday languages? This course will enable students to recognize and apply logical tools in order to distinguish between good and bad arguments. Formal and informal techniques of evaluating arguments will be introduced. Related topics may include mass media, science, and politics.

PI 310. PHILOSOPHY OF ART AND BEAUTY 3 HRS.
People often disagree about what makes a painting good, a person beautiful, or a song moving. To complicate matters further, the artist presents us with odd and confusing objects. How can we understand what makes them artworks in the first place? Can people agree about effective art? Should they? This course will explore classic and contemporary attempts to answer these and related questions.

PI 315. ENVIRONMENTAL ETHICS 3 HRS.
Do human beings have moral obligations to the natural world? This course explores questions concerning the ethical relations of humans to the natural environment. Topics include Western and non-Western conceptions of nature and the application of various ethical theories and concepts to environmental concerns. Students will explore the role of religious, scientific, technological, economic, and political considerations in developing environmental policy, and will examine different social perspectives on the environment.

PI 320. PHILOSOPHY OF HUMAN NATURE 3 HRS.
Who and what are human beings? Why are we the way we are? This course is a survey and examination of the most influential ideas and philosophical theories on human nature. The course covers conceptions of human nature articulated by ancient, modern and contemporary philosophers. Approaches considered will include religious and naturalistic conceptions of human nature as well.

PI 325. SOCIAL AND POLITICAL PHILOSOPHY 3 HRS.
The purpose of the course is to introduce the student to the methods of philosophy through the study of key concepts and positions in social and political philosophy. These methods include close textual reading, critical analysis, imaginative variation, and the construction of arguments and counter-arguments. Both historical and contemporary approaches to social and political philosophy will be emphasized.

PI 335. EASTERN THOUGHT: HINDUISM TO ZEN 3 HRS.
A survey and critical examination of the major religious and philosophical movements of India, China, and Japan, including Hinduism, Daoism, Confucianism, and Buddhism. Topics include the relation between Eastern and Western thought, the nature of ultimate reality and the self, the path to enlightenment, and the right way to live.

PI 369. WORLD RELIGIONS 3 HRS.
This course introduces the main institutions, central beliefs, and practices of some of the world's major religions. Each tradition is presented in social and historical context, and students will examine the similarities and differences among religions. The course is meant to provide a foundation to further understanding and learning about the world's religions; it will therefore provide a critical yet sympathetic view of a wide range of religious traditions.

PI 370. ANCIENT PHILOSOPHY 3 HRS.
A brief examination of Pre-Socratic philosophy focusing upon the origin of western philosophy and the emergence of the scientific attitude. The major systems of Plato and Aristotle will be examined in greater detail.

PI 373. MODERN PHILOSOPHY 3 HRS.
(Prerequisite, one prior course in philosophy is recommended but not required.) An examination of the development of modern philosophy. Special attention is given to Descartes, Leibniz, Locke, Hume, and Kant.

PI 375. CONTEMPORARY PHILOSOPHY 3 HRS.
(Prerequisite, one course in philosophy or permission of instructor.) This course is organized around some dominant theme which is reflected in its sub-title.

PI 395. WESTERN RELIGIOUS PHILOSOPHY 2-3 HRS.
An examination of the basic ideas associated with the Judeo-Christian religious and philosophical traditions.

PI 400. DEVELOPMENT OF POLITICAL PHILOSOPHY 3 HRS.
A study of political philosophy from ancient times through the eighteenth century with particular attention to those philosophers who were sources of major elements of Western political culture.

PI 412. THEORY OF KNOWLEDGE 3 HRS.
A course designed to introduce the varied attempts philosophers have made to give an account of how man knows what they know, with attention focused upon the theories of Idealism, Realism, Phenomenalism, and Phenomenology.

PI 413. EXISTENTIAL PHILOSOPHY 1-3 HRS.
A depth study in the philosophy of existentialism concerning Kierkegaard, Sartre, Tillich, Camus, and others.

PI 498. INDEPENDENT STUDY IN PHILOSOPHY 1-3 HRS.
(Prerequisites, six hours of philosophy. Does not answer general education requirements.) Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

PI 500. TOPICS IN PHILOSOPHY 1-3 HRS.
Note: limit of six hours credit for undergraduates in PI500. Designed to present vital topics in philosophy for the undergraduate and graduate student.

PI 810. RESEARCH PROBLEM IN PHILOSOPHY 1-3 HRS.
(Prerequisites, six hours of philosophy, plus consent of instructor.) Special research problem or readings on a topic initiated by the student and approved by the instructor.

POLITICAL SCIENCE

PO 100. INTRODUCTION TO GOVERNMENT 3 HRS.
A study of political institutions, processes and behaviors: their interrelationships and consequences. The focus of this course is on alternative perspectives of politics and the implications of such frameworks and on our understanding of political phenomena, especially government and its relationship to people.

PO 121. AMERICAN GOVERNMENT 3 HRS.
The powers, functions, structures, and policies of American national government, the interaction of governmental and nongovernmental actors, and the different perspectives which can be used to explain these phenomena.

PO 300. POLITICAL SCIENCE IN THE NEW CENTURY 3 HRS.
The organization, politics, functions, and problems of the federal government and the general aspects of American government will be studied, including national institutions, political parties, voting and elections, Supreme Court decisions, and other functions and political activities. This includes State and local governments. In addition, core concepts in the discipline of political science will be discussed.

PO 320. TEACHING CIVIC ENGAGEMENT 3 HRS.
In this class, we will explore and develop various approaches to teaching civic engagement–that is, how to teach students to be thoughtful, active, informed voters, citizens, and even candidates for office.

PO 322. STATE AND LOCAL GOVERNMENT 3 HRS.
An examination and analysis of contemporary state and local government in the federal system of the United States through study of the theory, processes, institutions of government, and the political social environment. Current programs and problems involving state and local governments are examined.

PO 323. URBAN AND METROPOLITAN POLITICS 3 HRS.
In this class, students discuss the impact local government has on their lives in urban areas through economic competition, zoning, regulation, taxation, and the distribution of government services. Cities, suburbs, and their interrelatedness within metropolitan areas are the topic. The study of local urban government introduces students to some of the most pressing issues in contemporary American politics, including economic growth, the changing American family, race and ethnic relations, education, wealth and poverty, and taxes and spending.

PO 330. INTERNATIONAL RELATIONS 2-3 HRS.
A survey of the field will be undertaken, with special attention paid to foreign policy decision-making and diplomacy, nature of conflict and cooperation, nation-building, transnational activity including trade, monetary policy, and communication, international organizations, and theories of international relations.

PO 333. AMERICAN FOREIGN POLICY 2-3 HRS.
An investigation and evaluation of the formulation, objectives, and limiting factors of the foreign policy of the United States since World War II. Special attention is given to a study of the diplomatic, economic, military, and psychological techniques considered in the development and conduct of foreign policy.

PO 335. INTERNATIONAL LAW AND ORGANIZATION 3 HRS.
The course will study basic historic approaches, structures, and philosophies of international organizations and international law, and trace trends of these to current international actions and problems. The contributions of international organization and law will be assessed.

PO 345. COMPARATIVE POLITICS 3 HRS.
The course is designed to give an introduction to the methods of comparative political analysis as well as to provide some specific acquaintance with a variety of political systems.

PO 350. PUBLIC ADMINISTRATION 3 HRS.
A study of the structures and procedures of governmental organizations. Major emphasis will be upon the administrative process, including policy formulation, personnel management, budgeting, and problems of communication, and coordination with and among governmental organizations.

PO 351. PUBLIC POLICY 3 HRS.
The seminar is designed to tie together government personnel management techniques, data collected in public administration field surveys, and information about employment opportunities. Students examine various methods and outcomes of personnel management,

policy making, and interactions between scholars and public administration. Organizational behavioral theories applicable to government management are introduced and applied.

PO 354. POLITICS OF BUDGETING AND FINANCIAL ADMINISTRATION 3 HRS.
(Prerequisite, PO 350.) Presentation of methods, techniques, and theories of financial administration in public organizations with special emphasis on government budgets as means of control, evaluation, and policy making. An investigation into the political and social aspects of the budgetary process in federal, state, and local governments.

PO 400. SEMINAR IN POLITICAL SCIENCE 3 HRS.
Review of current literature and analysis of specific topics will be undertaken in this seminar. Participants will be expected to develop an understanding of the major trends in research pertaining to the problem area under examination by reviewing the scholarly literature, then engaging in creative or exploratory research on that topic. Presentation of research findings will be made to the seminar.

PO 405. DEVELOPMENT OF POLITICAL THOUGHT 3 HRS.
A study of political philosophy from ancient times through the eighteenth century with particular attention to those philosophers who were sources of major elements of Western political culture.

PO 406. ENLIGHTENMENT POLITICAL THEORY 3 HRS.
Enlightenment political theory surveys the works of European political theorists who wrote between the 1600s and the early 1900s. Through readings and discussions, students will explore the major questions asked by the political thinkers of the Modern Era. The course will cover topics such as rationality and how it applies to politics; how property developed into such a powerful concept in Western political thought; the nature of leadership, and whether citizens should study what they say, what they do, or both. Students will examine the relationship between church and state, between religious faith and politics, and will explore the concept of "a state of nature" and why it matters in political thought.

PO 407. CONTEMPORARY POLITICAL THOUGHT 3 HRS.
How could seemingly normal human beings perpetuate the gargantuan atrocities of World Wars I and II? What does it mean that these horrors originated in those countries and cultures once (and even sometimes still) thought to be the world's most civilized and advanced? Are there objective meanings to such concepts as truth, beauty, and justice? If not, is there a shared meaning to each of them? If we let go of the idea that there is a "true" or "right" perspective on the meaning of political concepts, what does that do to political theory? Finally, what are some radical perspectives on political theory, fundamentally challenging the paradigms in which we see the world, turning them upside-down and inside-out? How can these be useful to us, even if we do not all share the authors' viewpoints? These questions frame this course, which is a study of selected works of 20th and 21st Century political philosophy

.PO 408. AMERICAN POLITICAL THOUGHT 3 HRS.
What is the meaning of the United States of America? What are our values? Is ours truly a limited government? Is it truly a welfare state? What is the role of the things we'd rather not talk about—slavery, removal of American Indian peoples from their lands, the exclusion of women from voting and full citizenship—in shaping our country? Have we overcome the legacy of those atrocities? What are our values surrounding the USA's role in the world today? These are the kinds of questions we'll be debating and discussing in this survey of American political thought, from pre-Revolutionary War to the present day.

PO 422. GOVERNMENT AND POLITICS OF WESTERN EUROPE 1-3 HRS.
(Prerequisite, three hours of political science or consent of instructor.) A study of the political systems of Western Europe. Attention is given to methods of comparative inquiry as well as to national and cross national studies.

PO 425. POLITICS OF DEVELOPING AREAS 3 HRS.
A study of political developments in newly established states. Attention is given to theoretical problems of the study of comparative government as well as problems of nationalism, national identity, and political development.

PO 426. EAST ASIAN GOVERNMENTS 3 HRS.
This class introduces the complexity of Southeast Asian political systems, due to influences such as Buddhism, Confucianism, and Daoism. Additionally, the course presents how the British and French political systems have impacted Southeast Asian behavior in regard to political structures. The course examines how Marxism, Leninism, Ho Chi Minh and Maoism impacted Southeast Asia in respect to economic growth and trade, focusing on how the South China Sea became a source of contention due to Chinese territorial claims.

PO 427. GOVERNMENTS OF LATIN AMERICA 3 HRS.
The approach taken in this course fits into the comparative government curriculum on the undergraduate level for the political science discipline. 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 428. GOVERNMENT OF VIETNAM 3 HRS.
In this class, the student will learn about Vietnamese political history from 1945 to present. This class will focus on Vietnamese rural policies from 1986-present. These policies will focus on the development of agriculture, aquaculture, and the forestry sectors. The student will also develop an understanding of hydro policies in the south due to China damming up the headwaters of the Mekong River. This has led to saltwater intrusion into areas that grow rice and conduct freshwater aquaculture activities. In addition, the students will learn about the role of an NGO Mekong River Commission in Vietnam.

PO 441. CAMPAIGNS AND ELECTIONS 3 HRS.
The course will appraise the impact that political parties and the changing voter have had on American politics. The changing patterns of partisanship, issue voting, voter information and attitudes, the media, interest groups and party reforms will be examined with an eye toward the theoretical and pragmatic ramifications for contemporary political analysis.

PO 444. CONSTITUTIONAL LAW I: GOVERNMENTAL INSTITUTIONS 3 HRS.
After a firm grounding in the Constitution itself, students will explore Supreme Court interpretations of legislative, judicial, and executive branch powers, the Commerce, Contract, and General Welfare clauses, the Tenth Amendment, the Substantive Due Process controversy, and the Takings Clause.

PO 445. CONSTITUTIONAL LAW II: CIVIL LIBERTIES 3 HRS.
Students of the class will examine such civil liberties issues decided by the Supreme Court as the freedoms of speech, press, and religion, searches and seizures, legal representation and fair trials, cruel and unusual punishment, the right to privacy, equal protection and civil rights, and voting rights.

PO 446. AMERICAN LEGISLATURES 3 HRS.
A study of the nature of legislatures, including their structures, decision-making processes, influences upon legislatures both from within and without, and the power relationships between legislatures, executives, and judicial bodies.

PO 447. THE AMERICAN PRESIDENCY 1-3 HRS.
The powers and functions of the president and the presidency, focusing on elections, personality, relations with other branches of government and with American citizens.

PO 448. THE AMERICAN JUDICIARY 1-3 HRS.
A study of judicial bodies, including the nature of law, the structures, the processes and the functions of courts. The power relationships with other branches of government are emphasized. Cases are examined as a means of augmenting analysis of the judicial process.

PO 449. GOVERNMENT AGENCIES 1-3 HRS.
The theory, structure, and functions of the administrative agencies of government, with special attention to those functions performed at the national level.

PO 451. PRACTICUM IN PUBLIC ADMINISTRATION 3-5 HRS.
(Prerequisites, PO 350, PO 351, and consent of instructor.) A manager-trainee course—experience for students completing a period of academic preparation for entry into the general field of administrative practice in activities with a public character. The practicum is arranged with public or quasi-public agencies which most nearly represent the student's area of particular interest.

PO 455. LEGISLATIVE INTERNSHIP 5 HRS.
Enrollment by permission of the Director of the Public Administration Program. The internship provides an opportunity for students to observe firsthand the legislative process and to apply analytical tools in evaluation of our representative system of government. In addition to performing tasks in the legislature, each student will complete reading assignments and present written and oral reports which analyze various aspects of the process.

PO 480. INTRODUCTION TO LAW 3 HRS.
(Prerequisite, consent of instructor.) Designed to acquaint graduating seniors who expect to enter a law school the following September with specialized study requirements; reasoning used in the profession; practical writing experience on legal briefs; various types of legal employment; issues and philosophy of law.

PO 498. INDEPENDENT STUDY IN POLITICAL SCIENCE 1-3 HRS.
(Prerequisites, six hours of political science.) Special project or readings on a topic initiated by the student and approved by the instructor. Consent of instructor required.

PO 500. QUANTITATIVE RESEARCH METHODS 3 HRS.
Course introduces the student to the activity of political analysis. Focus is on the practical aspects of formulating inquiry, gathering relevant data, analyzing data, and presenting the findings in research report format. Through this course the student will learn how to conduct their own research and to assess the quality of that of others.

PO 501. QUALITATIVE RESEARCH METHODS 3 HRS.
This course is designed to help the student become more informed about organizing raw data and using different theories to interpret it. The student will be informed how to set up a research project or grant proposal using qualitative methods. In addition, the student will know the difference between quantitative versus qualitative research. Each student will know the format in setting up a research paper and methods that will help them explain their data.

PO 502. POLITICAL SCIENCE CAPSTONE 3 HRS.
In the course, students are encouraged to reflect on the state of the disciplines and their experiences in the history and government program at ESU. Students assemble a portfolio based on their work at ESU in history, government, and related disciplines, with a focus on history and government. Students will meet regularly with a faculty mentor throughout the semester as they assemble this portfolio.

PO 510. NONPROFIT MANAGEMENT 3 HRS.
In recent decades, contracting with nonprofits has become one of the primary means to deliver government services in the U.S. What are the advantages and disadvantages of this approach? In addition to discussing that question, students in this class will also develop management skills like grant writing, budgeting, and managing people.

PO 520. NATIONAL SECURITY 3 HRS.
This course analyzes the central threats to U.S. and international security in the 21st century, and the possible options to reduce and counter those threats. The course will examine the institutions, interest, and processes for making U.S. national security and intelligence policy, and explore the tensions that recur in American politics between the necessities of security and the requirements of democracy, civil liberty, financial and budgetary constraints. The course also deals with how the U.S. national security establishment (including the intelligence infrastructure) has evolved its structure and management practices over time in order to execute security policy.

PO 521. POLITICS OF WAR AND PEACE 3 HRS.
This course focuses on international security issues that currently face states and regions in the global community. Students will examine theories that explain causes of war and solutions that lead to peace. They will link the theories to regional security issues and foreign policies of states.

PO 530. HYDROPOLITICS AND WATER RESOURCES IN THE 21ST CENTURY 3 HRS.
Water supplies can impact the sustainable development of economy and society on local to global scales. Human response to the scarcity and abundance of water can also degrade the natural environment. This course will examine historical and modern issues surrounding the supply and management of water. Complex social, economic, and political case studies will be explored in detail. Fundamental hydrologic, geologic, and environmental concepts will be introduced, along with the importance of data-driven decision making.

PO 540. SPECIAL TOPICS IN POLITICAL SCIENCE 1-3 HRS.
Selected topics in the various political science disciplines—theory, comparative, United States, international, and Public Affairs.

PO 541. CLASHING VIEWS: (SPECIAL TOPIC) 3 HRS.
This course presents students with a wide variety of perspectives on an assortment of contemporary and historical political issues, international as well as national. Readings cover topics from environmental to legal, from national security to American foreign policy. Students engage in discussion and debate about the differing perspectives. Undergraduate students may take the course a maximum of two times for a total of 6 credit hours. Graduate students should consult with an advisor before repeating the course.

PO 701. SEMINAR IN POLITICAL SCIENCE 1-6 HRS.
Selected main events, trends, and interpretations in political science will be examined through readings, reports, and discussion. Designed to introduce the important literature on significant topics in political science.

PO 702. SEMINAR IN POLITICAL THEORY 1-3 HRS.
An intensive examination of selected problems, individuals or particular ideas in the area of political theory.

PO 703. SEMINAR IN POLITICAL PROCESSES 1-3 HRS.
An examination of selected aspects of political behavior and organization. Emphasis may be given to techniques of analysis as well as to the nature of the problems examined.

PO 704. SEMINAR IN COMPARATIVE GOVERNMENT AND POLITICS 1-3 HRS.
An examination of selected aspects of political behavior and organization. Emphasis may be given to techniques of analysis as well as to the nature of the problems examined.

PO 705. SEMINAR IN AMERICAN GOVERNMENT 1-3 HRS.
(Prerequisite, six hours of political science or consent of instructor.) Intensive examination of selected American political problems, practices, or institutions.

PO 710. GRADUATE RESEARCH METHODS IN POLITICAL SCIENCE 3 HRS.
Course features analysis of research design, qualitative, and quantitative methods including the normal distribution, regression model, interviewing techniques, and participant observation.

PO 711. AMERICAN NATIONAL GOVERNMENT 3 HRS.
A graduate level treatment of 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 712. CONSTITUTIONAL LAW I 3 HRS.
A graduate-level 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 713. CONSTITUTIONAL LAW II 3 HRS.
This is a graduate-level treatment of civil liberties issues decided by the Supreme Court such 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 714. AMERICAN LEGISLATURES 3 HRS.
A graduate-level 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 715. AMERICAN JUDICIARY 3 HRS.
A graduate-level 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 716. STATE AND LOCAL GOVERNMENT 3 HRS.
A graduate-level 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 717. CAMPAIGNS AND ELECTIONS 3 HRS.
The course will appraise the impact that political parties and the changing voter have had on American politics, at the graduate level. 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 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 discipline. 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.

PHYSICAL SCIENCE

PS 100. INTRODUCTION TO ENGINEERING 3 HRS.
Designed for pre- and dual-degree engineering students, an introduction to engineering concepts and design. Graphing, problem solving, metric units, engineering calculations, and computers are included. Problems involving the basic concepts of engineering science are considered.

PS 110. PHYSICS FOR THE CITIZEN 3 HRS.
A general education course providing a brief foundation in physics with a stress on everyday applications. The particular subjects considered are largely determined by the interests of the students in the class. Only very elementary mathematical concepts are used in the class.

PS 115. OUR PHYSICAL WORLD 5 HRS.
A general education course exploring basic physical, chemical and geological concepts by means of student-oriented activities supported by laboratory work. The course is designed for elementary education majors.

PS 120. PHYSICAL SCIENCE AND LABORATORY ONLINE **5 HRS.**
Restricted to distance-learning, non-residential (i.e., not on campus) non-degree students, or ESU BIS degree candidates for general education credit. A general education course with laboratory designed for distance-learning students not majoring in a biological or physical science. The online course introduces key concepts of chemistry, earth science, physics and space science. An integrated laboratory experience correlates closely with, and reinforces, the understanding of the course topics.

PS 200. INTRODUCTION TO ENGINEERING GRAPHICS **1-3 HRS.**
Designed for pre- and dual-degree engineering students, course includes technical sketching and lettering, the design process, orthographic projection, multiview drawings, pictorials, and reading and interpreting drawings. When the course is offered for 3 credit hours at the discretion of the Discipline, 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 **1-6 HRS.**
(Prerequisites, consent of instructor.) An academic course to provide students with an opportunity to gain field experience in one of the physical sciences including biochemistry & molecular biology, chemistry, earth science, physics, pre-pharmacy, pre-engineering, or science education. The academic experience is contracted jointly by the student and the faculty advisor through a mentor outside the Discipline of Physical Sciences.

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 dean or designee for the discipline 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 591. STEM CLASSROOMS AND COMPETITIONS: ASKING QUESTIONS, DEFINING PROBLEM **3 HRS.**
The course develops knowledge and skills STEM teachers and school librarians need to collaborate as instructional partners teaching 4-12 grade level students in science classrooms and competitions. The course provides opportunities for identifying questions and problems in life situations that address local, national, and global STEM related issues including sufficient energy; prevention and treatment of illness and disease; maintain clean food and water; and global environmental change.

PS 592. KEY LITERACY CONNECTIONS IN STEM SUBJECTS: CONDUCTING INVESTIGATIONS, ANALYZING, INTERPRETING DATA **3 HRS.**
Science, Technology, Engineering, and Mathematics (STEM) teachers and school librarians collaborate as instructional partners to prepare to teach 4-12 grade level students to systematically plan and carry out STEM-related investigations making key literacy connections. Students learn techniques to make use of efficient and effective strategies for accessing, evaluating, and using information from diverse sources; presenting data in multiple formats; and analyzing and interpreting data through tabulating, graphing, and/or statistical analysis.

PS 593. ADAVANCING AND DEFENDING NEW IDEAS: ENGAGING AN ARGUMENT FROM EVIDENCE 3 HRS.
The course explores the process of argument necessary for advancing and defending new ideas or explanations of STEM-related phenomena. STEM teachers and school librarians learn the norms for using evidence to construct and defend viable arguments, and to compare and contrast different sources in the process of creating a coherent understanding of phenomena, concepts, or design solutions. Emphasis is on teaching4-12 grade level students reading, writing, and speaking grounded in evidence.

PS 594. SKILLS FOR A DEEP TECHNICAL WORKFORCE: OBTAINING, EVALUATING, COMMUNICATING INFORMATION 3 HRS.
This course gives Science, Technology, Engineering, and Mathematics (STEM) teachers and school librarians the opportunity to learn strategies to develop 4-12grade level students' abilities to: access and organize information for practical application; integrate new information; practice ethical information behavior; produce and communicate information and ideas using intellectual skills, cognitive abilities, scientific reasoning, and problem solving skills. The focus is on abilities and skills necessary for intellectual curiosity and for STEM-related 21st century jobs and careers.

PS 700. ADVANCED TOPICS IN PHYSICAL SCIENCES (*) 1-5 HRS.
Study of specialized topics in physical science. *The parentheses will be filled with an appropriate short description on the student's transcript to indicate the topic area studied. May be repeated for credit. Advisor approval is expected.

PS 730. NATURE OF THE SCIENTIFIC ENTERPRISE 2 HRS.
(Prerequisite, graduate standing.) The course content is selected to provide a contextual basis (historical, cultural, social, intellectual, and philosophical) for a greater understanding and appreciation for physical sciences subject matter. The course considers the major conceptual frameworks of the physical sciences. The characteristics and development of modern scientific inquiry and model building/theory development are central themes of the course. The interactions of science, technology, and society are considered. Some case histories are studied to analyze inquiry, model building, theory development, and science, technology, and society interactions.

PS 768. WORKSHOP IN PHYSICAL SCIENCE TEACHING 1-5 HRS.
(Prerequisite, consent of instructor.) Lectures, demonstrations, discussions, and individual projects planned to increase the effectiveness of teaching science at the secondary level. Designed to develop the teacher's ability to better meet the needs of students in the physical sciences.

PS 791. STEM CLASSROOMS AND COMPETITIONS: ASKING QUESTIONS, DEFINING PROBLEMS 3 HRS.
The course develops knowledge and skills STEM teachers and school librarians need to collaborate as instructional partners teaching 4-12 grade level students in science classrooms and competitions. The course provides opportunities for identifying questions and problems in life situations that address local, national, and global STEM related-issues including sufficient energy; prevention and treatment of illness and disease; maintain clean food and water; and global environmental change.

PS 792. KEY LITERACY CONNECTIONS IN STEM SUBJECTS: CONDUCTING INVESTIGATIONS, ANALYZING, INTERPRETING DATA 3 HRS.
Science, Technology, Engineering, and Mathematics (STEM) teachers and school librarians collaborate as instructional partners to prepare to teach 4-12 grade level students to systematically plan and carry out STEM-related investigations making key literacy connections. Students learn techniques to make use of efficient and effective strategies for accessing, evaluating, and using information from diverse sources; presenting data in multiple formats; and analyzing and interpreting data through tabulating, graphing, and/or statistical analysis.

PS 793. ADAVANCING AND DEFENDING NEW IDEAS: ENGAGING AN ARGUMENT FROM EVIDENCE 3 HRS.
The course explores the process of argument necessary for advancing and defending new ideas or explanations of STEM-related phenomena. STEM teachers and school librarians learn the norms for using evidence to construct and defend viable arguments, and to compare and contrast different sources in the process of creating a coherent understanding of phenomena, concepts, or design solutions. Emphasis is on teaching 4-12 grade level students reading, writing, and speaking grounded in evidence.

PS 794. SKILLS FOR A DEEP TECHNICAL WORKFORCE: OBTAINING, EVALUATING, COMMUNICATING INFORMATION 3 HRS.
This course gives Science, Technology, Engineering, and Mathematics (STEM) teachers and school librarians the opportunity to learn strategies to develop 4-12 grade level students' abilities to: access and organize information for practical application; integrate new information; practice ethical information behavior; produce and communicate information and ideas using intellectual skills, cognitive abilities, scientific reasoning, and problem solving skills. The focus is on abilities and skills necessary for intellectual curiosity and for STEM-related 21st century jobs and careers.

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.

PS 886. INTERNSHP IN PHYSICAL SCIENCES 1-6 HRS.
(Prerequisite: Consent of instructor.) An academic course to provide graduate students with an opportunity to gain field experience in one of the physical sciences including biochemistry & molecular biology, chemistry, earth science, physics, pharmacy, engineering, or science education. The academic experience is contracted jointly by the student and the faculty advisor through a mentor outside the Discipline of Physical Sciences.

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 Note - It is highly recommended that Psychology major s take PY100, Introductory Psychology, concurrently with PY102, Introduction to Psychology Major, but is not required.) This is an undergraduate class primarily for a first-year student, 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 200. PSYCHOLOGICAL WELL-BEING IN YOUNG ADULTHOOD THROUGH OLD AGE 3 HRS.
This course is an introduction to topics within the field of psychology related to happiness, health, and personal well-being, emphasizing young adults through elderly populations. The roles of optimism, gratitude, altruism, and character strengths in the development of a positive sense of self, positive relationships with others, and healthy productive organizations will be explored. Other topics include wisdom, forgiveness, peak performance ("flow"), and resilience. In psychology, these topics fall under the heading of "Positive Psychology". By successfully completing this course, students will gain insight into how they can use newly acquired knowledge to live a more fully engaged and meaningful life. The course will be a combination of traditional lectures, class exercises, class discussions, and self-exploration exercises.

PY 201. PSYCHOLOGICAL WELL-BEING IN EARLY CHILDHOOD THROUGH YOUNG ADULTHOOD 3 HRS.
This course is an introduction to topics within the field of psychology related to happiness, health, and personal well-being, emphasizing early childhood through young adulthood. The roles of optimism, gratitude, altruism, and character strengths in the development of a positive sense of self, positive relationships with others, and healthy productive organizations will be explored. Other topics include wisdom, forgiveness, peak performance ("flow"), and resilience. In psychology, these topics fall under the heading of "Positive Psychology". By successfully completing this course, students will gain insight into how they can use newly acquired knowledge to live a more fully engaged and meaningful life. The course will be a combination of traditional lectures, class exercises, class discussions, and self-exploration exercises.

PY 202 CAREERS IN PSYCHOLOGY 1 HR.
(Prerequisite: PY 100) Psychology is a broad field with many applicable career paths. This course will introduce students to different career paths in the field, help them network with real professionals in those areas, and create job and graduate school application materials to prepare them for their own career after graduation.

PY 203. SPECIAL TOPICS IN APPLIED PSYCHOLOGY 1-3 HRS.
(Prerequisite, PY 100) This represents an umbrella course where the instructor will select a specific topic related to applied psychology. It is an undergraduate course primarily for first-year students and sophomores. Potential topics include: Applied Psychology, Career Psychology, Multi-cultural Psychology, Psychology of Adjustment, Group Dynamics, Psychology and the Paranormal, and The Psychology of Emotion.

PY 210. DEVELOPMENTAL PSYCHOLOGY FOR THE PSYCHOLOGY MAJOR 3 HRS.
(Prerequisite, PY 100, and Psychology 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. Learners will think critically about developmental research; that is, to be able to evaluate information on how environment and genetics contribute to development and to behavior. Learners will become effective practitioners by applying what they learn about developmental changes to real life situations. Finally, learners will become creative planners who can facilitate healthy development for future generations.

PY 211. DEVELOPMENTAL PSYCHOLOGY FOR THE EDUCATION MAJOR 3 HRS.
(Prerequisite, Education Majors only) This course provides a general overview of human development from infancy to young adulthood. The emphasis is on the application of developmental theories and principles to education contexts. Jean Piaget, Erik Erikson, and Lev Vygotsky are among the theorists reviewed.

PY 212. DEVELOPMENTAL PSYCHOLOGY FOR NURSING AND OTHER MAJORS 3 HRS.
(Prerequisite, PY 100.) This course examines the major life span developmental stages, with particular focus on developmental concepts and principles relevant to nurses and others interested in the helping professions. Prenatal, infancy, childhood, adolescence, adulthood, and aging are studied. An understanding of the relationship between developmental trends and human behavior will be an emphasis.

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 betterunderstand and appreciate the necessity and difficulty of systematically studying behavior and mental processes, and prepare you for intelligently scrutinizing explanations of behavior provided by psychologists, friends, the media and others.

PY 301. EXPERIMENTAL RESEARCH METHODS AND INFERENTIAL STATISTICS 3 HRS.
(Prerequisites, PY 100 and PY 300.) This course will introduce you to the scientific methodology used in the diverse yet related areas of psychology. Topics include experimental design, sources of extraneous variation, internal and external validity, and statistical analyses. Coursework emphasizes critiquing scientific journal articles and completing an individual research project. Research designs and methodologies are demonstrated in the laboratory with students performing statistical analysis of the collected data. This course should enable you to better understand and appreciate the necessity and difficulty of systematically studying behavior and mental processes, and prepare you for intelligently scrutinizing explanations of behavior provided by psychologists, friends, the media, and others.

PY 303. SPECIAL TOPICS IN UNDERGRADUATE PSYCHOLOGY 1-3 HRS.
(Prerequisite, PY 100) This represents an umbrella course where the instructor will select a specific topic related to a specialized or current topic in undergraduate Psychology. It is an undergraduate course and

potential topics include: Peer Advising, Undergraduate Teaching Assistant, Educational Psychology, Psychology in the Cinema, Death and Dying, Environmental Psychology, Classic and Famous Studies in Psychology, The Psychology of Mental Retardation, and Introduction to Art Therapy.

PY 322. PRINCIPLES OF LEARNING 3 HRS.
(Prerequisite: PY 100) Learning, and remembering what has been learned, are fundamental processes. This course is a survey of theories, principles, and laws that help us understand ways in which people might learn, which strategies might work best for them, and how other psychological and physiological factors might affect learning. Students will demonstrate application of these principles to real-world problems such as training pets or potty-training children, understanding where phobias come from and potential drug-free treatments, and explaining why we might be motivated by some advertisements compared to others.

PY 325 PSYCHOLOGY IN THE REAL WORLD 3 HRS.
(Prerequisite: PY 100) Psychology impacts us every moment of every day, from our thoughts and feelings to our decisions and habits. The focus of this course will be exploring various ways in which psychological principles impact our daily lives. Small student groups will facilitate part of the learning and discussion.

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 3 HRS.
(Co-requisites ED 333 and ED 334) The course is for candidates who have been admitted to teacher education and enrollment concurrent with ED333 and ED334 in the same section is required. This course is part of the first phase of professional education and is designed to teach the relationships between psychological principles and the educative process. Practical experiences are related to classroom organization, management and learning activities. Adolescent development is treated through application of learning theories, research design and behavioral objectives. This professional education course integrates with the other courses in Phase I to provide a theoretical and practical base for teaching.

PY 335. EDUCATIONAL PSYCHOLOGY FOR THE PSYCHOLOGY MAJOR 3 HRS.
This course uses research theories and practical experiences to link educational psychology to other fields of psychological science and to students' future goals in graduate school and careers.

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 345. LEGAL PSYCHOLOGY 3 HRS.
Legal psychology involves applying psychological science to the legal and criminal justice systems. Legal issues ranging from investigations to trial and sentencing are examined from social, cognitive, and developmental psychological perspectives. Candidates will understand how psychological principles influence thinking and behavior in legal contexts.

PY 347. EMOTION & STRESS MANAGEMENT 3 HRS.
(Prerequisite: PY 100) This course is an advanced undergraduate course for students interested in emotions and stress management topics. This course explores stress with connections to mind, body, and spirit. In addition, this course is application based. Students will learn different stress management techniques and tools for personal use.

PY 355. PSYCHOLOGY OF PSEUDOSCIENCE 3 HRS.
(Prerequisite: PY 100) Are we walking around in a world full of ghosts, goblins, and aliens? In 2009, almost one in five (18%) American adults reported having seen a ghost. Several people have reported—in rich detail!—being abducted by aliens. Stories about creatures like Bigfoot and the Loch Ness Monster continue to captivate our collective attention. But why do people cling so tightly to these beliefs? This course will help us understand the social and cognitive processes behind paranormal and pseudoscientific beliefs. We will also journey through critical thinking and the scientific method to better understand valid, reliable, and reproducible science and thereby better identify pseudoscience.

PY 360. INTRODUCTION TO ART THERAPY 3 HRS.
Designed for undergraduate and graduate students interested in exploring the concepts of art therapy, this course will provide students with an introduction to the theoretical and practical applications of art therapy, including art therapy and therapeutic arts in international contexts. Students will be introduced to the construct of expressive arts as healing, philosophies of art therapy, settings in which art therapy is practiced, populations benefiting from art therapy, and directive and non-directive approaches. Content of the course will be presented in lectures, class discussions, art experiences, videos, student presentations, guest lectures, readings, and service learning opportunities. Active participation on the part of students is essential and expected.

PY 375. PSYCHOLOGY OF DIVERSITY 3 HRS.
The field of psychology has a long history of questing for "universal" laws of human behavior. This course examines the ways in which this "universal" approach to psychology is often misguided, by exploring how differences between people along a variety of domains (gender, race/ethnicity, disability, religion, sexual orientation, age, language, veteran status, immigration status, political identity, family composition, parental status, weight, height, etc.) have an impact on prejudice, stigma, discrimination, stereotyping, health, and lived experience at both the individual and systemic level. By doing so, students will come away from this class with a greater understanding of the lives of others, a greater ability to reflect on how your own diversity-related characteristics may have impacted your own psychology, and practical skills for analyzing diversity in both qualitative and quantitative settings.

PY 385. PSYCHOLOGY OF MUSIC 3 HRS.
Candidates will explore three key areas: perception, learning, and society. They will examine how people perceive music, including neurological facets as well as aspects that lead us to like and dislike music. Candidates will apply psychology to how we learn to play music as well as how we stay motivated to practice and perform. They will also investigate how society interacts in music, from the roles that are written for soprano and tenor voices, to how popular music has shaped our perceptions of our own lives.

PY 401. HISTORY AND SYSTEMS OF PSYCHOLOGY 3 HRS.
(Prerequisite, must have completed 9 credit hours in psychology classes numbered at or above 300.) This course will explore the history of psychological research and practice through analyzing the variety of conflicting and emerging systems developed throughout the history of psychology to better understand human behavior, thought, and emotion. The course will span human psychological endeavors from the ancient world until today. We will also explore a variety of approaches and challenges to historiography in psychology. Students will be given the opportunity to explore their own interests in psychology by exploring and analyzing the history of psychological research in that area.

PY 403. INDEPENDENT STUDY 1-3 HRS.
(Prerequisite, PY 100 and consent of instructor.) A problem of special interest is selected and researched under the immediate supervision of the instructor.

PY 427. ABNORMAL PSYCHOLOGY 3 HRS.
(Prerequisite, PY 100.) All forms of psychological abnormality are considered against the setting in which they develop along with methods of prevention and cure.

PY 432. INTRODUCTION TO INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY 3 HRS.
(Prerequisite, PY 100.) A course designed to introduce students to the work of industrial/ organizational psychologists. Topics covered include job analysis, performance appraisal, test validation, training, leadership, work motivation, satisfaction and organizational theory.

PY 440. PSYCHOLOGICAL TESTING 3 HRS.
(Prerequisite, PY 100.) The course is designed to aid in the understanding of basic psychometric concepts and the interpretation of standardized tests used in psychology, education, business, and industry.

PY 490. UNDERGRADUATE INTERNSHIP 1-3 HRS.
(Prerequisite: PY100; must be a psychology student with at least junior standing.) This course provides students with the opportunity to apply their knowledge of psychology in either a work or research setting. Students are placed in a variety of organizations ranging from mental health, educational, correctional, to business. Each placement is supervised through the organization in consultation with assigned faculty advisors who design job-related learning objectives and projects. The course is divided into two sections, PY490A and PY490B, both of which must be completed for the full 4 hours credit.

PY 502. THE PROFESSIONAL PSYCHOLOGIST 1 HR.
(Prerequisite, PY 100.) This course is designed for students to learn and practice the skills for applying for graduate school or a job. Activities include producing a vita, crafting a personal statement of goals and purpose, and developing a personal time line for applying for graduate school or a job.

PY 503. SPECIAL TOPICS IN PSYCHOLOGY 1-3 HRS.
(Prerequisite, PY 100) This represents an umbrella course where the instructor will select a specific topic related to a specialized or current topic in Psychology for both undergraduate and graduate students. Potential topics include: Brain and Behavior, Psychology of Gender, Sports Psychology, Drugs and Behavior, Psychology of Sex, Psychology and Religion, Current Therapies, Positive Psychology, Evolutionary Psychology, Psychology of Love and Attraction, Psychology and the Law, Psychology of American Culture, and The Psychology of Gaming.

PY 506. METHODS FOR TEACHING PSYCHOLOGY 3 HRS.
(Prerequisite, PY 100 and 12 hours completed in teaching field.) Students will be trained to actively involve the learner in the psychology classroom using the data-methodology-principles approach. This course is designed to prepare teachers of psychology at the secondary level.

PY 520. STATISTICS I 3 HRS.
(Prerequisite, PY 100.) This course introduces students to both descriptive and inferential statistics including mean, standard deviation, variance, sum of squares, correlation, linear regression, sampling distributions, hypothesis testing, t test, and analysis of variance.

PY 530. POSITIVE PSYCHOLOGY 3 HRS.
Our ultimate goal in life is not merely to reduce problems and distress, it is to live richly with contentment, meaning and purpose. Positive is the scientific study of the factors that enable individuals and groups to thrive and grow, and to meet life's challenges and hardships with resilience. Students in this course will learn about the basic tenants and research findings of positive psychology and how to utilize positive psychology in a variety of applications, including clinical work with individuals, couples and families; organizational change; and self-growth.

PY 535. HUMAN SEXUALITY 3 HRS.
(Prerequisite, PY 100) This course will help guide you in understanding the wide world of human sexual behavior, desire, fantasy, orientation, history and social policy from a bio-psycho-social perspective. Topics covered will include the history of human sexuality, sexual identity and sexual diversity, sex education, pregnancy and childbirth, biological sexual development, sexuality and the media, pornography, sex work, the relationship between sexuality and health, and the politics of sexuality. The course will also provide students with a firmer grounding in both sexual terminology and the lived experiences of people, with a strong focus on intersectionality woven throughout the class.

PY 550. EVOLUTIONARY PSYCHOLOGY 3 HRS.
This course will provide an introduction to the emerging field of evolutionary psychology. We will consider a broad range of topics that have been addressed from an evolutionary perspective, including the origin of human nature, adaptation and survival, sex and mating, relationships, parenting, family living, cooperation, aggression and warfare, and prestige and social dominance. Evolutionary psychology provides a new and often insightful perspective to all areas of psychology, with particular success so far in cognitive psychology, social psychology, personality psychology, and developmental psychology. We will address how evolutionary psychology sheds light on the phenomena traditionally studied in these areas.

PY 560. PHYSIOLOGICAL PSYCHOLOGY 3 HRS.
(Prerequisite, PY100.) The course introduces the student to the research methods used in physiological psychology as well as the structure and functions of the nervous system. Selected topics in behavioral neuroscience such as the psychobiology of stress, motivation (e.g., food and water intake, sexual behavior), mental processes (e.g., learning and memory), sensory systems (e.g., vision, olfaction, audition), psychopharmacology, and complex psychological processes (e.g., schizophrenia, bipolar disorder, anxiety disorders) will be covered with special emphasis on the language, basic concepts, principles, methods, research findings, models, and theories of physiological psychology. Course designed for upper level undergraduate and graduate students.

PY 565. SCHOOL CRISIS RESPONSE: THE PREPaRE MODEL 3 HRS.
PREPaRE provides educational professionals training on ho w to best fill the roles and responsibilities generated by their participation on school safety and crisis teams. The PREPaRE model emphasizes that, as members of a school safety and crisis team, personnel must prevent and prepare for trauma, reaffirm physical health and perceptions of safety and security, evaluate psychological trauma risk, provide interventions, response to psychological needs, and examine the effectiveness of crisis prevention and intervention. The model incorporates the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) guidance, and the Department of Homeland Security Incident Command System (ICS) as delineated by the National Incident Management System (NIMS). This course does not emphasize the leadership requirements to create and lead crisis response teams.

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 580. CURRENT THERAPIES 3 HRS.
This course provides an overview of contemporary psychotherapy/change approaches, such as: Motivational Interviewing, Acceptance and Commitment Therapy, Dialectical Behavioral Therapy, Narrative Therapy, Behavioral Activation Therapy, and Solution Focused Therapy. Students in this course will learn about the basic tenets and therapeutic applications of each approach. Emphasis will be placed on active in-class learning, including watching video of case examples and frequent role playing and practicing of techniques.

PY 620. QUALITATIVE RESEARCH METHODS 3 HRS.
In this course, we will explore the wide world of qualitative approaches to psychology, to provide you with a solid foundation for reading, interpreting, and evaluating qualitative and mixed-method studies (studies which include both qualitative and quantitative components). You will gain familiarity with a variety of commonly-used qualitative data collection methods, include interviewing, focus groups, open-ended surveys, archival research, qualitative data scraping, and ethnography, as well as a variety of atypical data collection methods. Data analysis methods covered in the course will include thematic analysis, content analysis, interpretive phenomenological analysis, grounded theory, narrative inquiry, and a variety of atypical analysis methods. You will also have the opportunity to collect qualitative data and analyze it, surrounding a subject of your choice to help hone your own qualitative research skills.

PY 624. THEORIES OF MOTIVATION 3 HRS.
(Prerequisite, PY 100.) The concepts, principles, and empirical findings concerning basic factors which underlie human motivation are studied. Attention is given to both innate and acquired bases.

PY 626. THEORIES OF PERSONALITY 3 HRS.
(Prerequisite, PY 100.) The course is designed to give the student an understanding of the different approaches to the study of personality. Compact yet comprehensive summaries of the major personality theorists are presented.

PY 700. ADVANCED GENERAL PSYCHOLOGY 3 HRS.
(Prerequisite, PY 100) Through the study of current literature the student is acquainted with new developments in the broad field of psychology.

PY 703. SPECIAL TOPICS IN GRADUATE PSYCHOLOGY 0-3 HRS.
(Prerequisite, Junior level standing or better.) This represents a graduate level umbrella course where the instructor will select a specific topic related to a specialized or current topic in Psychology. It is primarily a graduate course but junior and senior undergraduates may also take it. Potential topics include: Forensic Psychology, Psychometrics, University Level Teaching, Psychology of Compensation Administration, Fetal Alcohol Syndrome and Spectral Disorders, Psychology of Globalization, Ergonomics and Human Factors, and The Psychology of Horror/Humor.

PY 705. ADVANCED COGNITIVE PSYCHOLOGY 3 HRS.
This is a graduate seminar course covering advanced cognitive psychology theories and practices. Topics to be covered include memory and learning, language, attention, categorization, and problem solving. Candidates will apply this learning to practical examples and develop methods they can use in their own practice and research.

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 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 725. TRAUMA INFORMED TREATMENT 3 HRS.
This course will enable the student to develop an understanding of the history of trauma treatment and how the current field of trauma-informed care came to be. Students will learn empirically supported techniques for the assessment and treatment of trauma-related disorders, and how the trajectory of the trauma response, individual differences and developmental factors all impacts the choice of appropriate interventions. Students will develop an understanding of how one's own history, values and tolerance for intense affect impact trauma treatment delivery by engaging in self-reflection and skill development activities.

PY 730. CHILD MENTAL HEALTH 3 HRS.
This course will provide an overview of the characteristics and implications of factors impacting mental health in children. Characteristics of psychological and neurodevelopmental disorders first evident in childhood will be reviewed, as well as their potential impact on behavior and performance in educational settings. Evidenced based interventions, treatments, and strategies will also be reviewed, with specific emphasis on strategies and interventions most relevant to those who work with children in school settings.

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 application associated with leadership. Topics include executive selection and development, succession planning, strategic decision making, power and influence, organizational change and culture, women in leadership, and cross-cultural leadership. Well researched leadership theories, such as behavioral, trait, situational, contingent, implicit, and transformational leadership, will be explored, as well as newer theories, such as collective, authentic, and servant leadership.

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 750. ADVANCED EDUCATIONAL PSYCHOLOGY 3 HRS.
This is a graduate seminar course covering advanced educational psychology theories and practices with emphasis on how they apply to inclusive school/classroom settings to support the needs of diverse learners. Topics to be covered include memory and learning, motivation in education, and differentiated instruction, as well as collaboration to support learners. Candidates will apply this learning to practical examples, evaluate case studies, and develop methods they can use in their own practice.

PY 760. PRACTICAL RESEARCH METHODS & ANALYSIS FOR SCHOOL AND APPLIED PSYCHOLOGISTS 3 HRS.
This course is designed to provide the graduate student advanced study in the technical qualities, interpretation, and application of various research designs, methods, and statistical analyses, with emphasis on those used within education or other applied settings to determine the effectiveness of an intervention, treatment/teaching strategy, or program. Students will also gain skills necessary to accurately interpret and evaluate published research, and to write an in-depth literature review, with an emphasis on program or treatment evaluation. This course will highlight the application of research and statistical concepts to the field of education and other applied settings.

PY 765. SCHOOL CRISIS RESPONSE: THE PREPaRE MODEL 3 HRS.
PREPaRE provides school-based mental health professionals and other educational professionals training on how to best fill the roles and responsibilities generated by their participation on school safety and crisis teams. The PREPaRE model emphasizes that, as members of a school safety and crisis team, school mental health professionals must prevent and prepare for trauma, reaffirm physical health and perceptions of safety and security, evaluate psychological trauma risk, provide interventions, response to psychological needs, and examine the effectiveness of crisis prevention and intervention. The model incorporates the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) guidance, and the Department of Homeland Security Incident Command System (ICS) as delineated by the National Incident Management System (NIMS).

PY 790. APPLIED REGRESSION ANALYSES 3 HRS.
Students will be introduced to "R" statistical software. We will cover when and how to apply quantitative statistical methods common with repeated measure designs (including treatment and transformations) to common psychological measures.

PY 799. UNIVERSITY LEVEL TEACHING 0 HRS.
(Prerequisite, consent of instructor.) This is a graduate-level permission only course for graduate teaching assistants (GTAs) in the Department of Psychology. The course is designed to guide, support, and assist GTAs in their development as an undergraduate psychology teacher.

PY 800. THESIS, M.S. 1-5 HRS.
(Prerequisite, consent of thesis chair.) The student completes an important research study appropriate to their area of specialization.

PY 801. SCHOOL PSYCHOLOGICAL CONSULTATION 3 HRS.
The course is intended as an overview to a process that has received increasing attention from psychologists, counselors, social workers, and other human services workers. It will discuss the various models of consultation and the processes involved in consultation practice. It will provide a balance among theory, research, and practice with the ultimate concern being application. Students are provided with advanced organizers, in text learning exercises and review questions designed to focus their learning and sharpen their insight into the complex processes surrounding consultation.

PY 803. RESEARCH PROBLEM IN PSYCHOLOGY 1-3 HRS.
(Prerequisite, consent of instructor.) A problem of special interest is investigated by the student under the immediate supervision of the instructor.

PY 805. PSYCHOLOGY OF THE ADULT LEARNER 3 HRS.
The course is designed primarily for individuals interested in community college or adult education. Identification of the nature, needs, and objectives of late adolescents and adults is emphasized. Motivation, classroom management, and application of appropriate learning concepts are stressed. Practical activities and research related to adult education are developed.

PY 806. PERSONALITY ASSESSMENT & REPORT WRITING 3 HRS.
This course is an introduction to personality assessment and report writing. The emphasis is on general procedures rather than specific techniques and tests. The course will establish critical thinking about when an assessment is appropriate, what to consider when doing an assessment, and the appropriate reporting of assessment results. Use of the diagnostic manual will be discussed as well as the meaning of normality as it applies to various cultural groups. This course is designed to meet Domain 5 of the National Association of School Psychologists: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths and needs.

PY 807. PROJECTIVE ASSESSMENT & MMPI 3 HRS.
This course presents the history and use of projective assessment devices and also the development and foundations of the MMPI. Projective assessments covered in the course will include instruments such as the Thematic Apperception Test, Children's Apperception Test, Bender Gestalt, House-Tree Person, and Draw-A-Person. The emphasis is of the course will be on the administration and interpretation of the specific projective instruments and the MMPI.

PY 808. RESEARCH IN CLINICAL PSYCHOLOGY 3 HRS.
This course is designed to provide the opportunity to learn about research design and methodological issues as they pertain to the clinical research. This will include basic research concepts such as independent and dependent variables, as well as more advanced topics such as effect size and statistical power, clinical significance vs. statistical significance, single-case experimental designs, etc. Other topics related to sound clinical research will be covered including research ethics and sampling/assessment procedures.

PY 811. SEMINAR IN HUMAN GROWTH AND DEVELOPMENT 3 HRS.
Consideration is given to individual development, adjustment to social patterns, and the significance of development for learning. Special problem areas from conception through adolescence are covered.

PY 812. FOUNDATIONS OF ASSESSMENT IN SPECIAL EDUCATION AND STUDENT SUPPORT 3 HRS.
The course provides familiarity with assessment principles in K-12 school settings, as undertaken to support students in general education as well as to determine needs and eligibility in special education and gifted. It covers various domains including intelligence/aptitude, achievement, language, social/behavioral, adaptive, motor, and general development. Understanding of test scores and their meaning, and selection of valid tools is reviewed. Multicultural and bias issues, and other factors which contribute to error in assessment are key components as well as ethics and legal obligations as relate to the assessment process. Tools such as norm-referenced tests, criterion-referenced tests, functional behavioral assessment, systematic observation, and informal/authentic assessment such as portfolios are included.

PY 820. RESPONSE TO INTERVENTION IN SCHOOL PSYCHOLOGY 3 HRS.
The course prepares candidates for the changing role of school psychologists in the problem solving model of early intervention and disability identification, in accordance with contemporary best practices and federal and state requirements and regulations. Topics covered include system-wide program design through specific assessment and interventions for students through Tiers I, II, and III in the problem solving model. The course provides a balance of theory, research, and practice.

PY 827. SEMINAR IN PSYCHOPATHOLOGY 3 HRS.
Characteristics of the various forms of mental disorder are studied. Etiological factors, theoretical positions, and current forms of treatment are covered.

PY 830. EARLY CHILDHOOD PRACTICUM: SCHOOL PSYCHOLOGY 3 HRS.
(Prerequisite, consent of instructor.) The practicum provides supervised experience with early childhood special education children for the practicing school psychologist. This is required for KSBE School Psychology certification at the early childhood level.

PY 832. INDUSTRIAL PERSONNEL PSYCHOLOGY 3 HRS.
This course covers such topics as personnel selection, human resource management, performance appraisal, training, ethics, recruitment, personnel law, criteria, validation, statistical techniques, classification, and other current topics appropriate to applied personnel psychology in business and industry.

PY 833. ORGANIZATIONAL PSYCHOLOGY 3 HRS.
This course is a primary content course covering the relevant theory, research, concepts, and applications associated with Organizational Psychology: organizational culture, workforce diversity issues, motivation, group dynamics, leadership, power and politics, decision making, conflict and negotiation, organizational and individual change, cross-cultural differences in organizational psychology phenomena, and qualitative and quantitative research methods.

PY 835. SEMINAR IN SCHOOL PSYCHOLOGY 3 HRS.
(Prerequisite, consent of instructor.) The course is designed to integrate all previous course work of the student in school psychology. Consultation, additional assessment and intervention strategies, and current professional issues are covered.

PY 836. SCHOOL-BASED PREVENTION AND INTERVENTION 3 HRS.
This graduate course is focused on school-based prevention and intervention practices targeting the mental health, behavioral adjustment, and social-emotional development of students. Those who complete this course will learn evidence-based practices to promote positive behavior, social-emotional learning, and resilience. Best practice in use of threat assessments, suicide prevention and postvention, bullying prevention, and school-based discipline practices are covered. In addition, students will learn to determine whether school-based programs are empirically validated and about the use of implementation science to make system-wide changes.

PY 837. PSYCHOLOGICAL CASE STUDIES 3 HRS.
(Prerequisite, consent of instructor.) Typical cases appropriate to the student's area of specialization are analyzed and discussed. Emphasis is placed on the writing of case histories and the psychological dynamics involved in the pattern presented by diagnostic procedures.

PY 838. SUPERVISED PRACTICE IN SCHOOL PSYCHOLOGY 6 HRS.
(Prerequisite, consent of instructor.) The student completes 600 clock hours of supervised practice under the direct supervision of an approved, experienced, and certified school psychologist in a public school setting. A second enrollment may be in an institutional setting.

PY 839. INTERNSHIP IN PSYCHOLOGY 1-6 HRS.
(Prerequisite, consent of instructor.) Internship is designed as a culminating practical experience for a prescribed course of formal instruction in a professional area of psychology. In some instances, the course may be taken concurrently with professional employment.

PY 841. ASSESSMENT OF INTELLIGENCE 3 HRS.
(Prerequisite, one course in statistics or testing.) This is a basic course in clinical mental testing. The techniques of administering, scoring, and interpreting the Wechsler tests are covered.

PY 843. PSYCHOEDUCATIONAL ASSESSMENT 3 HRS.
(Prerequisite, one course in statistics or testing.) This advanced assessment course is designed for students desiring to become practitioners in school, clinical, and counseling settings. Administering, scoring, and interpreting standardized intelligence tests, achievement tests, adaptive behavior measures are covered. Other topics include intelligence theory, social-emotional development, psychometric theory, assessment battery development, ethical considerations, conceptualization, and reporting information. The course goal is to integrate knowledge and skills in conducting competent psychological services in the area of assessment.

PY 844. SCHOOL PSYCHOLOGY ED.S. PROJECT 3 HRS.
Consent of project advisor chair and academic advisor. The project must be completed prior to school psychology internship. School psychology candidates will complete a non-thesis research project in a topic area appropriate to school psychology.

PY 846. CULTURE, ASSESSMENT, AND TREATMENT IN PSYCHOLOGY 3 HRS.
This course is designed to meet the growing demand for culturally competent mental health services by providing graduate students in clinical psychology with a basic foundation in multicultural counseling.

Starting with the self, students are expected to comprehensively understand their own cultural upbringing and belief systems in order to be able to provide services to people from various cultural backgrounds. The class will be both didactic and experiential.

PY 847. TECHNIQUES OF PSYCHOTHERAPY 3 HRS.
This course is an introduction to the basic theories and practice of psychotherapy. Its intention is to give the student a basic overview of therapy techniques which have been used and currently are being used in the treatment of psychological and emotional difficulties. The purpose of the course is to provide candidates with an academic foundation in techniques in psychotherapy treatment prior to their practicum experiences.

PY 848. FAMILY AND GROUP SYSTEMS PSYCHOTHERAPY 3 HRS.
This course is designed to provide the opportunity to learn about family and group dynamics and how to work therapeutically with these systems. This will include clinical applications, review of relevant research, and theoretical/historical perspectives. You are expected to be an active participant rather than a passive observer/listener. Being an 'active participant' means that you are not only prepared for each class (completing reading, assignments, etc. ahead of time) but that you are also thinking about how the ideas in class might be translated into practice, self-improvement and understanding, etc., and are ready to learn by doing!

PY 849. ETHICS AND PROFESSIONAL PRACTICE 3 HRS.
This course is designed to ensure all master's degree psychology graduates are thoroughly knowledgeable about the legal and ethical requirements of all aspects of the profession.

PY 851. SEMINAR IN BEHAVIOR MODIFICATION 3 HRS.
The course concentrates on the history, principles, procedures, and applications of behavior management techniques to settings such as schools, homes, day-care centers, hospitals, businesses, and industry. Additionally, functional behavioral assessment, behavioral intervention plans, outpatient applications, and self-management techniques are included.

PY 858. INTERDISCIPLINARY REFERRAL AND COLLABORATION IN CLINICAL PSYCHOLOGY 3 HRS.
The Clinical Psychology Internship is designed as an experience-based program, which presents students with opportunities to translate theoretical knowledge into functional skills. The first 3 credit hours of the internship (PY858) are designed to orient students who are beginning their internships, and preparing them to continue in and satisfactorily complete the remaining 6 credit hours (PY859) of their internship experience.

PY 859. INTERNSHIP IN CLINICAL PSYCHOLOGY 1-6 HRS.
The Clinical Psychology Internship is an experience-based program which presents students with opportunities to translate the theoretical knowledge into functional skills. The internship must be 750 hours in length and is usually carried out at public agencies in Kansas, such as mental health centers, mental hospitals and state correctional facilities.

PY 860. LEADING PROCESSES TO MEET DIVERSE STUDENT NEEDS 3 HRS.
Principles, practices, and problems related to administering and supervising all areas of special education will be discussed. As virtually all special education principles and practices are integrated into and derived from law and statute, primary consideration is given to federal and state regulations, individual education plan processes, and continuous improvement monitoring (and/or focused monitoring as details of that process become available in Kansas). Will cover practical aspects of contemporary special education (Section 504, IDEA 2004) and related processes established in policy and procedure via KSDE.

PY 861. SCHOOL PSYCHOLOGY PRATICUM 1 3 HRS.
(Permission of instructor.) This practicum experience requires 300 clock hours of supervised practice, under the direct supervision of a licensed school psychologist. During this 1st practicum experience, students will focus on learning school systems most relevant to the practice of school psychology (e.g., MTSS/RTI practices, school-wide social/emotional supports, crises planning, suicide prevention and assessment, universal screening, etc.). In addition, students will gain a foundation in assessment and consultation/collaboration practices.

PY 862. SCHOOL PSYCHOLOGY PRACTICUM II 3 HRS.
(Prerequisite: Completion of PY 861 - School Psychology Practicum I) This practicum experience requires 300 clock hours of supervised practice, under the direct supervision of a licensed school psychologist. During this 2nd practicum experience, students will focus on collaboration with their supervisors and others in the completion of case studies demonstrating skills and knowledge associated with school-based assessments, interventions, and consultation.

PY 900. THESIS, ED.S. 1-6 HRS.
(Prerequisite, consent of thesis chair.) The student completes an empirical research study appropriate to the area of school psychology.

PY 910. INTERNSHIP IN SCHOOL PSYCHOLOGY I 2 HRS.
(Prerequisite, permission of instructor.) The purpose of the supervised, full time internship for one academic year is to allow the intern to further develop their 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 their 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.

RECREATION

RC 150. FOUNDATIONS OF RECREATION ACTIVITIES 2 HRS.
The course is designed to acquaint the student with methods and techniques involved in the development and presentation of primary social recreation activities to varied clientele. Special emphasis is placed on leadership skills and techniques.

RC 201. OUTDOOR RECREATION 2 HRS.
This course is designed to acquaint the student with the breadth of outdoor recreation, recreational use of natural resources, and the background of the camping movement. Field trips--actual cost not to exceed $40.00.

RC 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.

REHABILITATION & DISABILITIY STUDIES

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 the 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 computer searches of the literature and using the library, and will compile an annotated bibliography on a special topic in rehabilitation. Writing skills and fundamentals of APA style will be reviewed and practiced by writing reflective analyses of special topics, case notes and log entries, and other forms of scholarly and professional writing.

RE 305. ETHICS IN HUMAN SERVICES 3 HRS.
This is an orientation course introducing students to the field of ethics as it relates to human service professionals. Relevant ethics codes, such as those from the American Counseling Association (ACA), Council on Rehabilitation Counseling (CRC), American Psychological Association (APA), and T Association for Addiction Professionals (NAADAC) will be discussed. The philosophical basis of ethics along with ethical decision-making models, legalities, and applied cases will be presented. Students will overview the 2015 ACA Code of Ethics and familiarize themselves with each section. Viewpoints presented will be based off the traditional pillars of ethics and theoretical normative and meta-ethical models.

RE 311. LEADERSHIP IN HUMAN SERVICES 3 HRS.
This course is an orientation to the Leadership in Human Services concentration. Essential components will include: overview of program expectations; principles of adult learning; resources for success including library, campus, online resources and mentoring relationships; personal wellness/stress and time management techniques; study and test-taking skills; and basic computer skills for working in an online environment.

RE 313. PROFESSIONAL COMMUNICATION IN HUMAN SERVICES 3 HRS.
This course will be a study of professional communications within human services settings. Essential components and course content include: listening; verbal and nonverbal communication; writing referrals, reports and emails; appropriate use of social media; and professional presentation methods.

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 323. ADULT LEARNERS 3 HRS.
This course is designed to familiarize the student with some of the learning theories and their implications for education of adults. Emphasis is on the application of the principles of adult learning; understanding of the characteristics of the learner; difference to be expected between teaching adults versus adolescents; adaption of the teaching techniques to the adult personality; and adaption of subject matter content to the adult.

RE 325. COUNSELING & DISABILITY ISSUES OF RETURNING VETERANS OF WAR 3 HRS.
This course focuses on physical, psychological, cognitive, emotional, and vocational issues of returning veterans of war. The effects of disability on veterans and their families following their assimilation back into society are explored. Focus on the most prevalent disabilities experienced by veterans of war will be discussed, as well as the EEOC and other relevant state and federal mandates pertaining to employment of returning veterans. There is substantial focus on the issues of veterans and military personnel who are women, as well as veterans from culturally and ethnically diverse populations.

RE 330. RESEARCH DATA ANALYSIS & INTERPRETATION 3 HRS.
This course will enable the student to develop an understanding of basic research design and methodology; introduction to data collection, performance measurement, and outcome evaluation; introduction to critical interpretation of professional research reports and data analysis; and the application of research results in a treatment setting.

RE 333. WORKFORCE DEVELOPMENT 3 HRS.
This course is designed to provide an overview of Training and Development in the workforce. The major emphasis is on the steps for creating training and development programs, including how to analyze training needs, create a skills based training, and how to evaluate the training outcomes.

RE 346. PSYCHOPHARMACOLOGY 3 HRS.
This is an introductory course to psychopharmacology for non-medical, helping professionals. Emphasis is placed on the basic principles of pharmacology, the effects of drugs on the human central and peripheral nervous systems and particularly psychoactive drug effects on human cognitive, behavioral and affective domains. It will provide an overview of pharmacological classification systems and various interventions frequently utilized. Students will become familiar with pharmacological lexicon and the benefits/consequences and side effects of drug use and abuse. The implications for rehabilitation services and counseling will be examined.

RE 392. SURVEY OF MENTAL/PSYCHOLOGICAL DISABILITIES 3 HRS.
This course focuses on the nature and types of mental disabilities commonly encountered by rehabilitation professionals. Specific disabilities to be focused on include: mental retardation, learning disabilities, and selected psychological disorders such as personality disorders, affective disorders, psychotic disorders, and drug abuse.

RE 412. SUBSTANCE ABUSE IN COUNSELING 3 HRS.
This course provides a theoretical and practical orientation to a broad range of topics in substance abuse counseling, including: etiological theories; substances of abuse; assessment and diagnosis; treatment planning; ethical and legal issues; individual, group, and family modalities; the continuum of care; and clinical considerations for special populations and diverse cultures. Special focus will be on

predominant approaches including Motivational Interviewing and the Stages of Change model.

RE 413. SOCIAL RESPONSIBILITY IN HUMAN SERVICES ORGANIZATIONS 3 HRS.
This course is an examination of contemporary issues that affect human services organizations. Essential topics include environmental stewardship, social responsibility of human services organization, effects and implications of globalization, the status of individual freedom within human services organization, diversity, and the ramifications of technological change.

RE 423. MANAGEMENT IN HUMAN SERVICES 3 HRS.
This course is a study of theories that influence leadership and management with application to public, private, and community rehabilitation and social services. Essential components and coursework content will include: basic social services leadership and behavior styles, negotiation, critical thinking, change, conflict resolution, ethics, and social responsibility and diversity in the workplace. Assessment of personal leadership abilities and personality traits will be included.

RE 500. CAPSTONE – INTERNSHIP 3 HRS.
This course provides the student the opportunity to integrate concepts and theories covered in the core with their area of focus. Students will design and implement a capstone project related to their area of focus culminating in a written and oral presentation. This course must be taken in the student's final enrollment period.

RE 510. APPLIED COUNSELING SKILLS DEVELOPMENT 3 HRS.
This course introduces students to clinical helping skills development. It uses a workshop format and is designed to be a safe place to try out new skills. Emphasis will be placed on understanding the cognitive and affective elements necessary to establish professional helping relationships with clients. Skills, concepts, and methods are provided to help the student develop concrete competencies, and then examine their own helping and counseling skills; including skills in listening, attending, and empathy as used in the helping process. The goal of this course is to provide an opportunity for the student to gain usable and useful skills central to the helping process via role-playing and modeling of basic helping skills. Students will receive feedback and critiques of live and video-recorded sessions from the instructor and peers via small group and classroom discussion.

RE 540. AMERICAN 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. AMERICAN SIGN LANGUAGE II 3 HRS.
(Prerequisite, RE 540 American 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. AMERICAN SIGN LANGUAGE III 3 HRS.
(Prerequisites, RE540 and RE541.) This class is an advanced level class designed for students with no less than two (2) semesters of college-level American Sign Language (ASL) credit, RE540 and RE541. Students will be introduced to additional linguistic features of ASL, idioms and poetry. Through textbook assignments and class activities students will refine their signing skills and come to a better understanding of ASL and those who use it as their primary language.

RE 636. INTRODUCTION TO GROUP PROCEDURES 3 HRS.
This course provides an introduction to group counseling theory, practice, and skill development. It is designed to provide students the opportunity to develop basic skills in identifying need, structuring various groups, and facilitating group participation. The course is a blend of didactic presentation, class discussion, small group activity, and total class group facilitation. Students will be encouraged to explore personal barriers to facilitation and given the opportunity to realize the potential of providing educational and self-growth experiences for persons who have a disability. An expectation of this course will be for each student to identify, research, prepare, and present a paper on a topic or theory related to group work. The paper/presentation must address the issue of how techniques/theory etc., can be applied to meet the needs of persons having disabilities. In addition, each student will identify a topic they will hold responsibility for facilitating the entire class in a discussion toward greater self-realization.

RE 640. DISABILITY POLICY AND HUMAN SERVICE SYSTEMS 2 HRS.
This course will review the major disability service delivery systems in the United States including the public/not-for-profit sector, private for profit sector, independent living rehabilitation, disability management, social security, and other related human service systems that provide services to individuals with disabilities. This class will look at the definition of disability across all of these service systems. The Americans with Disabilities Act and other major legislation that have influenced the delivery of services and/or the discrimination of persons with disabilities will be covered in depth.

RE 641. CASE MANAGEMENT & COORDINATION 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 683. FAMILY ISSUES AND ADVOCACY 3 HRS.
This course will examine some of the principles and theories that influence family services, and the roles and factors that significant others play in supporting rehabilitation services to individuals. It will emphasize a holistic view of the family, disability, and rehabilitation services to individuals. Issues that impact personal adjustment and rehabilitation goal attainment will be explored as well as the meaning of "family" in today's society. Legislation and agency policy will be explored to understand the economic implications to families with members who have disabilities.

RE 699. INTERNSHIP IN REHABILITATION SERVICES 1-9 HRS.
(Prerequisite, permission required.) The opportunity for supervised application of theory to practice in a rehabilitation setting under direct supervision of qualified persons in the host agency and the university faculty.

RE 700. SEMINAR IN REHABILITATION SERVICES 1 HR.
(Prerequisites, RE699 or concurrent or permission required.) This course will provide the opportunity for undergraduate students to share and learn from the experiences of other students participating in a variety of internship field experiences. Students will meet periodically on campus to review problems encountered and to discuss issues that influence the delivery of rehabilitation services. Students enroll in the seminar during the semester they are completing an internship.

RE 725. COUNSELING AND DISABILITY ISSUES OF RETURNING VETERANS OF WAR 3 HRS.
This course focuses on physical, psychological, cognitive, emotional, and vocational issues of returning veterans of war. The effects of disability on veterans and their families following their assimilation back into society are explored. Focus on the most prevalent disabilities experienced by veterans of war will be discussed, as well as the EEOC and other relevant state and federal mandates pertaining to employment of returning veterans. There is substantial focus on the issues of veterans and military personnel who are women, as well as veterans from culturally and ethnically diverse populations.

RE 741. TECHNOLOGY IN REHABILITATION 3 HRS.
This course provides an overview of assistive technology (AT) used by people with disabilities. Students will explore ways in which people with disabilities use technology, the theories involved in the use of AT and the role of the rehabilitation counselor in the process of evaluating AT. Ethics of rehabilitation counseling codes applicable to AT assessment and delivery will be discussed.

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.

SPANISH

SA 100. SPECIAL PROJECTS IN SPANISH 1-3 HRS.
Topics of general interest to non-Spanish majors will be studied and some basic pronunciation characteristics of Spanish will be introduced. Topics may be Spanish for the policeman, fireman, medical personnel, urban worker, tourist, etc.

SA 110. SPANISH LANGUAGE & CULTURE I 5 HRS.
Fundamentals of pronunciation. Vocabulary building. Practice in understanding and speaking simple phrases. Elementary reading, writing and grammar. Some study of the culture of the Spanish-speaking countries. Offered every semester.

SA 112. MEDICAL SPANISH 1 5 HRS.
(Prerequisite; consent of instructor.) Students will develop their target language skills to speak, listen, read, and write at the NOVICE MID level according to ACTFL Proficiency Guidelines by the end of this course. Students will use their first language to problem-solve and think critically in the target language to complete the following tasks: Greeting the Patient, Making Appointments, Discussing How the Patients Feel, and Talking about the Daily Routine.

SA 115. BUSINESS SPANISH 1 5 HRS.
This course has been designed to provide a balanced approach to basic everyday life communication with native speakers of the Spanish language. For this purpose, students will be required to actively participate in all the assignments and activities in Spanish at the novice level according to ACTFL (American Council of Teachers of Foreign Languages) Oral Proficiency Guidelines. Activities will consist of communicative tasks and negotiation of meaning for scenarios related to the field of business and finance.

SA 130. INTENSIVE SPANISH 2 HRS.
An intensive introduction to the sounds and structures of Spanish. The course will be devoted to conversation and to providing as much input as possible.

SA 210. SPANISH LANGUAGE & CULTURE II 5 HRS.
Continuation and expansion of Spanish Language & Culture I with further emphasis on understanding, speaking, reading and writing. Study of the culture of Spanish-speaking countries continued. Offered every semester.

SA 212. MEDICAL SPANISH 2 5 HRS.
(Prerequisites: Students must complete placement test and place at the level or have instructor permission.) Students will develop their target language skills to speak, listen, read, and write at the NOVICE HIGH level according to ACTFL Proficiency Guidelines by the end of this course. Students will use their first language to problem-solve and think critically in the target language to complete the following tasks: Discussing "Where Does it Hurt?", Talking about Doubts and Fears, Discussing When Patients go to the Hospital, Discussing the Patient's Emotions.

SA 215. BUSINESS SPANISH 2 5 HRS.
(Prerequisite: students must complete the placement test or have instructor permission.) This course has been designed to provide a balanced approach to basic everyday life communication with native speakers of the Spanish language. For this purpose, students will be required to actively participate in all the assignments and activities in Spanish at the novice high to intermediate level according to ACTFL (American Council of Teachers of Foreign Languages) Oral Proficiency Guidelines. There is an emphasis on reading and writing skills in the target language. Activities will consist of communicative tasks and negotiation of vocabulary and intermediate language skills for Business and Finance in the target language.

SA 301. SPANISH IMMERSION WORKSHOP 1 HR.
This course is designed to provide a Spanish-speaking setting for Spanish teachers needing practice in conversational skills. The course will also allow teachers to immerse themselves in culture through music, video, Internet resources, and literary readings.

SA 305. SUMMER STUDY IN LATIN AMERICA 1-4 HRS.
Two to four-week course offered in Costa Rica, Mexico, or other Latin American countries. Combines daily intensive classroom instruction with organized cultural activities and excursions. Emphasis on strengthening conversational and compositional skills, expanding vocabulary, and deepening cultural awareness.

SA 313. SPANISH LANGUAGE & CULTURE III 5 HRS.
Continuation of Spanish Language & Culture II. Expanded understanding and speaking with greater emphasis on reading and writing. Study of the culture of the Spanish-speaking countries continued. Offered every semester.

SA 314. SPANISH HERITAGE LANGUAGE AND CULTURE 5 HRS.
This intermediate level course offers Heritage learners the opportunity to expand their understanding and speaking in Spanish with added emphasis on writing and reading. This course offers the study of the culture of Spanish speaking countries as well as US Latino culture and language for those who identify as bilingual or Heritage learners. Offered every semester and online.

SA 339. READING AND CONVERSATION 3 HRS.
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 349. STUDIES IN SPANISH IN THE PROFESSIONS 3 HRS.
(Prerequisites, SA 339 or instructor permission.) This course focuses on engaging students in real-world scenarios (such as role play, individualized vocabulary and projects, presentations, etc.) and relevant contexts that will be useful for success in careers in all professional fields. Topics include health & wellness, consumerism & marketing, information technology, education & experience, journalism, and others.

SA 359. ADVANCED GRAMMAR AND COMPOSITION 3 HRS.
(Prerequisite, SA 339 or instructor permission.) 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 HISPANIC LITERATURE 3HRs.
(Prerequisite, SA 339 or SA 359 or permission of instructor.) 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 365 or SA 379 or permission of instructor.) 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 365 or SA 379 or permission of instructor.) 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 400. INTERNSHIP/FIELD STUDY: SPANISH LANGUAGE 1-6 HRS.
This course is designed to provide undergraduate Modern Languages Spanish students, particularly students majoring in Modern Languages Spanish, with the opportunity of applied learning experiences, particularly internships, field studies, and professionalization activities in the Spanish language. This course will engage students in professional opportunities in Spanish language and community engagement. The credit hours for the course will be determined by the instructor of the course as appropriate to the activities of the internship or field study.

SA 410. PHONETICS AND CONVERSATION 3 HRS.
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 415. SURVEY IN HISPANOPHONE LITERATURE AND CUTLURE 3 HRS.
Prerequisites, SA 379 or instructor permission.) An introduction to prominent issues, themes, and writers in Hispanophone culture from the medieval period through the 21st century.

SA 426. READINGS IN HISPANOPHONE LITERATURE AND CULTURE 3 HRS.
(Prerequisite, SA 379 or instructor permission) In-depth study of issues, writers, and genres in Hispanophone literature.

SA 435. SURVEY OF PENINSULAR LITERATURE AND CULTURE 3 HRS.
(Prerequisite, SA 365 or SA 379 or permission of instructor.) 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 AND CULTURE 3 HRS.
(Prerequisite, SA 365 or SA 379 or permission of instructor.) 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 AND CULTURE 3 HRS.
(Prerequisite, SA 365 or SA 379 or permission of instructor.) In-depth study of issues, writers, and themes in Latin American literature.

SA 475. INDEPENDENT STUDY 1-4 HRS.

SA 489. STUDIES IN TRANSATLANTIC LITERATURE AND CULTURE 3 HRS.
(Prerequisites, SA 379 or instructor permission.) An in-depth study of issues in Transatlantic culture. Content will vary from year to year with possible emphases on history, film, politics, racial and ethnic issues, etc.

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.

SCHOOL COUNSELING

SC 205. ASSERTION TRAINING 1 HR.
(Prerequisite, consent of instructor.) Assertion Training is primarily designed to help each participant to deal more assertively with others by ranking priorities in their life and communicating honestly with others. Assertive skills are practiced and applied within each small group experience.

SC 250. CONSTRUCTING YOUR CAREER 2 HRS.
This course is designed for students who have not determined an academic major and/or need direction regarding major and career pursuits. Designed with career exploration in mind, students may or may not leave this course with a definite career answer. Rather, this course will equip students with skills that help them make positive career decisions throughout their education at ESU and their lifetime.

SC 320. SPECIAL TOPICS IN SCHOOL COUNSELING 1-3 HRS.
This course is for the study of various special topics and experimental course offerings.

SC 420. GUIDANCE SEMINAR FOR RESIDENTIAL AIDES 1 HR.
A developmental process of late adolescence and early adulthood, examination of the problems involved in student adjustment to college life, understanding of the leadership role, and emphasis on practical application of establishing helping relationships.

SC 610. GRIEF, DEATH AND BEREAVEMENT COUNSELING 1 HR.
A seminar course designed to aid the student in looking at their own feelings and experience with death. Students will look at methods of working through their own grief as well as ways of helping and consoling others. Special problems of understanding and communicating with the critically or terminally ill, recognition of symptoms indicating unresolved grief, and the hospice movement are examined.

SC 625. ANGER MANAGEMENT 1 HR.
This course is designed as an elective, one hour course, to enhance the knowledge base of practitioners with regard to anger management techniques and strategies. The course will cover both school age children and adult interventions. Students will gain both knowledge and practical experiences through various activities and supplemental materials. Successful completion of the course should enable the practitioner to assess and develop interventions for clients experiencing anger management issues.

SC 630. COUNSELING BOYS AND MEN 1 HR.
The purpose of this course is to examine various psychosocial aspects of today's educational systems and their effects on the personal development of boys and the men they become. The importance of parents, teachers, and counselors will be emphasized and various methods will be described and practiced to help boys overcome the social and emotional challenges they encounter.

SC 700. ISSUES & BEST PRACTICE IN HIGH SCHOOL COUNSELING 3 HRS.
(Prerequisite, school counseling concentration.) The purpose of this course is to examine the counseling philosophies, principles, and practices of secondary school counseling. Emphasis is placed on the role of the secondary school counselor as well as the growth and development of individuals from age thirteen to twenty-one. The role of the counselor in assessment, academic program planning, consultation, and referral will be discussed. Current issues and practices related to the concerns of adolescents will be reviewed.

SC 701. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.
This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC700 Introduction to Secondary School Counseling.

SC 705. ISSUES & BEST PRACTICES IN 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 including special populations. The role of the classroom teacher in classroom guidance activities and the counselor's relationship to other specialized personnel is also discussed.

SC 706. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.
This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC705 Introduction to Elementary/Middle School Counseling.

SC 710. MULTICULTURAL COUNSELING 3 HRS.
This course will focus on the development of the awareness, knowledge and skills necessary for counseling professionals to provide culturally relevant services to people from ethnic and cultural backgrounds which differ from the counselor's own. These skills are intended to "overlay" the counseling understandings the counselor has developed in other course work. This course emphasizes self-knowledge and uses methods of experiential and didactic learning.

SC 711. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.
This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC710 Multicultural Counseling.

SC 715. COUNSELING CONSULTATION & COLLABORATION 3 HRS.
A course designed to help the student understand adult-child relationships and how to deal more effectively with the misbehaving child in the home and school. Techniques for consulting with parents and conducting parent education will be examined.

SC 716. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.
This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken

concurrently during the semester they are enrolled in) SC715 Parenting and Parent Consultation.

SC 719. CREATING CLASSROOM CLIMATE 1 HR.
This course takes a critical look at common or traditional practices of classroom management and discipline. We will challenge some of the teacher-directed models that require children to conform, and compare these models to models that encourage a classroom community that focus on students learning to problem solve as a group to build a cohesive classroom.

SC 720. SPECIAL STUDIES IN COUNSELING 1-3 HRS.
(Prerequisite, permission required.) The purpose of this course is to provide in-depth studies in the highly specific dimensions of the counseling field. Topics to be covered will vary from semester to semester.

SC 805. PROFESSIONAL AND ETHICAL ISSUES IN COUNSELING 1 HR.
A general survey of professional, ethical, and legal concerns facing the practicing counselor as applicable to school, community, and agency settings. Comparison will be made with similar issues in other helping professions.

SC 807. WORKSHOP IN ELEMENTARY SCHOOL GUIDANCE 1-3 HRS.
The workshop will consist of lectures, small group discussions, films, filmstrips, video tapes, audio tapes, and related activities in the area of guidance and counseling in the elementary school. Designed to provide in-service training for elementary school counselors. Also provides an opportunity to exchange ideas as well as review the most recent literature and materials pertaining to elementary school guidance.

SC 821. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.
This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC820 Career Counseling and Development.

SC 860. LEADERSHIP AND ADVOCACY 3 HRS.
(Prerequisites, 15 graduate hours of SC courses including SC700 and SC705.) A study of the processes involved in developing, organizing, and managing counseling program services in school and agency settings. The relationships between school counseling programs and various types of agency programs are also explored.

SC 861. SCHOOL COUNSELING FIELD EXPERIENCE 1 HR.
This field experience course is designed to fulfill the Kansas State Department of Education (KSDE) requirements for candidates in the Parallel Pathways Degree Program. This field experience will provide candidates with actual real-life exposure to the role of the school counselor at various levels and with a variety of activities performed as a counselor. This course should be taken as a component to (taken concurrently during the semester they are enrolled in) SC860 Leadership and Advocacy.

SC 871. SUPERVISED PRACTICUM IN SCHOOL COUNSELING 3 HRS.
(Prerequisites - Completion of each of the following with a "B" or better: SC700, SC705, SC715, CE708, CE810, CE825, and CE893; and have an approved application for admission to the practicum the semester before expected enrollment; permission required.) This course involves a supervised clinical experience in an approved school-based placement in which the student is able to integrate professional knowledge and judgment, receive intensive practice to increase effectiveness in counseling skills, methods, conceptual thinking, and treatment planning for individual and small group counseling, and gain experience in consulting. The student must document 100 clock hours in clinical related activities including 40 hours of direct individual or small group counseling with students on an approved caseload; participate weekly in two and one-half hours of supervision with the university supervisor (1 hour individual or triadic; 1.5 hour class group). The course includes experiences in preparing clinical formatted case notes, consulting with teachers, other professionals, and parents, critiquing audio/video recordings of counseling sessions, writing case conceptualization reports, and continuing development of one's personal theory of counseling.

SC 881. SCHOOL COUNSELING INTERNSHIP 1-3 HRS.
(Prerequisites: All course work must be completed, 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 of 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.

SC 890. RESEARCH PROBLEMS IN COUNSELING 1-4 HRS.
(Prerequisite, permission required.) Under individual direction, the student will select and pursue the investigation of special problems not ordinarily covered by regular courses. Admission and approval of projects must come from the dean or designee for the discipline.

SC 895. THESIS, M.S. 1-5 HRS.
(Prerequisite, permission required.) Designed for graduate students working toward the degree, Master of Science, and specializing in school counseling. Permission to enroll to be granted by the dean or designee for the discipline

SPECIAL EDUCATION

SD 550. SURVEY OF EXCEPTIONALITY 3 HRS.
This course provides information on the characteristics, legal, historical, and philosophical foundations of general, special and inclusive education. The teacher candidate will learn the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.

SD 560. COLLABORATION AND STRATEGIES FOR INCLUSIVE SETTINGS 3 HRS.
In this course the elementary teacher will learn how to engage, empower and partner with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration. The candidate will learn the process of IEP development and implementation, building relationships, and program development and implementation in order to fully meet the needs and rights of all students.

SD 570. ASSESSMENT AND INDIVIDUALIZED EDUCATION PROGRAM (IEP) 2 HRS.
(Prerequisite: SD 550) This course will focus upon the special education evaluation process, specifically on the IEP evaluation, creation, and implementation. Emphasis will be on using a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

SD 575. PRACTICUM ASSESSMENT AND INDIVIDUALIZED EDUCATON PROGRAM (IEP) 1 HR.
(Prerequisite: SD 570) This field experience will provide an opportunity to expand and refine competencies acquired in SD570. Candidates will participate in activities associated with the role of a professional educator in an elementary special education setting.

SD 580. STUDENT TEACHING, ELEMENTARY UNIFIED 6 HRS.
(Prerequisite: SD 575) Participation, under supervision, in teaching in an approved (K-6) special education setting. This experience will provide an opportunity to expand and refine competencies acquired in courses leading to The Elementary Education Unified (EEU) K-6 degree and license. The focus will be on planning and implementing instruction considering individual learner characteristics and using the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation**.**

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 702. STRATEGIES FOR STUDENTS WITH HIGH INCIDENCE DISABILITIES 3 HRS.
This course will provide the candidate with the basic characteristics of mild and moderate disabilities, as well as the 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. Specific emphasis will be on teaching mathematics and providing methods and strategies to promote better mathematics understanding for students with mild and moderate disabilities.

SD 703. SPECIAL TOPICS IN SPECIAL EDUCATION 1-3 HRS.
(A sub-title will be assigned for each special topic offered.) The course will be taught on demand to provide in-depth consideration of specialized topics and current issues in Special Education.

SD 710. SUPERVISED PRACTICUM I FOR HIGH INCIDENCE DISABILITIES, K-12 3 HRS.
This course provides an opportunity to expand and refine competencies acquired in courses leading to full endorsement in high incidence special education K-12. Candidates will participate in activities associated with the role of a K-12 special education professional educator.

SD 721. ACTION RESEARCH IN SPECIAL EDUCATION 3 HRS.
This course is designed to develop the candidate's knowledge and skills in appropriate action research techniques with each candidate developing a special education action research project that will be implemented in his or her school/classroom. Each candidate will produce a research proposal and complete a final paper that reports the outcome of the research project.

SD 730. SPECIAL EDUCATION PARA-EDUCATOR SUPERVISION 3 HRS.
This course provides an overview of legal issues, administrative policies and professional practice related to special educator paraprofessional supervision in elementary and secondary schools. The course focuses on effective paraprofessional training as well as effective scheduling and supervising strategies. This course helps prepare teachers to supervise special education paraprofessionals. Inservice training, scheduling, and supervision as pertains to special education paraeducators will be discussed.

SD 750. INTRODUCTION TO ASD 3 HRS.
This course provides an historical overview of autism spectrum disorders. It includes: 1) etiology; 2) assessment and identification; 3) characteristics; 4) prevalence; and 5) evidence-based practices used to support the communication, socialization, and behavior of persons with autism spectrum disorders in the home, community, school, and workplace. The course includes information about current issues and trends evolving from the autism spectrum disorder community.

SD 760. ASD EVIDENCE-BASED PRACTICES 3 HRS.
This course provides descriptions and applications of evidence-based practices used to support the communication, social, and behavioral proficiency of persons with autism spectrum disorder. The course includes activities to increase the knowledge and skills of professionals who work with persons with autism spectrum disorders across the lifespan.

SD 761. TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES 3 HRS.
This course provides information on current techniques and approaches for teachers to assist students with disabilities and their families for transition. The course offers topics such as foundation of transition education and services; assessment for transition education and services; instructional strategies for transition education; transition to employment, job placement, training, and supervision; transition to postsecondary education; transition to living in the community; and school-based and community-based resources.

SD 799. CONSULTATION AND COLLABORATION 3 HRS.
This course provides practical approaches for students to refine and practice effective communication skills. Current models of consultation/collaboration will be presented. Topics studies include communication skills; academic diversity issues; teaming; problem solving; co-teaching approaches; working with paraeducators; models for collaboration with regular educators; engaging and empowering families and community in the education of the learner; and the use of technology for collaborative communication.

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 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. This course will help the student become a critical thinker, creative planner, and effective practitioner. The primary goal of this course is the ethical, effective, and efficient management of behavior and learning problems of children and youth as they learn to explore, manipulate, and ultimately control their world for personal satisfaction and benefit for the betterment of society.

SD 803. PROMOTING LITERACY FOR STUDENTS WITH HIGH INCIDENCE DISABILITIES 3 HRS.
The focus of this course is to provide candidates with the background knowledge, current research, and instructional design that make up a literacy program. The course content will cover the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and

other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.

SD 805. ADVANCED BEHAVIOR INTERVENTIONS 3 HRS.
This course provides descriptions and applications of evidence-based practices used to support the social competence of persons with emotional and behavioral disorders or persons with autism spectrum disorders. The course includes activities to increase the knowledge and skills of professionals who work with persons with emotional and behavioral disorders or autism spectrum disorders across the lifespan.

SD 810. SUPERVISED PRACTICUM II FOR HIGH INCIDENCE DISABILITIES, K-12 3 HRS.
(Prerequisite SD 710) This course provides an opportunity to expand and refine competencies acquired in courses leading to full licensure in K-12 High Incidence Special Education. Candidates will participate in activities associated with the role of a K-12 special education professional educator.

SD 820. ASSESSMENT IN SCHOOLS 3 HRS.
This course is a survey of the broad spectrum of psychological tests used in the assessment of human potential and functioning. The focus is on the nature, use, and interpretations of various methods of evaluation with specific reference to measurement in the areas of aptitude, achievement, interest, personality, and intelligence. Analyzing data and the interpretation of test results is a major emphasis.

SD 850. CHARACTERISTICS OF THE GIFTED 3 HRS.
This course emphasizes definitions of giftedness, characteristics of the gifted, special populations of the gifted and factors involved in the identification of the gifted. Special problem topics are identified and addressed.

SD 851. EDUCATION OF GIFTED LEARNERS 3 HRS.
Development and implementation of gifted programming and differentiated instructional practices for diverse K-12 gifted learners.

SD 852. AFFECTIVE NEEDS OF THE GIFTED 3 HRS.
This seminar provides information on affective aspects of giftedness, emphasizing proactive and preventative approaches.

SD 864. CREATIVE TEACHING AND LEARNING 3 HRS.
The course, appropriate for both special teachers of the gifted and general educators, including teachers, counselors, and administrators, explores the nature of creativity, with the emphasis given to attitudes, motivations, and educational practices which foster the identification, development, and maintenance of creative behaviors.

SD 865. SUPERVISED PRACTICE I: GIFTED, TALENTED & CREATIVE P-12 3 HRS.
Supervised Practice I: Gifted, Talented, & Creative P-12 requires students to draw on knowledge and skills gained in previous gifted education courses to plan and carry out relevant, appropriate projects with diverse gifted children and adolescents at P-12 grade levels.

SD 866. SUPERVISED PRACTICE II: GIFTED, TALENTED & CREATIVE P-12 3 HRS.
Supervised Practice II: Gifted, Talented & Creative P-12 requires students to draw on knowledge and skills gained in previous gifted education courses to plan and carry out relevant, appropriate projects with diverse gifted children and adolescents at P-12 grade levels.

SPORT LEADERSHIP

SL 100. FOUNDATIONS OF SPORT LEADERHIP & RECREATION 3 HRS.
This course describes and interprets sport leadership and recreation services, including the nature, scope, and significance of sport leadership and recreation as a social and economic force in contemporary society. The course includes the historical and philosophical foundations of sport leadership and recreation; examination of agencies providing services, professional organizations, and career opportunities.

SL 320. CROSS-CULTURAL LEADERSHIP IN SPORT AND RECREATION LEADERS 3 HRS.
This course is designed to prepare undergraduate students to become well-rounded sport and recreation leaders by focusing on cultural factors that influence international/intercultural relations. The course will encompass relationship building and group dynamics through commonality of purpose and values as well as identifying and understanding contextual and cultural differences covering a variety of topics including regional history, customs, traditions, world views, and language. Through this course, current and aspiring sport and recreation leaders will learn how to become effective communicators in their respective contexts as well as determine effective ways to influence and motivate people in the global community to reach common organizational goals. Concurrent enrollment in SL100 is recommended, but not required.

SL 360. FACILITY DESIGN & MANAGEMENT 3 HRS.
(Prerequisites, SL 100) This course is a systems approach to recreation facility management procedures, including facility design and construction, customer service, staffing, policies and procedures, use of resources, facility and programming promotions, routine and preventative maintenance, safety, emergency procedures, and evaluative techniques.

SL 370. SPORT MANAGEMENT 3 HRS.
(Prerequisites, SL 100.) This course will center on helping future leaders in the sport leadership and recreation professions understand the concepts and applications of effective sport and recreational sport programming and administration. The class will especially focus on helping future sport leaders to initiate, maintain, and enhance sport programs.

SL 374. DELIVERY SYSTEMS & ISSUES IN SPORT LEADERSHIP 3 HRS.
(Prerequisites, SL 100) This course is a comprehensive study of commercial, hospitality, military, non-profit agency, outdoor, travel and tourism, 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.

SL 389. EVENT & PROGRAM DESIGN IN SPORT LEADERSHIP 3 HRS.
(Prerequisite, SL 100.) This course is designed to present theory, research methods, process of program planning, promotion, organizing, implementation, and evaluation as applicable to a variety of programs. Several types of programming and promotion 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 and promotion. The development of critical thinking toward the implementation of recreation programming and promotion will be introduced.

SL 395. PRACTICUM IN SPORT LEADERSHIP & RECREATION 2 HRS.
(Prerequisite, SL 100. Sport Leadership & Recreation majors only) This sport leadership and recreation practicum is designed to familiarize the

recreation major with the diverse settings and potential career paths they can pursue for Practicum II (SL470), internship (SL570) and jobs upon entering the work force. This practicum experience offers the student an opportunity to become cognizant of the scope of knowledge, skills and responsibilities often expected of recreation professionals in a variety of work settings and offers a glimpse into what they will be assisting with or performing during their Practicum II experience.

SL 401. AQUATIC MANAGEMENT 3 HRS.
(Prerequisite, RC 100) The course is designed to give students the knowledge and skills to manage aquatic facilities. It will examine resources, program/service elements, specific aquatic personnel training, aquatic facilities, professional organizations, legalities, trends, chemical and mechanical needs, and career opportunities related to aquatic facilities. This course will also incorporate lifeguarding training principles and responsibilities from a management perspective.

SL 420. LEADERSHIP IN THE SPORT INDUSTRY & RECREATION 3 HRS.
(Prerequisite, SL 100) This course is designed to give students comprehensive knowledge of the management process, become acquainted with various leadership theories and techniques, as well as group dynamics and problem solving skills, in sport leadership and recreation service agencies. This will offer experiences of organizing leadership practices and financial resources in a variety of sport leadership and recreational settings.

SL 430. REVENUE MANAGEMENT IN SPORT LEADERSHIP & RECREATION 3 HRS.
This course is designed to give students comprehensive knowledge of the revenue management process of sport leadership and recreation organizations. Major emphasis will be on policy formation, budgeting, personnel expenses, physical resources expenses, program expenses, and the legalities associated with revenue management.

SL 440. INDEPENDENT STUDY IN SPORT LEADERSHIP & RECREATION 1-3 HRS.
(Prerequisite SL 100) A critical analysis and study of selected problems, trends or issues in the areas of sport leadership and recreation. Utilizes individual and group discussions, resource persons, and a review of literature.

SL 451. PROFESSIONAL DEVELOPMENT IN SPORT LEADERSHIP & RECREATION 1 HR.
(Prerequisites, SL 395.) 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.

SL 470. PRACTICUM II IN SPORT LEADERSHIP & RECREATION 3 HRS.
(Prerequisites, SL 395. Sport Leadership & Recreation majors only.) This sport leadership and recreation practicum is designed to prepare the student with skills and abilities to successfully compete in the quest for an internship and a professional job. This practicum experience offers an opportunity to gain further insight into recreation content, problems, issues and skills previously studied. It offers the student opportunities to apply these during this practicum experience.

SL 570. INTERNSHIP IN SPORT LEADERSHIP & RECREATION 12 HRS.
(Prerequisites, SL 470. Sport Leadership & Recreation majors only.) The internship is designed to provide the student an in-depth experiential education opportunity with an approved agency or business. The student will work under the direct supervision of an approved full time professional and a university supervisor.

SOCIOLOGY

SO 100. FIRST YEAR EXPERIENCE: TRANSITIONS AND CONNECTIONS 1 HR.
(Consent of instructor needed.) The purpose of this course is to provide first-year students majoring in either sociology or crime and delinquency studies with a first-year seminar experience that will help them achieve success at Emporia State University. In addition to providing essential information about university and discipline requirements, the course will assist students in making connections with faculty, fellow students, staff, and the local community, that will not only help them realize their educational and career goals, but to enrich their personal lives as well. Consistent with successful first-year experiences nationwide, this course will focus on helping students develop relationships with members of the university community that will embed them is a culture of hard work, academic engagement, and service.

SO 101. INTRODUCTION TO SOCIOLOGY 3 HRS.
A study of the factors in the social life of people, such as culture, groups, collective behavior, communities, social institutions, and social change.

SO 125. INTRODUCTION TO CRIMINAL JUSTICE 3 HRS.
This course provides an overview of the criminal justice system, focusing on the American criminal justice system including law enforcement, courts, and corrections.

SO 135. INTRODUCTION TO FORENSIC SCIENCE 3 HRS.
Forensic Science is the application of science to the law. This course introduces the non-scientist to a comprehensive overview of the field and the many disciplines of forensic science. It will explore the role of forensic scientists in the legal system and how forensic science is utilized in the criminal justice system.

SO 261. INTIMATE RELATIONSHIPS 3 HRS.
Emphasizes the relationships in marriage and family living both theoretically and anecdotally. A study of individual differences, family structures and functions, external forces affecting the family, and changes over the family life cycle will be addressed.

SO 300. TOPICS IN SOCIOLOGY 1-3 HRS.
Investigations into selected areas of sociological thought.

SO 301. SPORT IN SOCIETY 3 HRS.
A sociological analysis of sport in contemporary American Society. Focus is upon sport as a form of social interaction which reflects, reinforces, and helps create basic societal norms, values, attitudes, and beliefs. The impact of sport on the basic social institutions of family, church, school, government, and economics is analyzed from a sociological perspective.

SO 302. INTRODUCTION TO LGBTQ STUDIES 3 HRS.
This course is an interdisciplinary introductory look into Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Studies. This course focuses on how sexual orientation and gender identity concepts work in regards to history, politics, literature, technology, art, music, and philosophy. Students will work towards a deep understanding of the intersectionality of privilege and oppression as they relate to the LGBTQ community and culture.

SO 303. SOCIAL DEVIANCE 3 HRS.
A comprehensive treatment of deviant behavior from the sociological perspective. Focus is upon the social processes involved in defining deviance, becoming deviant, and reacting to deviance and deviants. Selected specific areas of deviant behavior in American society will be explored and analyzed.

SO 304. SOCIOLOGY OF THE BODY 3 HRS.
This course will examine societal perspectives of the body. Students will not only use academic sources but explore how society has portrayed the body through various media forms such as film, music and the internet. Students will also refer to current issues and immediate media coverage of the body.

SO 305. SEX, DRUGS AND ROCK & ROLL 3 HRS.
The course will concentrate on the characteristics of social movements in America during the latter half of the 20th century. The social cycles of the past 50 years will be studied from the sociological viewpoint with attention given to the changes in morals, mores, and ideals over time. As part of this study subjects such as the Vietnam War, the draft, political objectives, the Civil Right Movement, Women's Movement, the sexual revolution, and other social revolutions will be examined in depth. Additionally, the effects on society, legal aspects and theories will be a part of the class as well. We will also take a brief look at the current social movements happening in the Mideast today in temples of application of theory and conjecture. A variety of media will be utilized.

SO 306. DEATH AND DYING 3 HRS.
This course will examine societal perspectives of death and dying. Students will not only use academic sources but explore how society has portrayed death and dying through various media forms such as film, music and the internet. Students will also refer to current issues in the area of death and dying and immediate media coverage of death and dying.

SO 307. POP CULTURE 3 HRS.
This course will examine popular culture as an influential institution within our society. Students will take a critical look at popular culture from a sociological perspective. Within this foundation, students will be analyzing society through popular culture.

SO 308. CRIME AND DELINQUENCY PREVENTION 3 HRS.
In this course we will examine various crime and delinquency prevention policies and programs. Topics covered will include basic concepts in crime and delinquency prevention, theories of prevention and research on program effectiveness. The emphasis will be on preventing delinquency as a mechanism to reduce future criminality.

SO 309. LAW AND THE LEGAL SYSTEM 3 HRS.
This course will survey the field of law enforcement as a profession. It will cover the historical development, current and future concepts and trends, and study the roles and functions of law enforcement agents as components of the justice system. An examination of important legal principles and concepts will also be included.

SO 310. LAW ENFORCEMENT 3 HRS.
This course studies the evolution of law enforcement in the United States, law enforcement as a career, police operations, critical issues in law enforcement, and the role of law enforcement within criminal justice system.

SO 311. SERIAL KILLERS 3 HRS.
In this course an academic approach will be utilized to help provide an explanation for the crime of serial killing. We will examine its impact upon American citizens, how we think about this social and psychological crime, and how it has impacted the criminal justice system in the United States. Additionally, we will examine and discuss the possible psychological makeup of such killers, their methods and some ideas as to how they become killers. We will also look at their ethnic background, genders (yes, there are female serial killers) and study cases of such killings. In a related area we will also look at mass murderers and compare them with serial killers.

SO 312. SOCIOLOGY OF ORGANIZATIONS 3 HRS.
How do organizations form? Where do they come from? What accounts for success and failures? How are organizations used? This course will begin to answer these questions by encouraging you to think critically and analytically about organizations. This course is primarily a theory course and not a course in leadership, managerial, or entrepreneurial skills.

SO 313. SOCIAL PROBLEMS 3 HRS.
This course is designed to equip students with a solid theoretical and practical approach to addressing social problems that are relevant to everyday life in the 21st century. The course incorporates an applied focus, including an experiential project.

SO 315. CRIMINAL INVESTIGATION 3 HRS.
This course studies the purposes and goals of criminal investigations, crime scene and follow up investigations, physical evidence, interview techniques, criminal law and the investigator's role in the judicial process.

SO 316. ORGANIZED CRIME 3 HRS.
In this course an academic approach will be utilized to analyze organized crime in the United States as well as its historical origins in different countries. In addition, the historical foundations of organized crime; which led to its development and current status will be explored. Students will also gain some familiarity with the jargon of organized crime, as well as explanations for it and the various measures undertaken the legal system in this country to control it.

SO 317. POLICE INTERROGATION 3 HRS.
Interviews and interrogations are critically important to criminal investigations. The ability to conduct them properly and within legal boundaries will determine an investigators success. This is a conceptual and core knowledge course that will provide students an overview of investigative interviews and interrogation in America. Topics will include the importance and use of investigative interviews and interrogations; strategy development; legal and ethical considerations; interviewer bias and other psychological influences; documentation; and courtroom testimony.

SO 318. INVESTIGATIVE REPORT WRITING 3 HRS.
The ability to produce a complete and professional report is a crucial element of success for today's processionals. This is particularly true for contemporary Criminal Justice vocations. This course is designed to provide students an overview of investigative report writing and provide elements of understanding which will enable them to produce professional and complete reports. Specific emphasis is placed upon production of the report narrative in which the writer conveys thoughts and experiences for the purpose of documentation and potential testimony in court proceedings. Topics will include legal and ethical issues, note taking, rules of writing, and courtroom testimony.

SO 319. COMMUNITY POLICING 3 HRS.
The relationship between police and the community will always be a critical part of effective American law enforcement. Without public trust, the system will fail. Philosophies, strategies, and social context all drive the way in which this relationship is evolving over time. This course will review the history and context of community-oriented policing through both a macro and micro lens. Students will examine and discuss various aspects of this issue from a contemporary public and government perspective.

SO 320. SOCIAL STRATIFICATION 3 HRS.
Comparative analysis of inequalities of wealth, power and prestige in contemporary societies; class aspects of community structure and social mobility.

SO 325. MEDICAL SOCIOLOGY 3 HRS.
Relationship of sociology to the science of medicine; sociological analysis of the role and status of medical and paramedical personnel in the United States; relationships of medicine to the basic institutions.

SO 330. VICTIMOLOGY 3 HRS.
This course will explore victimization, responses to victimization, offender-victim relationships, violence, crime prevention and crime victim programs. Relationships to the law, sociology, psychology, and criminology will also be examined.

SO 335. CRIMINAL COURT PROCESS 3 HRS.
This course will cover law enforcement, courts, and corrections.

SO 336. ETHICS AND PROFESSIONALISM IN CRIMINAL JUSTICE 3 HRS.
This course is a critical examination of the diverse ethical issues encountered in the American criminal justice system. The focus is on comparing and contrasting the principles of moral philosophy and ethical theory to the practices of criminal justice agencies.

SO 340. COMMUNITY CORRECTIONS 3 HRS.
This course will study the evolution of community corrections in the United States. Diversion and pretrial programs, aspects of probation and parole, economic sanctions and intermediate sanctions, and the future of probation will also be explored.

SO 342. HOMELAND SECURITY 3 HRS.
This course will provide an overview of the history of terrorism in the United States, a brief look at terrorist groups, and a thorough exploration of the Department of Homeland Security.

SO 343. TERRORISM 3 HRS.
In this course an academic approach will be utilized to provide an overview of the crime of terrorism, its impact upon American citizens and politics; as well as the criminal justice system in the United States. The makeup of the terrorist groups, their ethnic background, gender ideals and beliefs, and any part that such beliefs play in their formation and behaviors will be stressed in this course.

SO 345. INTRODUCTION TO SOCIAL WORK 3 HRS.
This course will address the mission of social work, career opportunities, basic practices and techniques needed for working with special populations. This course also provides the student an opportunity to explore social work careers within the community, as well as explore one's ethics and values and how they impact your actions and decisions.

SO 347. SOCIAL WORK AND HUMAN BEHAVIOR 3 HRS.
This course will address the mission of social work, career opportunities, basic practices and techniques needed for working with special populations. This course also provides the student an opportunity to explore social work careers within the community, as well as explore one's ethics and values and how they impact your actions and decisions.

SO 350. ADULT DEVELOPMENT AND AGING 3 HRS.
Current social theory and research related to human development during the adult life cycle from young adulthood through old age.

SO 351. INTRODUCTION TO SOCIAL WELFARE 3 HRS.
An introductory course designed to familiarize the student with the field of social welfare, its concepts, methods, and basic processes. Further attention is given to present organization and practices of contemporary agencies and the professional opportunities they offer.

SO 352. SCHOOL AND SOCIETY 3 HRS.
A sociological analysis of education, the school as a social institution, the culture of the school and the interrelationship of society and education.

SO 353. CRIMINOLOGY 3 HRS.
An analysis of the legal system and the legal process through which individuals become defined as criminal; discussion of the possible causes of criminal behavior; analysis of the effectiveness of the present penal system, i.e., methods of rehabilitating and attempts to deter future crimes.

SO 354. INFORMATION, TECHNOLOGY, AND SOCIETY 3 HRS.
This course will provide students with information and preparation needed to understand how human relationships and social institutions are being altered by information technologies. The impact of information technologies on personal relationships, the family, education, medicine, entertainment, religion, politics, warfare, the economy, and criminal justice will be explored.

SO 355. JUVENILE JUSTICE SYSTEMS 3 HRS.
In this course we will explore some of the major issues and problems facing the juvenile justice system(s) in the United States. Specifically, we will examine the ways in which juveniles (status offenders and delinquents) are processed, and the social, political, and individual impact of juvenile justice practices.

SO 356. SOCIAL WELFARE ISSUES 3 HRS.
In-depth exploration of a limited number of timely social issues, examining each in historical, political and social context to fully understand the problems and possible solutions.

SO 357. GLOBAL PROBLEMS 3 HRS.
(Prerequisite: SO 101; Corequisite: SO 313.) Sociology centers on the development, structure, and functioning of human groups; social and cultural patterns; and the principal social processes. This course critically examines major contemporary global problems from the perspectives of social institutions, culture, inequality, racial and ethnic groups, political and economic structures, and social policy. The course explores the impact global problems have on different groups and discusses possible solutions. Topics include all aspects of the Millennium Development Goals, global inequality, global conflict, migration, and global climate change. Special emphasis is placed on issues in sub-Saharan Africa.

SO 360. SOCIAL WORK, FAMILIES AND CHILDREN 3 HRS.
This course will address the field of social work and how social workers make an impact with families that face emotional difficulties, poverty, child abuse, etc. Students will have the opportunity to learn a variety of therapy models and tools. This class will also explore current events and how these events relate to the social work profession.

SO 361. RURAL SOCIETY 3 HRS.
(Prerequisite: SO 101; Corequisite: SO 313.) This course is designed to study the social structures, cultures, practices, civic-life, and belief systems that construct local, regional, and global rural society. By comparing and contrasting the theoretical components of mechanical (rural) and organic (urban) societies, students will learn basic tools of ethnography and qualitative methods used to explain social cohesiveness in and against a relationship with global systems.

SO 362. SOCIOLOGY THROUGH FILM 3 HRS.
This is a sociology course, not a course in film, the history of the cinema, or the structure and technique of film-making. Therefore, it examines a number of important sociological topics or issues, through the medium of film - the 7th art. The main focus is on the sociological treatment and understanding of these topics and themes, as mediated or facilitated through the cinematic art. Film, as one of the art forms, can be an effective vehicle for social commentary, analysis, and criticism, and this is where we find its sociological relevance.

SO 365. WOMEN AND CRIME 3 HRS.
This course explores the systematic challenges that women face as victims, perpetrators and professionals with the criminal justice system. Students will be introduced to feminist criminology and its contributions to the research on women and crime. Additionally, this

course focuses on the sources of data collection for victims, perpetrators and professionals within the criminal justice system.

SO 370. RACE & ETHNIC RELATIONS 3 HRS.
An analysis of relationships among ethnic and racial groups, recent social trends, and the nature and causes of prejudice and discrimination. Emphasis upon intergroup education, methods of research, programs designed to reduce intergroup tension.

SO 371. SOCIOLOGY OF SOCIAL MOVEMENTS 3 HRS.
This course provides an undergraduate level introduction to the study of social movements and collective action. This course is structured to emphasize lasting contributions to the field of social movement research while drawing attention to key, contemporary debates. This course will focus on primary sociological work examining the major theoretical perspectives driving research, the debates surrounding the field, and discuss some of the major theoretical issues.

SO 375. HOMELESS AND RUNAWAY YOUTHS 3 HRS.
This course will examine historical perspectives, politics, causes, housing, special populations, and solutions among the homeless and runaway youths.

SO 380. INTRODUCTION TO GRANT PROPOSAL WRITING 3 HRS.
Introduction to Grant Proposal Writing is a course for students who want to work in a non-profit agency or organization seeking to fund community services and programs, and for preparing to go into the "helping professions." The focus is on identifying funding sources and basic grant proposal sections.

SO 400. THE FAMILY IN SOCIAL CONTEXT 3 HRS.
This course examines the family as one of society's most significant social institutions. The relationship between the family and other institutions such as the economy, education, the political order, religion, medicine and entertainment will be explored in detail. Students will understand the family, its structure and functions and forces that lead to both stability and change.

SO 401. SOCIOLOGY OF RELIGION 3 HRS.
(Prerequisite: SO 101, Corequisite: SO 313.) Religion shapes culture, and in turn shapes what we deem to be normal in life. This course will focus on how to examine religion sociologically from theoretical perspectives that explain social organization and belief. Examining where religion and belief impact other social arenas such as politics, civic life, social welfare, education, socialization of the family, and public observances, students will develop practical and interactive skills that will help expand their worldview on religious and secular life.

SO 402. SOCIOLOGY OF SLAVERY 3 HRS.
To examine the nature of slavery in the ancient world vs. the structure of modern slavery and to examine the material and the cultural aspects of life under slavery in the American continent.

SO 403. SOCIOLOGY OF CORRECTIONS 3 HRS.
Analysis and investigation of origins, processes, organization and contemporary trends of both adult and juvenile corrections in America. Focus will be placed on management, control and treatment of adult and juvenile offenders in both institutions and community based programs.

SO 405. URBAN SOCIETY 3 HRS.
Nature, extent and causes of urbanization; ecology of cities and metropolitan regions; urban types and institutions.

SO 406. POPULATIONS 3 HRS.
(Prerequisite: SO 101; Corequisite: SO 313.) Whether you realize it or not, demographic processes are constantly influencing your life. Patterns of childbearing (fertility), death (mortality), and the geographic movement of humans (migration) all have direct and indirect impacts on your life. Demography, also called Population Studies, is the study of human populations in terms of their size, composition, and distribution, and the causes and consequences of changes in these three characteristics. Demography is a fascinating topic because it deals with many questions you may find personally relevant, such as: At what age will I marry? Have children? Will I live with my partner before marriage? What are my chances of divorce? What kind of job will I have? How many times will I move? When will I retire? How long will I live? What will I most likely die of? In sum, nearly all of the major events in your life have demographic implications.

SO 408. CHILD ABUSE AND MALTREATMENT 3 HRS.
The course will address characteristics of physical, sexual, and emotional abuse as well as neglect and inadequate parenting and their effects on child and adolescent victims. Past and current cases will be discussed at length. Social issues will be discussed. Community professionals will share their expertise and experiences.

SO 410. INTIMATE VIOLENCE 3 HRS.
An interdisciplinary examination of domestic violence as a social problem. The course will address characteristics of family violence by examining child abuse and neglect, spousal and partner abuse, sexual assault, and elder abuse.

SO 415. SOCIOLOGY OF CHILDHOOD AND ADOLESCENCE 3 HRS.
An interdisciplinary examination of contemporary childhood and adolescence with emphasis on sociological issues affecting youths.

SO 418. JUVENILE DELINQUENCY 3 HRS.
Covers the causes and extent of delinquency along with identifications, treatment, and prevention. Included are topology and case history concepts.

SO 420. SOCIOLOGY OF DIVORCE 3 HRS.
This course will focus on the effects of divorce on parents and children by defining divorce as a process rather than a singular legal event. Included will be discussion of post-divorce parenting, one-parent household, step family relationships and public policy.

SO 430. SOCIOLOGY OF GENDER 3 HRS.
The course will consist of readings, lecture, perhaps guest speakers, videos, whole class and group discussion, structured observation, individual or group assignments and projects. Gender issues and conflicts.

SO 440. PROFESSIONAL DEVELOPMENT 1 HR.
The course is designed to provide students in sociology and CDS with training in many skills which are vital to their career success, but which are not routinely covered in other sociology courses. These skills include preparing résumés, the job search, job interview questions/issues/tips, student portfolios, job application, presenting research papers, business etiquette, graduate school process, goal setting, and GRE preparation.

SO 450. RESEARCH METHODS & STATISTICS 3 HRS.
(Prerequisite, Junior status.) The purpose of this course is to introduce students to the basics of social research methodologies and statistics. This course will allow conscientious students to acquire practical skills that will help them on the job, in graduate school, and everyday life. Students will leave this course with specific skills that will prepare them for careers, graduate school, and citizenship.

SO 455. APPLIED CRIMINOLOGICAL THEORY 3 HRS.
This course explores the systematic study of crime, criminals, victims, and the criminal justice system through an application of sociological and criminological framework. Students will consider the theoretical schools of criminological thought, as well as the application of the nature and types of crime to contemporary policies. This course equips

students to live in a diverse society by considering criminological ways of thinking to explain social inequalities and its relation to crime. In doing so, this course focuses on the interactions between the criminal justice system and other social institutions.

SO 459. SEX AND GENDER: SOCIETY AND THE BODY 3 HRS.
In this course, students will be able to describe basic reproductive anatomy & physiology, the social construction of sex and gender, and how these biological processes and societal norms have shaped our views of pregnancy, abortion, assisted reproductive technology, and the difference between sex and gender.

SO 460. SOCIETY AND PERSONALITY 3 HRS.
A study of the concepts, theories and experimental evidence related to the behavior of the person to group factors, including the interaction process, socialization process, social roles and social stresses, and attitude organization and changes.

SO 463. INTERSECTIONALITY AND IDENTITIES 3 HRS.
This course examines how different human characteristics, typically used to justify oppression, intersect to create multiple dimensions of difference. This intersectionality is used to examine different identity formations.

SO 465. LEADERSHIP & PROFESSIONAL DEVELOPMENT 3 HRS.
(Consent of instructor.) This course prepares students for today's job market and bridges the gap between graduation and entrance to the workforce through an applied approach. In doing so, this course allows students to reflect on their leadership style and contemporary issues facing workers, including burnout, networking, and diversity, equity, and inclusion, among other issues. Students will be equipped with tangible tools needed to prepare for the workforce. This course is designed for students near the end of their academic studies, and it is recommended that students be a major or minor in sociology or criminology.

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. PRACTICUM IN APPLIED SOCIOLOGY 1-6 HRS.
This course is designed for students wanting to complete an internship in applied sociology. The student is placed with a social service agency to gain practical experience in social service activities, planning, and leadership. It will enable the student to obtain a realistic perception of working in the social service field and learn how to apply sociological theories and concepts to better understand social interaction.

SO 473. INTERNSHIP IN APPLIED CRIMINOLOGY 1-6 HRS.
This course is designed for students wanting to complete an internship in applied criminology. The internship offers students the opportunity to experience the criminology and criminal justice fields firsthand. It will enable the student to obtain a realistic perception of criminal justice work and how to apply criminological theories and concepts necessary for a better understanding of crime and delinquency.

SO 474. FIELD EXPERIENCE 1-3 HRS.
(Prerequisite: Consent of instructor.) Field experience requires students to engage in high-impact, experiential learning by providing the opportunity to apply knowledge learned in the classroom to a practical field experience. Field experiences may range from local to international depending.

SO 480. COMMUNITY MENTAL HEALTH 3 HRS.
A comprehensive study of the community mental health model from its inception to present day operation and a look toward the future. Social factors, philosophy of early intervention, local control, and services offered will be reviewed, and career selection will be included.

SO 490. GRADUATE SCHOOL PREPARATION 3 HRS.
(Prerequisite, consent of instructor.) The Graduate School Preparation course is designed to introduce students to the elements of teaching at the higher education level. Development of a teaching philosophy, development of course modules, creating learning rubrics, and course assessment will be covered.

SO 501. SOCIOLOGICAL THEORY 3 HRS.
(Prerequisite SO 101 or SO 313). 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. Auguste Comte, Karl Marx, Max Weber, and Emile Durkheim.

SO 505. DRUGS: SOCIETY AND THE BODY 3 HRS.
In this course, students will be able to describe the scheduling and regulation of various drugs, the basic pharmacological effects of these drugs on the human body, and the impact that these drugs have on society. Students will be able to describe the reasons that various drugs are regulated the way that they are based on societal norms and biological effects.

SO 510. THEORIES OF CRIME AND DELINQUENCY 3 HRS.
(Prerequisite, SO 450 and junior status.) This course is designed to provide the student with an in-depth knowledge of major criminological theories. Topics will include (but not limited to): classical, positivist, functionalist perspectives, etc., and associated theorists. By analyzing a variety of theories, it is also hoped that the student will develop a theoretical view of their own and a critical (i.e., analytical) orientation toward theory in particular and social interaction in general.

SO 520. APPLIED CRIMINOLOGY: CRIME AND DELINQUENCY PREVENTION 3 HRS.
(Prerequisites: SO 450 and Junior Status.) The purpose of this course to examine different strategies and programs for the prevention of crime and delinquency. Special attention will be paid to the empirical and theoretical foundations of prevention and intervention efforts.

SO 535. VICTIM PROTECTION AND ADVOCACY 3 HRS.
This course introduces students to the practice and roles of victim protection and advocacy professionals and service providers. Students will examine best practices in personal advocacy, intervention, legal rights of victims, financial assistance, support group, medical and mental health assistance, appropriateness and accessibility, cultural competency, confidentiality, and service location safety and service protocols. The course is designed from a victim-centered perspective, that is, a respect for the dignity of the victims and their relatives. The course is aimed at emphasizing the needs and wishes of the victim and their relatives.

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. SOCIOLOGICAL STATISTICS 3 HRS.
(Prerequisite, SO 450 and Junior or Senior status.) This course will provide you with advanced training in social research methodologies, including statistical analysis techniques. During this course you will learn statistical and computer techniques, and participate in designing, conducting, and reporting the results of a research project.

SO 553. COMMUNITY ORGANIZATION AND DEVELOPMENT 3 HRS.
(Prerequisites, junior/senior standing, and/or graduate credit, or permission of instructor.) A multi dimensional, interdisciplinary study

of the community--including resources, problems, surveys, and social action models in the development of effective task group organization and leadership.

SO 560. DIRECTED RESEARCH 3 HRS.
(Prerequisite, SO 450 and consent of instructor) The Directed Research course allows students to design and conduct an original research project in preparation for future graduate school studies. Direct Research is one course in the Graduate School Concentration in the Applied Sociology and Applied Criminology programs; however, any student may enroll in the course with prior authorization. Each student who chooses to enroll in Directed Research must submit a signed Undergraduate Directed Research Contract, which provides basic information about the proposed research, to the supervising faculty member.

SO 565. APPLIED SOCIOLOGICAL THEORY 3 HRS.
(Prerequisites, SO 450 and junior status.) This course is designed to read, reflect, reason, and apply sociological theory in both practical and engaged ways. Each week, students will engage in two forms of theory engagement: Salon and Field Application. Salon requires students to lead discourse, engaging fellow students in an atmosphere of deep discussion of classical, modern, and applied theories. Field experience will use the University campus and local community to apply the theoretical hypotheses of selected theorists to everyday experiences.

SO 570. GRADUATE SCHOOL PREPARATION 3 HRS.
(Prerequisite, SO 450 and consent of instructor.) The Graduate School Preparation course provides students with the opportunity to learn about graduate school culture, expectations, and teaching experiences. Graduate School Preparation is one course in the Graduate School Concentration in the Applied Sociology and Applied Criminology programs; however, any student may enroll in the course with prior authorization. Each student who chooses to enroll in Graduate School Preparation must submit a signed Undergraduate Teaching Assistant Contract, which provides guidelines for expected conduct when assisting a professor with a course, to the supervising faculty member.

SO 580. SENIOR CAPSTONE 1 HR.
(Prerequisites: SO 550, SO 565, Senior status.) This one-hour course is designed for upper-level criminal justice/sociology students to give them tools they need to succeed in a criminal justice/sociology organization and beyond. In this course, you will have the invaluable opportunity to learn about criminal justice/sociology organizations, and their various processes and problems of general importance to the field of criminal justice/sociology.

SO 595. APPLIED DIRECTED PROJECT 3 HRS.
(Prerequisite: SO 450; Corequisite: SO 565; consent of instructor.) The Applied Directed Project course allows students to show their ability to produce a product worthy of future employment or graduate school. This course will focus on the use of learned concepts in applied sociology/applied criminology to develop a project proposal for a community organization.

SO 709. SEX EDUCATION 3 HRS.
A cross disciplinary course which will focus on the physiology of sex, venereal disease, socio psychological aspects of sexuality and the methods applicable to instruction, counseling, and communication in sex education.

SO 710. ADVANCED APPLIED SOCIOLOGICAL THEORY 3 HRS.
The course examines diverse theories and practices of applied sociology, as well as debates over the meaning of the concept. Inevitably, we will confront and discuss the nature and purpose of sociological inquiry, the relationship between commitments to ethics, law, and social justice and to modes of science and "knowing." The intent is to help us better grasp how and why differing communities of scholarship in sociology have responded as they have to the call for more applied sociology.

SO 720. QUALITATIVE RESEARCH METHODS 3 HRS.
This course explores different types of qualitative research methods (interviews, focus groups, observation, ethnography, content analysis) and equips students with the skills and knowledge of various forms of qualitative data collection and data analysis techniques. Students will also consider ethical issues that may arise when conducting qualitative research.

SO 730. GRANT PROPOSAL WRITING 3 HRS.
This course will introduce you to the broad principles of the grant-writing profession in theory and practice. Fundamental of the profession, which has multiple manifestations, will be covered including problem research, working with stakeholders, needs and asset assessments, and funding sources**.**

SO 732. LEADERSHIP AND SOCIAL JUSTICE 3 HRS.
This course focus is on tools and theory needed to become successful change agents, activists, and community organizers by exploring how grassroots movements transform communities, cultural norms, and global systems. This course is also an examination of human rights regarding social justice as well as civic engagement as a means of leadership.

SO 736. COMMUNITY BUILDING AND DEVELOPMENT 3 HRS.
This course focuses on theory and practice associated with community-engaged work to effect social change and build capacity in communities. Community-based participatory research is the method utilized in this course with a focus on community mapping, needs and assets assessment, and project planning via equitable partnerships.

SO 738. PUBLIC SOCIOLOGY 3 HRS.
This course is an examination of the variety of perspectives of what it means to practice public sociology including the historical, philosophical, theoretical, and methodological dimensions of public sociology within the United States. The focus will be on the evolution of the field and the interplay between social scientific knowledge and public decisions and debates.

SO 740. INTERSECTIONALITY AND IDENTITIES 3 HRS.
This course examines how different human characteristics, typically used to justify oppression, intersect to create multiple dimensions of difference. This intersectionality is used to examine different identity formations.

SO 742. CRIME CAUSATION, PREVENTION, AND CONTROL 3 HRS.
This course explores crime prevention theory and practice by considering the nature and extent of various types of crimes and the ways in which these crimes are addressed by individuals, communities, and law enforcement. Students will consider various crime prevention policies and crime reduction strategies.

SO 744. CRIMINAL JUSTICE ORGANIZATION AND MANAGEMENT 3 HRS.
This course focuses on the principles and development of management and supervision practices in criminal justice agencies, such as the courts, law enforcement, and correctional institutions. This course considers leadership and organizational issues, ethical issues in the field, as well as management and personnel-related topics.

SO 746. COMMUNITY POLICING 3 HRS.
This course focuses on the evolution and development of collaborative partnerships between the police and the community. This course considers various philosophies and models regarding community policing and its ability to prevent crime, as well as current issues in the

field of community policing, such as race relations, police presence, and the issue of power.

SO 750. SEMINAR IN SOCIOLOGY 1-3 HRS.
(Prerequisites, six hours of sociology and permission of instructor.) In-depth concentration of specialized area in sociology for more advanced students.

SO 752. EDUCATIONAL SOCIOLOGY 3 HRS.
An interpretation of education from the sociological point of view. Institutionalized education of schooling distinguished from the broader concept of education, which is a continuous process arising out of various institutions and groups, both formal and informal.

SO 760. PROGRAM EVALUATION AND PERFORMANCE MANAGEMENT 3 HRS.
This course explores the organizational, methodical, and professional issues involved in evaluating programs and measuring performance in public and non-profit organizations. This course will introduce you to the framework of evaluation, the development of plans for evaluations, and the data collection tools for implementing evaluation.

SO 764.ADVANCED RESEARCH ANALYSIS 3 HRS.
(Graduate status) In this course we will apply methodological skills learned in SO 720 Qualitative Methods. Students are provided real-world data from one of our community partners. Using advanced qualitative and quantitative software students will complete the research process (aside from data collection). By the completion of this course students will: develop research questions grounded in theory, understand prior research conducted, thoroughly analyze data, and report their findings in the form of an article that will be submitted to our community partner and could be submitted for peer-review.

SO 790. APPLIED SOCIOLOGY CAPSTONE 1-3 HRS.
(Prerequisite: Graduate Director Approval.) Students carry out a service-learning placement in an agency/organization relevant to their area of study. Under the supervision of a faculty mentor and the on-site supervisor, students engage in applying conceptual training to a practical problem. They are required to submit a proposal for an applied project/deliverable, then complete the work proposed for a total of 6 credit hours (requires two separate block enrollments in the course) and 200 hours working with the organization.

SO 791. APPLIED SOCIOLOGY THESIS 1-3 HRS.
(Prerequisite: Graduate Director Approval.) Students carry out a service-learning placement in an agency/organization relevant to their academic area of study. Under the supervision of a faculty mentor and the on-site supervisor, students design a thesis proposal to address questions relevant to the placement agency/organization. Upon approval of the proposal, the student will complete the study and submit it to their faculty mentor. An executive summary of the research will be provided to the on-site supervisor. This course requires two separate enrollments for a total of 6 credit hours and 200 hours work with the organization.

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.

COMMUNICATION

SP 100. INTERPERSONAL COMMUNICATION 3 HRS.
An introduction to the principles and practices of spontaneous, informal interaction between or among human beings. A lecture- laboratory course designed to increase understanding of the process of communicating with another person and develop basic interpersonal skills through structured experiences, group interactions, and readings.

SP 101. PUBLIC SPEAKING 3 HRS.
An introduction to the principles and practices of preparing and presenting speeches to audiences. A lecture-laboratory course designed to increase understanding of, and develop skills in, the processes of audience analysis, speech preparation, and speech presentation.

SP 142. INTERCOLLEGIATE FORENSICS I 1-3 HRS.
An introduction to tournament techniques and experience designed for those students actively participating in intercollegiate forensic competition.

SP 222. ARGUMENTATION AND DEBATE 3 HRS.
This course stresses the theory of argumentation and gives some practical experience in the forms of debate.

SP 242. INTERCOLLEGIATE FORENSICS II 1-3 HRS.
(Prerequisite, consent of instructor. Not for general education credit.) A continuation of SP 142.

SP 302. DISCUSSION 3 HRS.
An experiential study of techniques and principles of small group discussion, designed to develop leadership and participation skills. Special focus on group interaction, leader emergence, consensus-making, evaluation of performance, and presenting discussion programs.

SP 303. ORGANIZATIONAL COMMUNICATION 3 HRS.
Traditional and modern concepts of channels of communication in complex organizations (government, industry, education, etc.). Influence of organizational theory on communicative patterns and organizational goals.

SP 304. COMMUNICATION & EMERGING TECHNOLOGY 3 HRS.
This course examines the role of emerging technologies and their relationship with communication. It provides an overview of communication theory and research about emerging technologies and their implications for relationships, organizations, and society. In this course, we will examine theoretical perspectives on the relationship between communication and technology, discuss key developments and debates related to emerging technologies across a variety of contexts, and grapple with ethical issues related to communication in and through emerging technologies.

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 their 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 (l) 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 324. MEDIA AND SOCIETY 3 HRS.
Through study of the history and development of media technology and industries, this course examines the symbiotic relationship between media and society. Topics include: the role of media in shaping social, cultural, and political norms, media representations and constructions of identities, and media and entertainment industries. The course also examines audience usage of media and how to be critical consumers and producers of mediated messages.

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 326. COMMUNICATION THEORY AND REALITY TELEVISION 3 HRS.
This course will examine the history and evolution of the phenomenally popular genre of structured reality television/ reality television through several scholarly theories. By analyzing communication patterns of the participants, the hope is that students will develop a theoretical lens as a viewer or consumer of contemporary television. We also look at issues of this specific media using stereotypes of gender identity, race and ethnicity, geography, and socio-economic status. Theories/theorists will be significantly incorporated into our semester of study.

SP 327. STRATEGIC PLANNING AND COORDINATING SPECIAL EVENTS 3 HRS.
In this course, students will examine the role of communication competence as they gain hands-on experience in event planning. This course looks at events in terms of relationship building within the context of public relations. It develops an understanding of events as a means of strategic communication. Students will learn to anticipate and execute the needs of an organization or community-planned special event. Students will gain an understanding of different types of special events, the factors that go into developing a concept and planning them, and the role of conflict management and the expectations of participants and clients.

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 331. RHETORICAL CRITICISM 3 HRS.
A study of representative critical methods and the theoretical assumptions which lie behind them. Participation in the class involves student writing of frequent critical essays in which the methods are applied to historical and/or contemporary examples of public address.

SP 332. THEORIES OF PERSUASION 3 HRS.
(Prerequisite, SP 100 or SP 101.) A study of the theories of persuasion and their applications, with special emphasis on the rhetorical and psychological principles involved. Consideration of the studies of source credibility, the structure and content of persuasive messages and of attitude change affected by the persuasive discourse. Opportunity for the preparation and criticism of persuasive messages by the students.

SP 334. DIGITAL MEDIA PRODUCTION 3 HRS.
An introduction to the theory and practice of digital media production. A lecture-laboratory, survey course including artistic concepts as well as practical knowledge of planning, shooting/recording, and editing various kinds of media products. Students will complete photo, audio, and video projects, before presenting them to the class.

SP 342. INTERCOLLEGIATE FORENSICS III 1-3 HRS.
A continuation of SP 242.

SP 350. INTERCULTURAL COMMUNICATION 3 HRS.
This course addresses both culture-general and culture-specific approaches to the study of intercultural communication. From a cultural general perspective, awareness and appreciation of cultural differences and suggestions regarding communication strategies to improve interaction with international and co-cultural persons are emphasized. Culture-specific examples are presented and opportunities to explore specific cultures are arranged.

SP 351. STUDIES IN PUBLIC ADDRESS 3 HRS.
Rhetorical analysis of selected topics in the history and criticism of public address, e.g., a speaker or group, debate or a series of debates, social movement, or a political campaign. May be repeated for up to six hours with permission of the instructor, advisor, and dean or designee.

SP 353. ENTREPRENEURIAL COMMUNICATION 3 HRS.
Entrepreneurial Communication empowers students to think independently, to deliver innovative solutions, to learn to thrive as employees. Students will visit the intersection of communication and the implementation of design thinking within the organizational setting while engaging in experiential, experimental, and adaptive encounters with local economic development agencies and business owners who will assist in idea formation and product development – developing an idea/service/product in relation to concept, feasibility, marketability, business model, and understanding to competition.

SP 354. SOCIAL MEDIA FOR STRATEGIC COMMUNICATION 3 HRS.
This course bridges communication theory and practice to provide students with an understanding of how to use social media strategically to communicate on behalf of organizations. This is an applied course where students will study and use a variety of emerging social media

platforms and tools, including tools related to data analytics. Through this course, students will learn to design, execute, and evaluate social media strategies and tactics.

SP 355. PUBLIC RELATIONS WRITING 3 HRS.
Students will receive instruction in specialized advocacy writing for organizations and distribution to the print and broadcast media. The course pays special attention to requirements of writing using the Associated Press Style Manual. Students will apply their knowledge through a series of assignments using different media for distribution.

SP 360. COMMUNICATION AND GENDER 3 HRS.
Study of how gender and other demographic factors influence our communication style and content. Primary emphasis is on one's gender but other factors that interact with gender to influence communication are also studied. Topics include gender filters, language, nonverbal behaviors, intimacy, and gendered communication in the family, schools, the media, and the work place. SP 360 is an elective course which may be taken for the BFA in Communication, the BSE in Speech Communication (Option B), or the Liberal Arts minor in Communication. It may also be taken for the Ethnic and Gender Studies minor.

SP 362. SOCIAL MOVEMENTS 3 HRS.
Students will study and analyze social movement persuasion. The course utilizes a rhetorical perspective to identify and evaluate strategies that movements employ to create identity, recruit members, and promote social change. Students will apply their knowledge through exams and a research project.

SP 365. PUBLIC RELATIONS TECHNIQUES 3 HRS.
This course focuses on using commonly-practiced public relations techniques to achieve organizational goals, with primary emphasis on print, online media and special events. Its primary purpose is for students to take projects from conception through to final production and distribution.

SP 370. TOPICS IN COMMUNICATION 1-3 HRS.
Intensive investigation of particular areas in rhetoric and public address. Offered as a class rather than as an individual project.

SP 400. FAMILY COMMUNICATION 3 HRS.
(Prerequisite, SP 100.) A comprehensive study of the communication process within the family unit. Analysis of how communication undergirds family functioning. Particular emphasis upon understanding and performing communication skills that affect growth and cohesion in the family unit.

SP 403. COMMUNICATION TRAINING AND DEVELOPMENT 3 HRS.
Students in this course learn how organizations determine training needs and develop training programs to meet those needs. The primary focus is on developing communication skills training programs. Oral and nonverbal skills pertinent to conducting effective training programs are examined. To promote experiential learning and the skills-building focus, students in the course must develop and present a training seminar. As a result, pertinent oral and nonverbal communication skills are developed, practiced, and refined.

SP 405. PUBLIC RELATIONS CASES AND CAMPAIGNS 3 HRS.
(Prerequisite, SP 305.) This course combines public relations theory and skills development. Public relations cases are analyzed using public relations principles and theory. Students also apply case knowledge in the field by being assigned to a campaign under the direction of a public relations client-mentor.

SP 432. CONSUMERISM & CULTURE: CRITICAL ANALYSIS OF ADVERTISING 3 HRS.
Students will study and analyze advertising as a specialized form of persuasion. The course utilizes a critical perspective to examine the discursive connections between advertising, culture, and identity. Students will primarily apply their knowledge through analytical papers.

SP 441. HEALTH COMMUNICATION 3 HRS.
This course is a survey of the discipline of health communication. Students will learn how decisions regarding health-related behaviors are influenced by messages, how patients negotiate treatments with health care providers, how we can help others cope with medical difficulties, and how to critically evaluate health research, news, and campaigns.

SP 442. INTERCOLLEGIATE FORENSICS IV 1-3 HRS.
A continuation of SP 342.

SP 444. COMMUNICATION AND SPORTS 3 HRS.
This course is a survey of sporting contexts as observed from the perspective of the communication studies discipline's intellectual foundations. It addresses sport as culture and as community, mediated sporting images and meaning, representations of athlete demographics and experiences, symbols and emotions of fandom, gendered and ethnic stereotyping in team and individual sports, sport crisis management, issues of identity, and sport-centric gaming. Also, the communicative intersections of sport with each of commercialism, nationalism, militarism, and religion are examined. The course is predominately delivered in the seminar format with full-class discussions, of peer-reviewed research articles, inspired by designated student leaders.

SP 451. COMMUNICATION'S ROLE IN CIVILITY 3 HRS.
This course explores communication's role in civility, both theoretically and practically. It looks at meanings of civil discourse, civility, and incivility, and the implications of those for reasoned discourse and deliberation, while also examining how ideas of "civil" communication have been used against underrepresented and marginalized groups. The course also considers ways that we can become better communicators, through facilitating discussions, improving listening skills, and offering reasoned arguments.

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 howto 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.
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 504. ETHICAL ISSUES IN COMMUNICATION & EMERGING TECHNOLOGY 3 HRS.
This course will critically examine current ethical issues related to communication in and through emerging technologies. In this course, students will employ a variety of ethical theories and approaches to reflect on technology and its impacts on society. While the specific ethical issues explored may vary, students will put communication ethics into practice by analyzing case studies and engaging in applied projects.

SP 554. SOCIAL MEDIA INFLUENCER APPLIED PROJECT 3 HRS.
(Consent of instructor) This course is the final course requirement for the social media influencer certificate. This course provides students with an opportunity to apply the skills and knowledge learned in previous courses, while preparing for a career in the social media and/or digital media field.

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 their first intern experience.

SP 572. DIRECTING FORENSIC ACTIVITIES 2-3 HRS.
This course provides a survey of current debate and individual events practices and formats. It also prepares students for directing forensics, coaching debate, leading public discussions or forums, and/or organizing tournaments.

SP 573. ACADEMIC INTERNSHIP II 1, 2 & 3 HRS.
(Prerequisite, SP 473.) Course provides a second instructor-supervised experience for those individuals who wish to develop further their advising and communication skills. Interns must serve in a different course, preferably with a different instructor, than that served during their first intern experience. Not for graduate credit.

SP 574. FIELD INTERNSHIP II 1, 2 & 3 HRS.
This course provides university students with further opportunities to explore and clarify their interests, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the second of two in a sequence of field experience internships with a letter grade option. Not for graduate credit.

SP 575. FIELD INTERNSHIP II 1, 2 & 3 HRS.
This course provides university students with further opportunities to explore and clarify their interests, aptitudes, beliefs, knowledge and abilities through career-related experience. Students are placed in professional paid (optional), supervised positions and complete learning objectives. Students will be required to complete appropriate hours of supervised work. This course creates the second of two in a sequence of field experience internships with a pass/no credit option. Not for graduate credit.

SP 580. CAPSTONE COURSE IN COMMUNICATION RESEARCH METHODS 3 HRS.
This course is the capstone experience culminating the major in the communication studies discipline at Emporia State University. Students learn about the purposes, procedures, ethics, and meanings of scholarly research, as presented in academic communication research journals. They also form teams and complete research projects to be presented as conference paper manuscripts and at the ESU Communication Capstone Poster Session.

SP 722. DEBATE QUESTION ANALYSIS 1-3 HRS.
(Offered only in summer.) Critical analysis of the current high school debate question. A class project is required.

SP 730. SEMINAR IN SPEECH 2-5 HRS.
Seminar classes are offered in such areas as organization communication, mass communication, small group communication,

health communication, supervisory communication, persuasion, nonverbal communication, and public communication.

SP 742. DEBATE QUESTION ANALYSIS AND CASE CONSTRUCTION 3 HRS.
This course is designed to acquaint students with the current high school debate proposition. Special emphasis is placed on case construction and analysis in a workshop setting.

SP 830. RESEARCH PROBLEMS IN SPEECH 2-5 HRS.
Directed reading and research in a specific field of speech communication.

SOCIAL SCIENCES

SS 300. TOPICS IN SOCIAL SCIENCES 1-3 HRS.
This is a readings course for students interested in more in-depth studies in the Social Sciences. Topics, readings, assignments, and due dates will vary based on the particular topic being covered in any given semester.

SS 310. INTRODUCTION TO TEACHING SECONDARY SOCIAL STUDIES 3 HRS.
(Prerequisites, completion of at least 65 hours with a cumulative GPA of 2.5; completion of MA 110 College Algebra (or its approved equivalent) with a C or above; cumulative 2.75 GPA and a minimum grade of C in all courses which apply to the Social Science teaching fields (license).) The purpose of this course will be to introduce future social studies teachers to the framework for teaching the various disciplines that make up the social sciences, e.g., history, government (civics and citizenship education), economics, sociology, and anthropology.

SS 320. APPLIED CIVIC ENGAGEMENT FOR THE MIDDLE AND SECONDARY SOCIAL STUDIES TEACHER 3 HRS.
(Prerequisite; ED 220 and BSE majors.) This course will focus on the best practices for effective civic learning/civic engagement, and how preservice teachers in the field of social studies education can apply those best practices in a middle or high school civics or government class.

SS 460. TEACHING SECONDARY SOCIAL STUDIES 3 HRS.
(Prerequisites, ED 220 Introduction to Teaching.) 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. The purpose of this course is to provide Teacher Candidates with the information, resources, and application experiences they need to teach social studies to ALL students on the middle and high school level.

SS 543. SEMINAR IN SOCIAL SCIENCES 1-3 HRS.
A seminar designed to provide an opportunity to examine the relationship of one or more of the social sciences to specific social phenomena or to techniques by which such phenomena can be examined.

SS 740. ADVANCED METHODS FOR TEACHING SECONDARY SOCIAL STUDIES 3 HRS.
This course examines current trends in social studies education and offers students opportunities to apply current research-based theories and pedagogy to the 6-12 social studies classroom.

SS 743. SEMINAR IN SOCIAL SCIENCES 1-3 HRS.
A seminar designed to provide an opportunity to examine the relationship of one or more of the social sciences to specific social phenomena or to techniques by which such phenomena can be examined.

SS 842. PROJECT, M.A.T. 1-3 HRS.
Required for the Master of Arts in Teaching degree in the Social Sciences.

THEATRE

TH 101. INTRODUCTION TO THEATRE 1 HRS.
An introductory course for incoming Theatre majors that provides an overview of contemporary production practices in theatre and discipline policies. All students will be given one production or performance assignment for the current semester. This course is designed for Theatre majors and BSE students in Theatre and is not for General Education credit.

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 131. STAGECRAFT 3 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 132. STAGECRAFT LAB 1 HR.
(Prerequisite, TH 131; or consent of instructor.) This is a companion course to Stagecraft for theatre students and transfer students. Through the use of construction materials and techniques, Stagecraft Lab provides the practical application of stagecraft to theatre production. Offered every fall.

TH 133. MAKE-UP 2 HRS.
(Prerequisite: Majors only, or by consent of instructor.) 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 134. STAGECRAFT SCALE LAB 1 HR.
(Prerequisite TH 131; or consent of instructor.) This lab course is designed with the "advanced" stagecraft student in mind: those who may have significant experience with various aspects of technical theatre, particularly related to the safe use of hand and power tools in a scenic shop setting. While this lab section begins with a review of the fundamentals of shop equipment and safety, the majority of the coursework focuses on developing necessary mathematical skills for drafting in scale.

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 175. DESIGN A 3 HRS.
(Prerequisite: TH 131 Stagecraft) Students will complete exercises to explore the principles and elements of design with an emphasis on understanding the collaborative and creative role of theatrical design. Through an examination of the historic development of major design areas students are introduced to distinct inroads to the design process across disparate design elements.

TH 210. MOVEMENT FOR ACTORS 3 HRS.
This course addresses fundamental movement techniques and concepts that are applicable to the acting craft. Students will identify personal movement preferences and expand their movement potential providing

a foundation for a variety of physical choices that relate to supporting character and given circumstances. Offered spring semester only.

TH 212. DANCE FOR THEATRE I 3 HRS.
A comprehensive introduction to the techniques, styles, and historic contributions of theatre dance including ballet, jazz, and tap. The course culminates in a brief recital. Offered spring semester only.

TH 222. ACTING: METHODS 3 HRS.
This course focuses on establishing full-body breath, physical neutrality, developing concentration and imagination, along with active listening. Coursework is workshop-based and develops collaborative capacity and critical analysis. The course will engage with critical readings in performance theory, with an emphasis on realist selections from modern and contemporary dramatic literature.

TH 223. VOICE AND DICTION 3 HRS.
This course will be a semester of vocal workshops touching on every aspect of theatrical performance. In developing vocal technique, the student will learn the basics of breath and relaxation, vocal articulation, range and power, communication with other actors, and the demands of the voice for stages large and small, as well as the vocal demands of the language plays of classical theatre. The student will be introduced to the International Phonetic Alphabet, a tool which will aid the student in further training and in achieving optimum vocal and articulatory competence.

TH 234 STAGE COSTUMING 2 HRS.
(Prerequisite, TH 101). A course in costuming to develop an understanding of the process of executing a costume for theatrical productions. This course provides a fundamental knowledge of fabrics, construction and patterning for the stage.

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 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 first-year students and sophomores actively participating in University Theatre productions.

TH 275. DESIGN B 3 HRS.
(Prerequisite: TH 175 Design A.) Students will apply skills and techniques introduced in Design A to understand basic principles of electricity, circuiting, and lighting systems; will research costume styles, learn figure drawing, and discuss color theory. Students will be introduced to both digital and mechanical rendering / design techniques.

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 312. DANCE FOR THEATRE II 3 HRS.
(Prerequisites, TH 212.) A continuation of studies begun in Dance for Theatre I.

TH 322. ACTING: SCRIPTWORK 3 HRS.
(Prerequisite: TH 222) Through a blend of theoretical exploration and practical application, students will learn to dissect scripts across various genres, eras, and playwrights to create complex, fully dimensional characters. Emphasis will be placed on understanding the nuances of dialogue, subtext, and character motivations discovered through textual analysis to unlock the depth and authenticity of performance.

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.
Students will study practical techniques and work to organize the many duties and responsibilities required of the stage manager in the contemporary theatre.

TH 340. PLAY PRODUCTION 3 HRS.
A course in the problems of producing plays designed for students who plan to teach or work in theatre. Students will be introduced to performance, technical, and front-of-house aspects of theatre production.

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 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 375. DESIGN C 3 HRS.
(Prerequisite: TH 275 Design B) Students will engage in advanced design projects, including one major project in the areas of Scenery, Lighting, Costume, and Sound Design. Advanced mechanical and digital techniques for the designer are explored. Additional design areas such as properties, scenic painting, and projection design will be introduced.

TH 381. SURVEY OF DRAMATIC LITERATURE 3 HRS.
A survey of dramatic literature from the Greeks to the Absurdists. 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 390. THEATRE HISTORY A 3 HRS.
A survey of the history and development of Western theatre from its origin to 1700, as well as an exploration of Ancient and Classical Eastern Theatre. Approximately fifteen plays and textual readings are required.

TH 391. THEATRE HISTORY B 3 HRS.
A survey of the history of Western theatre from 1700 to the late 19th century. Approximately fifteen plays and textual readings are required.

TH 392. THEATRE HISTORY C 3 HRS.
A survey of the modern and contemporary theatre with an emphasis on American drama. Approximately fifteen plays and textual readings are required.

TH 401. SENIOR CAPSTONE 1 HR.
(Majors only, or by consent of instructor.) 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 the professional theatre/graduate schools.

TH 412. DANCE FOR THEATRE III 3 HRS.
(Prerequisites, TH 312.) A continuation of Dance for Theatre II.

TH 422. ACTING: STYLES 3 HRS.
(Prerequisite: TH 222 and TH 322) This capstone to the acting sequence course emphasizes scene study in Shakespearean drama, advanced script and performance analysis techniques, refinement of physical and vocal choices practices, flexibility, and awareness.

TH 426. PLAY DIRECTING 3 HRS.
An introduction to the basic concepts, theories, and methods of text-based stage directing. A series of exercises culminates in the production of a short scene or play.

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 440. DRAMA IN EDUCATION 3 HRS.
Introduces fundamental theory and application of deploying dramatic tools in the classroom. Connects the use of drama with current theories of teaching and learning; identifies educational aspects of drama to children's development; designs lesson plans with pedagogical/curricular goals; reads dramatic literature and structures a dramaturgy packet for high school audiences.

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 471. INDEPENDENT STUDY 1-3 HRS.
Consent of instructor. Directed reading and/or research in an area of theatre arts not included in the regularly listed courses. Students may repeat different sections for a maximum of twelve hours credit with consent of advisor.

TH 472. ADVANCED THEATRE PROJECTS 1-2 HRS.
Designed for juniors and seniors actively participating in University Theatre productions.

TH 475. DESIGN D 3 HRS.
(Prerequisite: TH 375 Design C) This capstone course to the design sequence revisits the historic development of theatre technology and contemporaneous social contexts in order to accurately identify and design for specific historic periods. Students will conceive of and execute three major design projects over the course of the semester.

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 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. Student may repeat different sections for a maximum of twelve hours credit with consent of instructor. Consent of instructor needed to enroll.

TH 558. SPECIAL TOPICS IN THEATRICAL DESIGN 1-3 HRS.
This course is an advanced study of theatre design in scenery, lighting and/or costumes, where students will have the assignment of creating advanced design projects. This will be a course built on the continuation of design skills introduced in the prerequisite courses. May be repeated with consent of instructor.

TH 570. THEATRE INTERNSHIP I 3 HRS.
Course provides firsthand experience and training in the teaching of an area in theatre arts.

TH 571. THEATRE INTERNSHIP II 3 HRS.
(Prerequisites, TH 570.) Course provides a second experience for those individuals who wish to further develop their teaching skills. The student should serve in a different course than the one served in for the first intern experience.

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.

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 364. HUMAN PATHOPHYSIOLOGY 3 HRS.
(Prerequisites, GB 330/331 and GB 340/341.) Biological processes that occur in the presence of dysfunction or disease are presented in this theory course. Content emphasizes the most common alterations in selected body systems. Risk factors, epidemiology, and clinical manifestations across the life span are discussed.

ZO 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 they have some interest and competence.

ZO 442. ENTOMOLOGY LECTURE AND LAB 4 HRS.
(Prerequisite, GB 380) An introduction to insects and related arthropods. Topics include insect evolution, morphological and anatomical adaptations, classification, collection, and identification.

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.
(Prerequisite, GB 380; Co-requisite, ZO 473.) Study of the structure, function, diversity, systematics, and ecology of fishes of the world.

ZO 473. ICHTHYOLOGY LAB 2 HRS.
(Co-requisite, ZO 472.) 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, GB 160, GB 161, GB 380. Co-requisite, ZO 481.) Study of the structure, evolution, behavior, and ecology of birds..

ZO 481. ORNITHOLOGY LAB 1 HR.
(Prerequisites, GB 160, GB 161, GB 380. Co-requisite, ZO 480.) Study of birds, with emphasis on identification of Kansas birds by song and sight. Laboratory work and field trips.

ZO 490. MAMMALOGY 3 HRS.
(Prerequisites, GB 160, GB 161, GB 380. Co-requisite, ZO 491.) Study of the structure, evolution, behavior, and ecology of mammals of the world.

ZO 491. MAMMALOGY LAB 1 HR.
(Prerequisites, GB 160, GB 161, GB 380. Co-requisite, ZO 490.) Study of mammals, with emphasis on identification of Kansas species. Laboratory work and field trips.

ZO 495. HERPETOLOGY AND LAB 4 HRS.
(Prerequisite, GB 380.) Study of the evolution, diversity, anatomy, physiology, behavior, and ecology of amphibians and reptiles of the world. Lab activities emphasize field and laboratory identification of species found in Kansas and adjoining states.

ZO 515. VERTEBRATE STRUCTURE AND DEVELOPMENT 3 HRS.
(Prerequisite, ZO 362 or GB 150) 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.
(Prerequisite, GB 150 or ZO 362.) Laboratory work to accompany ZO 515. Dissection of the adult dogfish shark and a representative mammal. Study of the developing chick embryo.

ZO 520. NEUROBIOLOGY 3 HRS.
(Prerequisite, CH 370/371.) Basic anatomy and physiology of nerve cells and the mammalian nervous system, with attention to processes involved in behavior. Special emphasis on neural pathways and mechanisms underlying sensory perception, motor coordination, and such mental functions as sleep, motivation, emotion, learning, and memory.

ZO 521. NEUROBIOLOGY LAB 2 HRS.
(Prerequisite, ZO 520 must be taken concurrently.) In this course we examine several of the advanced techniques for performing cellular neurophysiology. The techniques examined will include extracellular recording, intracellular recording, voltage clamp, iontophoretic and pressure injections into cells, brain slice recordings, optical recordings of fluorescent ion-sensitive dyes, and immunocytochemistry.

ZO 530. ANIMAL BEHAVIOR 3 HRS.
(Prerequisite, GB 380) Study of animal behavior from an ecological and evolutionary perspective. Topics include the development of behavior, communication, foraging behaviors, mating behaviors, parental care, and predator-prey interactions. Lectures include discussions of primary literature.

ZO 531. ANIMAL BEHAVIOR LAB 1 HR.
(Co-requisite, ZO 530.) Laboratories highlight methods used to study animal behavior, including hypothesis testing and experimental design. A research project is required

ZO 546. INVERTEBRATE ZOOLOGY 3 HRS.
(Prerequisites, GB 380; Co-requisite, ZO 547.) An introduction to major invertebrate phyla, with emphasis on their basic body 'plan' and selected topics pertinent to that group. Topics include diversity, evolution, phylogeny, anatomy, development, physiology, behavior, and ecology.

ZO 547. INVERTEBRATE ZOOLOGY LAB 1 HR.
(Co-requisite, 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, GB 160 and GB 380; co-requisite, 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.
(Co-requisite, ZO 556.) Field and laboratory identification and natural history of local vertebrates and the most common forms elsewhere in the United States.

ZO 565. HISTOLOGY 2 HRS.
(Prerequisite, CH 370/371. ZO 566 must be taken concurrently.) A consideration of Human Histology including cells, tissues, and organs, with an emphasis on the correlation between structure and function.

ZO 566. HISTOLOGY LAB 2 HRS.
(Prerequisite, concurrent with ZO 565.) A microscopic consideration of mammalian (human, if available) cells, tissues, and organs.

ZO 570. ADVANCED HUMAN PHYSIOLOGY 3 HRS.
(Prerequisites/Corequisites, GB 330/331 and GB 340/341 (Human Anatomy & Physiology I and II or equivalent course)) A course designed for biology majors and others preparing for health professions. Lectures are concerned with the functions and mechanisms of the digestive, endocrine, neuromuscular, cardiovascular, respiratory, urinary, and central nervous systems.

ZO 590. PARASITOLOGY 2 HRS.
(Prerequisites, CH 370/371. ZO 591 must be taken concurrently.) Characteristics, distribution, and life histories of protozoans, helminths, and arthropods important in the cause and transmission of diseases, with emphasis upon those affecting humans.

ZO 591. PARASITOLOGY LAB 2 HRS.
(Must be taken concurrently with ZO 590.) Identification of the more important protozoan, helminth, and arthropod parasites. Selected life histories, involving live hosts. Recovery, fixation, staining, and mounting of parasites, with emphasis upon those affecting vertebrates of the area.

ZO 717. COMPARATIVE ANIMAL PHYSIOLOGY 3 HRS.
(Prerequisite, CH 370 and CH 371 or CH 572 and CH 573.) An advanced physiology course which focuses on the functions and mechanisms of the endocrine, nervous, digestive, cardiovascular, respiratory, and excretory systems. A comparative approach is used to examine both invertebrate and vertebrate animals.

ZO 760. ENDOCRINOLOGY 3 HRS.
(Prerequisite, CH 370 and CH 371 or CH 572 and CH 573.) 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, CH 370 and CH 371 or CH 572 and CH 573.) 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 they have some interest or competence.

ZO 842. ENTOMOLOGY LECTURE AND LAB 4 HRS.
An introduction to insects and related arthropods. Topics include insect evolution, morphological and anatomical adaptations, classification, collection, and identification.

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.
(Co-requisite, ZO 873.) Study of the structure, function, diversity, systematics, and ecology of fishes of the world.

ZO 873. ICHTHYOLOGY LAB 2 HRS.
(Co-requisite, ZO 872.) 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.
(Co-requisite, ZO 881.) Study of the structure, evolution, behavior, and ecology of birds.

ZO 881. ORNITHOLOGY LAB 1 HR.
(Co-requisite, ZO 880.) Study of birds, with emphasis on identification of Kansas 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.
(Co-requisite, ZO 891.) Study of the structure, evolution, behavior, and ecology of mammals of the world.

ZO 891. MAMMALOGY LAB 1 HR.
(Co-requisite. ZO 890.) Study of mammals, with emphasis on identification of Kansas species. Laboratory work and field trips.

ZO 895. HERPETOLOGY AND LAB 4 HRS.
Study of the evolution, diversity, anatomy, physiology, behavior, and ecology of amphibians and reptiles of the world. Lab activities emphasize field and laboratory identification of species found in Kansas and adjoining states.

FACULTY

(FULL-TIME)

ESSAM A. ABOTTEEN, Ph.D., Oklahoma State University, Associate Professor, School of Science and Mathematics, 1986.

SHARICE ADKINS, PhD., William and Mary College, Assistant Professor, Elementary Education, Early Childhood & Special Education, The Teachers College, 2024.

VIBHOR AGARWAL, Ph.D., Assistant Professor, Physical Sciences, 2023.

CLAUDIA P. AGUIRRE-MENDEZ, M.S., University of Puerto Rico, Associate Professor, Physical Sciences, 2015.

SURAIYA AKHTER, PhD., Washington State University, Assistant Professor, Accounting & Technology, The School of Business & Technology, 2024.

NANCY M. ALBRECHT, Ed.D, Kansas State University, Professor, School Leadership/Middle & Secondary Teacher Education, 2001.

ALIVIA J. ALLISON, Ph.D., University of Missouri-Kansas City, Associate Professor, Physical Sciences, 2012.

KHALID Y. ARAM, Ph.D, Binghamton University, School of Business & Technology, 2021.

MELISSA M. BAILEY, Ph.D., University of Alabama, Professor, Biological Sciences, 2008.

JOHN H. BARNETT, Ph.D., University of Arkansas, Professor, School of Humanities and Social Sciences, 2006.

STEVEN R. BELLAVIA, Ph.D., Bowling Green State University, Instructor, School of Humanities and Social Sciences, 2019.

SANDRA L. BEQUETTE, Ed.D, Oklahoma State University, Assistant Professor, Elementary Education, Early Childhood, and Special Education, The Teachers College, 2023.

CATHERINE L. BERGMAN, DMA, University of Kansas, Assistant Professor, Music, 2023.

MALLORI K. BISHOP, MA, Emporia State University, Clinical Instructor, Interdisciplinary Studies, 2023.

ERIN BLOCKER, Ph.D., University of Kansas, Assistant Professor, Health, Physical Education, & Recreation, 2019.

STEVEN E. BLOCKER, MA, University of Northern Iowa, Instructor, Health, Physical Education, and Recreation, School of Applied Health Sciences, 2023.

CARRIE A. BOETTCHER, Ph.D., Emporia State University, Assistant Professor, Counselor Education, School of Applied Health Sciences, 2018.

RACHEL E. BOWES, Ph.D., University of Kansas, Assistant Professor/Jones Endowed Professor of Aquatic Sciences, Biological Sciences, 2021.

MELISSA M. BRIGGS, Ph.D., Kansas State University, Assistant Professor, Counselor Education, 2014.

TIM G. BURNETT, Ph.D., University of Kansas, Associate Professor, Biological Sciences, Dean, School of Science and Mathematics, 2002

MARI W. CABALLERO, Ph.D., University of Kansas, Associate Professor, Elementary Education, Early Childhood, & Special Education, 2016.

BRIDGET CAMIEN, MSN, Western Governors University, Assistant Professor, Nursing 2021.

REBECCA M. RODRIGUEZ CAREY, M.A. University of Missouri, Associate Professor, School of Humanities and Social Sciences, 2018.

HEATHER C. CASWELL, M.S., Kansas State University, Associate Professor, Elementary Education, Early Childhood, & Special Education, 2011.

STEPHEN E. CATT, Ph.D., Ohio University, Professor, School of Humanities & Social Sciences, 1977.

BRET CHURCH, Ph.D., Baker University, Associate Professor, School Leadership/Middle & Secondary Teacher Education, 2020.

ALLAN D. COMSTOCK, D.M.A., University of Memphis, Professor, Music, 1994.

KARA L. CONLEY, M.S. Kansas State University, Instructor, Elementary Education, Early Childhood, & Special Education, 2022.

CLARA A. CORN, MS, Emporia State University, Instructor, Counselor Education, School of Applied Health Sciences, 2020.

DAWN M. COURTNEY, D.M.A., University of Miami, Associate Professor, Music, 2001.

BRANDY N. CROWLEY, Ph.D., Baylor University, Assistant Professor, Elementary Education, Early Childhood, and Special Education, 2021.

SCOTT S. CRUPPER, Ph.D., University of Kansas, Professor, Biological Sciences, 1997.

JOHN DECKER, M.S., Emporia State University, Associate Professor, Art, 2019.

KRISTINE DEKAT, M.L.S., Fort Hays State University, Assistant Professor, School of Humanities & Social Sciences, 2016.

RAJARSHI DEY, Ph.D., Kansas State University, Assistant Professor, School of Science and Mathematics, 2011.

LIZABETH A. DIERS, Ph.D., University of North Dakota, Associate Professor, School of Business & Technology, 2015.

ELIZABETH S. DOBLER, Ph.D., Kansas State University, Professor, Elementary Education, Early Childhood, & Special Education, 1998.

SUSAN L. DODD, PhD., Georgia State University, Associate Professor, Counselor Education, The School of Applied Health Sciences, 2024.

JOSHUA W. DONALDSON, DMA, University of Kansas, Assistant Professor, Music, School of Visual and Performing Arts, 2023.

MIRAH J. DOW, Ph.D., Emporia State University, Professor, Library & Information Management, 2002.

BRENDAN L. FAY, Ph.D., Indiana University, Associate Professor, Library & Information Management, 2015.

STEPHEN D. FIELDS, Ph.D., University of Oklahoma, Associate Professor, Biological Sciences, 2015.

TRACY FREEZE, D.M.A., University of Oregon, Associate Professor, Music, 2003.

JOHN GAGE, MLS, University of Oklahoma, Assistant Professor, University Libraries and Archives, 2023.

STEWART GARDNER, Ph.D., Brigham Young University, Assistant Professor, Biological Sciences, 2018.

MELISSA GERLEMAN, MSE, Concordia University, Instructor, Elementary Education, Early Childhood, and Special Education, The Teachers College, 2018.

DIPAK GHOSH, Ph.D., Tulane University, Professor, Business Administration, 1997.

TYLER GOAD, Ph.D., West Virgina University, Associate Professor, Health, Physical Education, & Recreation, School of Applied Health Sciences, 2018.

JOANNA GRESS, Ph.D. Montana State University, Assistant Biological Sciences, 2014.

CATHRYN R. GRUNDLEGER, Ph.D., Ohio State University, Instructor, English and Modern Languages, School of Humanities and Social Sciences, 2023.

KATELYN A. HADDOCK, M.S.N., University of Mississippi Medical Center, Associate Professor, Nursing, 2016.

ALYSSA A. HALLETT, MS, University of Wisconsin-Milwaukee, Instructor, Biological Sciences, 2020.

HEIDI E. HAMILTON, Ph.D., University of Iowa, Professor, School of Humanities & Social Sciences, 2004.

DEBORAH G. HANN, Ph.D., Texas State University, Associate Professor, School of Humanities and Social Sciences, 2016.

JAMES HARRIS, M.F.A., Purdue University, Assistant Professor, School of Visual & Performing Arts, 2019.

MARY E. HARRIS, PhD., Purdue University, Assistant Professor, English & Modern Languages, The School of Humanities and Social Sciences, 2024.

KAIRA HAYES, Ph.D., Drexel University, Associate Professor, Psychology, 2018.
DANA R. HESS, MS, Emporia State University, Instructor, School of Science and Mathematics, 2023.
KARI J. HESS, D.P.N., University of Kansas, Professor, Nursing, 2004.
BRIAN D. HOLLENBECK, Ph.D., University of Missouri-Columbia, Professor, School of Science and Mathematics, 2001.
MATTHEW A. HOELSCHER, MFA, Arizona State University, Assistant Profess, Art, School of Visual and Performing Arts, 2023.
JENNIFER E. HOLT, MFA, Southern Illinois University, Assistant Professor, Art, School of Visual and Performing Arts, 2023.
AMANDA S. HOVIOUS, Ph.D., University of North Texas, Assistant Professor, School of Library & Information Management, 2022.
KATHLEEN S. HOWE, EdS., University of Georgia, Associate Professor, School Leadership/Middle Secondary Education, The Teachers College, 2024.
MATTHEW A. HOWE, M.S., Emporia State University, Associate Professor, Health, Physical Education & Recreation, 2006.
ADAM G. HUGHES, Ph.D., University of Memphis, Assistant Professor, Communication, School of Humanities and Social Sciences, 2023.
SAMUEL D. HUGHES, Ph.D., University of California, Santa Cruz, Assistant Professor, Psychology, School of Applied Health Sciences, 2023.

KATHERINE A. ISELIN, Ph.D., University of Missouri, Assistant Professor, Art, School of Visual and Performing Arts, 2023.

WILLIAM E. JENSEN, Ph.D., Kansas State University, Professor, Biological Sciences, 2006.
WOOSEOB JEONG, Ph.D., Florida State University, Dean & Richel Distinguished Professor/Professor, Library & Information Management, 2016.
KAITLIN L. JOHNSON, MSN, Fort Hays State University, Assistant Professor, Nursing, School of Applied Health Sciences, 2021.
MAIRE N. JOHNSON, Ph.D., University of Toronto, Associate Professor, School of Humanities and Social Sciences, 2015.
LEE K. JONES, PhD., Texas Tech University, Assistant Professor, School Leadership, Middle/Secondary Education, The Teachers College 2024.
CHELSEA JOYNER, MS., Kansas State University, Instructor, Psychology, The School of Applied Health Sciences, 2024.
BYRON O. JUMA, MA., Swansea University, UK, Instructor, Health Physical Education & Recreation, The School of Applied Health Sciences, 2024.

CYNTHIA M. KANE, M.L.S., Emporia State University, Professor, University Libraries & Archives, 1996.
TIFFANY R. KELLER HILL, Ph.D., University of Missouri, Associate Professor, Elementary Education, Early Childhood, & Special Education, 2014.
SUNNIN B. KEOSYBOUNHEUANG, Ph.D. University of Kansas, Associate Professor, Health, Physical Education, & Recreation, 2011.
SHAWN M. KEOUGH, Ph.D., Mississippi State University, Associate Professor, Business Administration, 2014.
E. BASIL KESSLER, Ph.D., Kansas State University, Associate Professor, Counselor Education, 2017
KEVIN B. KIENHOLZ, Ed.D., Oklahoma State University, Professor, School of Humanities & Social Sciences, 2000.
HANNAH KIPFER, Ph.D., West Virginia University, Assistant Professor, Health, Physical Education, & Recreation, 2018.
PAKANAT KIRATIKOSOLRAK, DBA, Cleveland State University, Assistant Professor, Business Administration, The School of Business & Technology, 2024.

ZACHARY KLEIN, Ph.D., University of Idaho, Assistant Professor, Biological Sciences, 2019.
ROBERT M. KORNOWSKI, M.S. Emporia State University, Instructor, School of Science and Mathematics, 2016.
LUKE M. KRILEY, DPT, Wichita State University, Assistant Professor, The School of Applied Health Sciences, 2024.

GEETHALAKSHMI SHIVANAPURA LAKSHMIKANTH, Ph.D., Wichita State University, Visiting Assistant Professor, Accounting and Technology, School of Business and Technology, 2023.
KARLY L. LAUER, MSN, Baker University, Assistant Professor, Nursing, 2023.
DABAE LEE, Ph.D., Indiana University, Associate Professor, Instructional Design & Technology, 2017.
SARAH LENDT, EdD., Minnesota State University, Assistant Professor, Counselor Education, School of Applied Health Sciences, 2024.
CHRISTINA G. LIENEMANN, MS, Emporia State University, Instructor, Elementary Education, Early Childhood, and Special Education, The Teachers College, 2023.
KIRSTEN G. LIMPERT, Ph.D., University of Tulsa, Professor, School Leadership/Middle & Secondary Teacher Education, 2008.
JERALD M. LISS, Ph.D., University of Kansas, Associate Professor, Elementary Education, Early Childhood, & Special Education, 2007.
AKENA LONG, MA, Wayne State University, Instructor, Instructional Design & Technology, 2021.
BOBBIE SARTIN LONG, Ph.D., University of Missouri, Assistant Professor, School of Library and Information Management, 2017.
MEGAN N. LONG, PhD., University of Holy Cross, Assistant Professor, Counselor Education, The School of Applied Health Sciences, 2024.
STEVEN L. LOVETT, J.D., St. Mary's University, Associate Professor, Business Administration, 2014.
PAUL E. LUEBBERS, Ph.D., Virginia Commonwealth University, Interim Dean School of Applied Health Sciences, Professor, Health, Physical Education & Recreation, 2006.
MINGCHU LUO, Ed.D., University of Nebraska-Omaha, Professor, School Leadership/Middle & Secondary Teacher Education, 2010.
ANDREA J. LUTHI, Ph.D., Northwestern University, Assistant Professor, Physical Sciences, 2017.

JINXUAN MA, Ph.D., Florida State University, Associate Professor, Library & Information Management, 2015.
TENG MA, Ph.D., University of Arkansas, Assistant Professor, Business Administration, 2022.
THOMAS R. MAHONEY, Ph.D., University of Illinois, Associate Professor, School of Science and Mathematics, 2015.
DARLA J. MALLEIN, Ph.D., Kansas State University, Professor, School of Humanities and Social Sciences , 2002.
ERIKA C. MARTIN, Ph.D., Kansas State University, Associate Professor, Biological Sciences, 2019.
ALEXANDER N. MASAKOWSKI, MLS, Emporia State University, Assistant Professor, Library & Information Management, 2022.
SAVANNAH S. MAYDEW, MS, Emporia State University, Instructor, Elementary Education, Early Childhood, and Special Education, 2022.
LUCAS MCCORMICK, Ph.D., University of Kansas, Associate Professor, Chemistry, School of Science and Mathematics, 2024.
AUTUMN MCCULLOUGH, MSN, Ft. Hays State University, Assistant Professor, Nursing 2019.
DAVID A. MCKENZIE, Ph.D., University of Wyoming, Associate, Professor, Biological Sciences, 2015.
ANGELA E. MELIDOSIAN, M.S., University of Florida, Instructor, Interdisciplinary Studies, 2024.
DANVA MI, Ph.D., Georgia State University, Assistant Professor, School of Business & Technology, 2021.
TEODORA MIHAILOVA, M.S., University of Kansas, Instructor, Communications, School of Humanities and Social Sciences, 2023.
DANIEL J. MILLER, Ph.D., University of Wisconsin, Professor, School of Science and Mathematics, 2006.

SALLY A. MILLER, M.E., Bowling Green State University, Clinical Coordinator & Instructor, Health, Physical Education, & Recreation, 2014.

THERESA A. MIX, M.A., Emporia State University, Instructor, School of Humanities & Social Sciences, 2010.

ALFREDO B. MONTALVO, Ph.D., Southern Illinois University, Associate Professor, School of Humanities and Social Sciences.

JOSHUA MONTGOMERY, PhD., University of Wyoming, Assistant Professor, Elementary Education, Early Childhood, & Special Education, The Teachers College, 2024.

ALEXANDER N. MOSAKOWSKI, MLS, Emporia State University, Assistant Professor, Library & Information Management, 2022.

ALICIA K. MOSS, M.S., Newman University, Instructor, Elementary Education, Early Childhood, and Special Education, The Teachers College, 2023.

JENNIFER D. MOSS, Ph.D., Purdue University, Assistant Professor, Psychology, 2019.

TINA R. MURDOCK, MLS, Louisiana State University, Director, Arkansas MLS Program, School of Library and Information Management, 2020.

AMANDA L. NEFF, M.S., Emporia State University, Instructor, Elementary Education, & Special Education, 2022.

LYDIA NJOROGE, PhD., University of North Texas, Assistant Professor, Business Administration, The School of Business & Technology, 2024.

HALEY M. OLSON, Ph.D., University of Kansas, Assistant Professor, Elementary Education, Early Childhood, and Special Education, 2021.

KELLY E. O'NEAL-HIXSON, Ph.D., University of Nevada, Professor, Elementary Education, Early Childhood, & Special Education, 2005.

DAMARA G. PARIS, Ed.D., Lamar University, Professor, Counselor Education, 2014.

GINA M. PEEK, M.S.N., University of Kansas, Associate Professor, Nursing, 2010.

LUISA PEREZ, Ph.D., University of Kansas, Professor, School of Humanities and Social Sciences, 1998.

WILLIAM PHILLIPS, MBA, University of Texas-San Antonio, Instructor, Business Administration, 2012.

HOWARD PITLER, Ed.D., Wichita State University, Associate Professor, School Leadership/Middle & Secondary Teacher Education, 2020.

ALEXIS F. POWELL, Ph.D., University of Minnesota, Associate Professor, Biological Sciences, 2015.

HAILEY H. QUICK, MFA, Kansas State University, Assistant Professor, Art, School of Visual and Performing Arts, 2023.

KEVIN J. RABAS, M.F.A., Goddard College, Professor, School of Humanities & Social Sciences, 2005.

BOZHIDAR T. RADEV, MA, University of Kansas, Instructor, Mathematics, The School of Science & Mathematics, 2024.

MOHAMMED SAJEDUR RAHMAN, Ph.D., University of Texas-San Antonio, Associate Professor, School of Business & Technology 2015.

LINDSEY J. RAZAFSKY, MA, Columbia University, Instructor, Elementary Education, Early Childhood, and Special Education, 2009.

DARREN REBAR, Ph.D., University of Wisconsin-Milwaukee, Associate Professor, Biological Sciences, 2017.

HASAAN B. REEDER, Ph.D., University of Holy Cross, New Orleans, Assistant Professor, Counselor Education, 2020.

KENNA J. REEVES, M.S., Emporia State University, Instructor, School of Humanities and Social Sciences, 1985.

KRISTIN J. RINDOM, M.S., Emporia State University, Instructor, Criminology, School of Humanities and Social Sciences, 2023.

TODD J. ROBERTS, M.S., Emporia State University, Instructor, Elementary Education, Early Childhood, & Special Education, 2015.

THEODORA D. ROOP, M.S., Emporia State University, Associate Professor, Elementary Education, Early Childhood, & Special Education, 2014.

ROCHELLE ROWLEY, Ph.D., Wichita State University, Professor, School of Humanities and Social Sciences, 2012.

ANDREW RUDD, Ph.D., University of Idaho, Assistant Professor, Health, Physical Education & recreation, 2019.

EUNICE A. SANDOVAL ROMAN, MA, Instructor, English as a Second Language, School of Humanities and Social Sciences, 2023.

ELIZABETH S. SCHMANKE, M.S., Emporia State University, Associate Professor, Counselor Education, 2016.

GREGORY L. SCHNEIDER, Ph.D., University of Illinois-Chicago, Professor, School of Humanities and Social Sciences, 1998.

SARA E. SCHWERDTFEGER, Ph.D., Kansa State University, Dean, The Teachers College/Associate Professor, Elementary Education, Early Childhood, & Special Education, 2014.

LARRY W. SCOTT, Ph.D., Kansas State University, Associate Professor, School of Science and Mathematics, 1984.

MEGHAN SHAVE, M.S., Emporia State University, Instructor, Elementary Education, Early Childhood, and Special Education, 2021.

JOSHUA D. SHEPHERD, DMA, University of Miami, Frost School of Music, Assistant Professor/Director of Orchestra, Violin-Viola, The School of Visual & Performing Arts, 2024.

QIANG SHI, Ph.D., University of Missouri-Columbia, Professor, School of Science and Mathematics, 2006.

KYLEA SHOEMAKER, Ph.D., University of Kansas, Instructor, Psychology, 2018.

CECIL R. SHORT, Ph.D., Brigham Young University, Assistant Professor, School Leadership, Middle/Secondary Education, 2022.

WOOJONG SIM, Ph.D., Saint Louis University, 2017, Assistant Professor, Business Administration, 2020.

KIM T. SIMONS, Ph.D., University of Washington, Professor, Physical Sciences, 2009.

RICHARD O. SLEEZER, Ph.D., University of Kansas, Professor, Physical Sciences, 1998.

ANDREW J.M. SMITH, Ph.D., Georgia State University, Associate Professor, Library & Information Management, 2010.

BREANNA N. SMITH, MSN, Emporia State University, Assistant Professor, School of Applied Health Sciences, 2023.

DOUGLASS P. SMITH, Ph.D., Walden University, Associate Professor, School of Business & Technology, 2013.

MICHAEL A. SMITH, Ph.D., University of Missouri, Professor, School of Humanities and Social Sciences, 2005.

RACHEL E. SPAULDING, Ph.D., University of New Mexico, Associate Professor, School of Humanities and Social Sciences, 2015.

JERALD W. SPOTSWOOD, Ph.D., University of Alabama, Vice Provost, Dean/ Graduate School & Distance Education, Professor, School of Humanities & Social Sciences, 2016.

MARK E. STANBROUGH, Ph.D., University of Oregon, Professor, Health, Physical Education & Recreation, 1984.

TANJA STEIGNER, Ph.D., University of South Florida, Associate Professor, School of Business & Technology, 2006.

E. GAILE STEPHENS, Ph.D., University of Miami-Coral Gables, Associate Professor, Music, 2012.

TERRI L. SUMMEY, M.L.S., North Texas State University, Professor, University Libraries & Archives, 1987.

MINGJING SUN, Ph.D., China Agricultural University, Assistant Professor, Physical Sciences, 2019.

SARAH W. SUTTON, Ph.D., Texas Woman's University, Associate Professor, Library & Information Management, 2012.

RUSSELL W. SWANSON, MS, Emporia State University, Instructor, Elementary Education, Early Childhood & Special Education, 2020.

JENNIFER A. THOMAS, Ph.D., University of Kansas, Associate Professor, Health, Physical Education & Recreation, 1999.
JAN TODD, Ph.D., Kansas State University, Assistant Professor, School of Humanities and Social Sciences, 2020.
ASA C. TOOMBS, Ph.D., Iowa State University, Associate Professor, Chemistry, School of Science and Mathematics, 2022.
STANISLAV TREMBACH, Ph.D., University of South Carolina, Assistant Professor, School of Library and Information Management, 2020.
SHELBY L. TRUE, MSN, Baker University, Instructor, Nursing 2022.
DENNIS TURNEY, M.F.A., Florida State University/Asolo Conservatory, Assistant Professor, School of Visual & Performing Arts, 2018.

EMILY J. VARDELL, Ph.D. University of North Carolina, Associate Professor, School of Library & Information Management, 2017.

JOHN C. WADE, Ph.D., Pennsylvania State University, Professor, Psychology, 2012.
KIMI L. WALECKI, MSN, Western Governors University, Assistant Professor, School of Applied Health Sciences, 2021.
ROBERT C. WARD, D.M.A., University of North Texas, Assistant Professor, Music, 2016.
JULIE A. WEAKLEY, MSN, Washburn University, Assistant Professor, School of Applied Health Sciences, 2023.
AMY S. WEBB-BAZA, M.F.A., Kansas State University, Interim Dean/Professor, School of Humanities and Social Sciences, 1996.
AMY C. WELCH, M.S., University of Kansas, Instructor, Elementary Education, Early Childhood, & Special Education, 2006.
KINDRA J. WELLS, M.S., Emporia State University, Instructor, School of Science and Mathematics, 2014.
LEI WEN, Ph.D., Southern Illinois University, Associate Professor, School of Business & Technology, 2015.
DAVID W. WESTFALL, Ph.D., Kansas State University, Assistant Professor, School of Humanities and Social Sciences, 2014.
SCOTT L. WICHAEL, D.M.A., University of Kansas, Associate Professor, Music, 2014.
MICHAEL M. WIDDERSHEIM, Ph.D., University of Pittsburg, Associate Professor, School of Library & Information Management, 2017.
FLOR E. WIDMAR, MFA, Cranbrook Academy of Art, Instructor of Art, 2020.
CHAD W. WILEY, Ph.D., University of California-Santa Barbara, Professor, School of Science and Mathematics, 2008.
DEREK WILKINSON, M.F.A., Arizona State University, Associate Professor, Art, 2009.
AUBREY J. WILSON, MFA, University of Iowa, Assistant Professor, Theatre/Director of Theatre, School of Visual & Performing Arts, 2024.
NICHOLAS Y. WILSON, MFA, University of Iowa, Assistant Professor, School of Visual & Performing Arts, 2022.
GAELYNN P. WOLF-BORDONARO, Ph.D., Florida State University, Professor, Counselor Education, 2005.
CHARITY WOODWARD, Ed.D., George Fox University, Newberg/Portland OR., Associate Professor, Art, 2020.
WILLIAM W. WOODWORTH IV, D.M.A., University of Nevada Las Vegas, Associate Professor, Music, 2015.
YU XIA, Ph.D., Penn State University, Assistant Professor, Library & Information Management, 2022.

QIYANG, ZHANG, Ph.D., Wichita State University, Associate Professor, Biological Sciences, School of Science and Mathematics, 2017.
GARY D. ZIEK, D.M.A., Michigan State University, Director of Bands/Professor, Music, 1995.
TERRISA A. ZIEK, M.M., Emporia State University, Instructor, Music, 1998.

ADMINISTRATORS

KEN HUSH, BSB, Emporia State University, President, 2021.

R. EDWARD BASHAW, Ph.D., University of Memphis, Dean and Jones Distinguished Professor/Professor, School of Business & Technology, 2016

TIM G. BURNETT, Ph.D., University of Kansas, Dean/Associate Professor, School of Science & Mathematics/Biological Sciences, 2002.

CHRISTOPHER F. FALLDINE, M.B.A., Emporia State University, Chief Information Officer, and Vice President for Infrastructure, 2014.

LACEY R. FINLEY, Ph.D., Kansas State University, Executive Director of Institutional Effectiveness, and Chief Data Officer, 2025

WOOSEOB JEONG, Ph.D., Florida State University, Dean & Richel Distinguished Professor/Professor, Library & Information Management Dean, University Libraries and Archives, 2016.

TK KRILEY, Ph.D., Baker University, Vice President of Student Success, 2024.

PAUL E. LUEBBERS, Ph.D., Virgina Commonwealth University, Interim Dean, School of Applied Health Sciences, Professor Health, Physical Education & Recreation, 2006.

SHEILA A. MARKOWITZ, M.S. Emporia State University, Assistant Vice President for Student Success, 2018,

WILLIAM F. MCKERNAN, BSB, Emporia State University, Executive Director of Facilities, 2001.

MARK MEISTER, Ph.D., University of Nebraska, Lincoln, Dean, School of Humanities and Social Sciences.

BRIAN N. POWERS, MA, Kansas State University, Interim Dean Director-International Education, 2024.

SARA E. SCHWERDTFEGER, Ph.D., Kansas State University, Dean/Associate Professor, The Teacher's College/Elementary Education Early Childhood, and Special Education, 2014.

DAVID L. SHARLOW, PhD., University of Missouri-Kansas City, Dean of the School of Visual & Performing Arts, 2024.

MARY A. SHIVELY, Ed.D., Baker University, Dean of the Honors College, 2023.

JERALD W. SPOTSWOOD, Ph.D., University of Alabama, Vice Provost/Dean/Professor, Academic Affairs/Graduate School & Distance Education/English, Modern Languages, & Journalism, 2016.

RODNEY B. THOMAS, Ph.D., Mississippi State University, Provost/Vice President Academic Affairs, 2006.

NICOLE WEBB, DNP, University of Alabama at Birmingham, Dean, School of Applied Health Sciences, 2025.

AMY SAGE WEBB-BAZA, MFA, Arizona State University, Director of Special Projects/Professor, School of Humanities & Social Sciences/Professor, 1996.

INDEX

A

Absences....24
Academic Appeals....24
Academic Bankruptcy....31
ACADEMIC CALENDAR....2
Academic Center For Excellence and Success....32
Academic Progress, Satisfactory....11
Academic Record Review....31
Academic Scholarships....11
Access to Student Records....21
ACCOUNTING & TECHNOLOGY……..……,..63, 141
Accounting courses……..179
Accreditation....4
Activity Courses (Physical Education)....281
Adding Classes/Late Enrolling, Policy on....23
Address and Telephone Number....21
Administration.... 3 & 332
Admission to the University Honors Program....30

ADMISSIONS....8
- Concurrent Undergraduate....9
- First-Year Students....8
- International Students……...9
- Admission Requirements (Qualified)....8
- Special Undergraduate Students....9
- Transfers....8

Advanced Placement Program Credit....25
Advisement, International Students....9
Advising (Academic/First Year/Business/Applied Health Science/ Teachers College/Upper Level)……..…...22
Affirmation of Values....3
Alcohol & Drug Abuse Prevention....18
Allied Health Fields, Programs in....38
Alumni Association, The....42
Anthropology Courses....181
Apparel and Announcements for Graduation....42
Appeal Nonresident Status....14
Appeals, Academic....24
Application for Degree....32
Applied Health Science Advising....22

APPLIED HEALTH SCIENCES, SCHOOL OF…..... 53, 129
- **Counselor Ed programs**....129
- Art Therapy Courses....186
- Counselor Education Courses....194
- Mental Health Counseling Courses....267
- Rehabilitation and Disability Studies Courses....305
- School Counseling Courses....309
- **Health, Physical Education & Recreation programs**……55, 134
- Assumption of Risk....53
- Health Courses....241
- Facilities (HPER)....53
- Non-Teaching Careers in HPER....53
- Physical Activity Courses....281
- Physical Education Courses....283
- Physical Education for General Education....5
- Recreation Courses....304
- Sport Leadership Courses....312
- **Nursing program**……..56, 136
- Nursing Courses....277
- **Psychology programs**……...58, 137
- Psychology courses....297

ART....101
Art courses....182
Art Galleries, Norman R. Eppink & Gilson....45
Art Therapy Courses....186
Associated Student Government....18
Assumption of Risk (Sport/Physical Activity)....53
Athletic Grants....11
Athletics Hall of Honor....47
Athletic Program....44
Attendance, Class....24
Attendance at Commencement....42
Audit Enrollment....24
Auditor or Visitor Fee....15
Awards and Honors (Faculty & Staff)....4

B

Bachelor Degrees....33-36
Bachelor Degrees, Minimum Requirements For All....33
Bachelor's Degree, Second....34
Bankruptcy, Academic....31
BID Degree....35
Biofeedback Center....18
BIOLOGICAL SCIENCES....88
Board of Regents....3
Bookstore, Memorial Union....19
Botany Courses....190
Buildings (See Facilities)....48

BUSINESS & TECHNOLOGY, SCHOOL OF……60, 141
- Baccalaureate Level Programs....60
- Business Core....61
- Consulting Services....62
- Internship Programs....62
- Master Level Programs....62
- Outreach Activities....62
- Scholarships for Business Student....63
- Transfer Students....61
- **Accounting & Technology programs**……..…63, 141
- Accounting Courses....179
- Computer Science Courses....199
- Finance Courses....224
- Information Systems Courses....247
- **Business Administration programs**…….……66, 144
- Business Education Courses....188
- Business Courses....191
- Economics Courses…….……..188, 205
- Entrepreneurship Courses....221
- Management Courses....265
- Marketing Courses....267

BUSINESS ADMINISTRATION, ……..…66, 144
Business Advising Center (BIZHORNET)....22
Business Development Center, Kansas Small....43 & 63
Business Hall of Fame, Kansas....43 & 63

C

Calendar 2
Campus and Community 6
Campus Crime Statistics 11
Career Services 43
Change in Enrollment 23
Chemistry Courses 196
Chemistry Programs 92
Children's Book Award Program, William A. White 46
Class Attendance 24
Classification (of Students) 21
Classification, Non-Resident 13
CLEP Examination Credit 25
College-Wide Courses 176
Commencement, Attendance at 42
COMMUNICATION 71
Computer Science Courses 199
Computer Science Programs 65
Concerts and Productions, Musical 45
Concurrent Undergraduate Student 9
Conduct of Institution, Interference with 4
Conduct, Student 19
Corky Plus Tuition 15
Correspondence/Extension Work, Maximum 33
COUNSELOR ED 129
Counseling Services 19

COURSE DESCRIPTIONS:

- Accounting (AC) 179
- Anthropology (AN) 181
- Arabic (AB) 179
- Art (AR) 182
- Art Therapy (AT) 186
- Asian Studies, East (AS) 185
- Athletic Training (AX) 187
- Biology, General (GB) 228
- Botany (BO) 190
- Business, General (BU) 191
- Business Education (BE) 188
- Chemistry (CH) 196
- College-Wide (CW) 176
- Communication (SP) 319
- Computer Science (CS) 199
- Counselor Education (CE) 194
- Driver Education (DE) 203
- Early Childhood (CD) 193
- Earth Science (ES) 222
- Ecology & Biodiversity (EB) 204
- Economics (BC) (EC) 188, 205
- Education, Elementary (EE)(EL) 212, 218
- Education, Secondary (ED) 208
- Educational Administration (EA) 203
- Educational Research (ER) 221
- Elementary (EL) 218
- Elementary Education (EE) 212
- English (EG) 213
- Entrepreneurship (EP) 221
- Finance (FI) 224
- Forensics (FO) 226
- French (FR) 227

G

General Biology (GB) 228
Geography (GE) 231
Geology (GO) 234
German (GR) 235
Great Plains (GP) 178
Health (HL) 241
History (HI) 236
Information Resource Studies (IR) 246
Information Systems (IS) 247
Instructional Technology IT) 250
Intensive English Courses (IE) 245
Interdisciplinary Studies (ID) 244
Journalism (JO) 252
Laboratory Experiences (LE) 253
Library Information (LI) 253
Management (MG) 265
Marketing (MK) 267
Mathematics (MA) 258
Mental Health Counseling (MH) 267
Microbial & Cellular Biology (MC) 264
Modern Language (FL) 225
Music (MU) 268
Nursing (NU) 277
Philosophy (PI) 291
Physical Education (PE) 283
Physical Education Activity (PE) 281
Physical Science (PS) 295
Physics (PH) 288
Political Science (PO) 292
Psychology (PY) 297
Recreation (RC) 304
Rehabilitation and Disability Studies (RE) 305
School Counseling (SC) 309
Secondary Education (ED) 208
Social Science (SS) 323
Sociology (SO) 313
Spanish (SA) 307
Special Education (SD) 310
Speech (Communication) (SP) 319
Sport Leadership (SL) 312
Theatre (TH) 323
University Libraries & Archives (UL) 178
Zoology (ZO) 325

Course Levels; Course Numbering 22
Credit by Examination 25
Credit for Prior Learning 25
Credit from Four-Year Institution 34
Credit Hours (Definition of Semester Hours) 27
Credit, Types of Undergraduate 24

- Advanced Placement Program Credit 25
- Audit Enrollment 24
- CLEP Examination Credit 25
- Credit by Examination 25
- Independent Study Credit 25
- International Baccalaureate 26
- Life Experience Credit 26
- Military Service Credit 26
- Pass-No Credit Grading 27
- Resident Credit 24
- Seniors Taking Courses for Graduate Credit 25
- Transfer Credit 24

D

Degree Application ... 32
Degree Requirements, Bachelors ... 33
Degree, Second Bachelors ... 34

DEGREES, UNDERGRADUATE:
- Associate of Science ... 33
- Bachelor of Arts ... 34
- Bachelor of Fine Arts ... 34
- Bachelor of Interdisciplinary Studies ... 35
- Bachelor of Music ... 35
- Bachelor of Science ... 35
- Bachelor of Science in Business ... 36
- Bachelor of Science in Education ... 36
- Bachelor of Science in Nursing ... 36

Discipline Fees ... 16
Dining Services ... 19
Directory Information (Student) ... 21
Disability Services ... 12
Discrimination (See Policy on Equal Opportunity Statement) ... 3
Distance Education ... 32
Distance Education Fees ... 15
Diversity, Position Statement on ... 3
Dramatic Arts (See Theatre) Programs ... 107
Driver Education Courses ... 203
Dropping Classes, Policy on ... 23
Duplication of High School Credit ... 78

E

E-Mail Address, ESU Assigned ... 21
EARTH SCIENCE ... 98
Earth Science Courses ... 222
Ecology & Biodiversity Courses ... 204
Economic Education, Center for ... 43
Economics Courses ... 188, 205
Education Courses ... 208
Educational Administration Courses ... 203
Educational Records ... 21
Educational Research Courses ... 221
Educational Theatre Company, The ... 45
Elementary Education Courses (EE, EL) ... 212, 218
ELEMENTARY EDUCATION/EARLY CHILDHOOD/ SPECIAL EDUCATION ... 112
Employment, Student (Federal Work Study & Off-Campus) ... 11
ENGLISH, MODERN LANGUAGES ... 75
English Proficiency Testing & Placement Requirements for International Students ... 10
ENROLLMENT & ACADEMIC INFORMATION ... 21
ENROLLENT MANAGEMENT AND STUDENT SUCCESS ... 18
Enrollment Procedures ... 22
Equal Opportunity, University Policy on ... 3
ESU Foundation ... 42
Evaluation of Faculty, Student ... 31
Examination, Credit by ... 25
Examinations, Final ... 31

F

Facilities (Buildings & Property) ... 48
FACULTY (FULL-TIME) ... 328
Faculty, Student Evaluation of ... 31
Federal Work-Study Program ... 11
FEE INFORMATION ... 13
- Fee Schedule ... 13
- Non-Resident Classification for Fee Purposes ... 13
- Payment of Fees ... 16
- Refund Policies ... 17

Schedule of Fees:
- Auditor or Visitor Fee ... 15
- Discipline Fees ... 16
- Distance Education Fee ... 15
- Graduate Fees Per Semester ... 13
- Identification Card Fee ... 16
- Intensive English Program Fees ... 16
- NEARR ... 14
- Semester Fees ... 13
- Special Fees ... 16
- Summer Session Fees ... 14
- Undergraduate Fees Per Semester ... 13
- Workshop and Short Course Fee ... 15

Fee Payment ... 16
Fellowships and Scholarships ... 30
Field Placement and Licensure ... 110
Final Examinations ... 31
Finance Courses ... 224
FINANCIAL AID ... 11
First year advising ... 22
Food Service ... 12
Foundation, ESU ... 42
Four-Year Institution, Credit From ... 34
Fraternity and Sorority Life ... 19
Free Expression Activities ... 19
French Courses ... 227
Full-Time Status ... 21

G

General Biology Courses ... 228
GENERAL EDUCATION ... 39
Geography Courses ... 231
Geology Courses ... 234
Geology Museum, Johnston ... 46
German Courses ... 235
Grade Policies (Incomplete / In Progress / Course Repeat) ... 28
Grade Reports ... 28
Grade Requirements for Bachelor Degrees ... 33
Grades, Credits and Student Records (Transcripts) ... 27
Grades and Grade Points ... 27
Grades, Effects of Absences on ... 24
Grades, Midterm ... 28
Graduate Fees ... 14
Graduate Study ... 42
GRADUATE SCHOOL ... 116
- Graduate Admissions ... 116
- Graduate Assistantship ... 117
- Degree Requirements ... 120
- Graduate Certificate Application ... 121
- Mission ... 116
- Policies ... 116

GRADUATE DEGREE PROGRAMS
- Accounting & Technology ... 141
- Biological Sciences ... 159
- Business Administration ... 144
- Counselor Education ... 129
- Elementary Education/Early Childhood/Special Educ ... 167
- Health, Physical Education and Recreation ... 134
- Library & Information Management ... 150
- Mathematics ... 159

Nursing 136
Psychology 137
School Leadership/Middle & Secondary Teacher Education……172
Sociology……148

GRADUATION..... 42
Fees..... 42
Instructions 42
Graduation, Notification of..... 32
Graduation with Honors 30
Great Plains Courses..... 178

H

Health Insurance, Student..... 20
Health-Related Programs, Other..... 38
HEALTH ,PHYSICAL EDUCATION & RECREATION……53, 139
Health Services, Student Wellness..... 20
History Courses 236
History of ESU 4
Holds on Student Records 23
Honor Roll, Semester 29
Honors and Recognition of Outstanding Scholarship 29
Honors Program, Admission to the University 30
Honors Program, University..... 30
Honors, Graduation with 30
Hornet 365……..21
Hours Required for Degree..... 33
HOUSING 12

HUMANITIES & SOCIAL SCIENCES, SCHOOL OF……....70, 148
Communication programs……....71
Communication courses..... 319
English; Modern Language programs. 75
Arabic Courses..... 179
English courses..... 213
French Courses 227
German Courses 235
Intensive English courses 245
Journalism Courses..... 252
Modern Language Courses 225
Spanish Courses..... 307
Social Science programs..... 79
Asian Studies, East Courses..... 185
Geography Courses..... 231
History Courses 236
Philosophy Courses… 291
Political Science Courses..... 292
Social Science Courses 323
Applied Criminology Program 84
Applied Sociology Program……85, 148
Anthropology Courses 181
Sociology Courses 313

I

Identification Card Fee 16
Identification Cards, Student 20
In Progress "IP" Grade..... 28
Incomplete Grade Policy 28
Independent Study Credit 25
Information Resources Courses..... 246
Information Systems Courses 247
Information Technology 43
Insurance Education, Center for 43

INTERDISCIPLINARY STUDIES, INSTITUTE OF…..…..51
Social Change program ……..51
General Studies program……51
Interdisciplinary Studies program……..51
Interdisciplinary Studies Courses..... 244

Intensive English Courses 245
Intensive English Program Fees 16
Intensive English..... 78
International Baccalaureate 26
International Student Admissions/Advisement……..9
Internships 18, 62

J
Johnston Geology Museum 46
Journalism Courses 252

K

Kansas Business Hall of Fame 43, 63
Kansas Small Business Development 43, 63
Kansas Teaching Licenses, Initial..... 32
Kossover Family Tennis Complex 48

L

Laboratory Experiences Courses (Student Teaching)..... 253
Late Enrolling/Adding Classes, Policy on 23
Leave of Absence, Financial Aid..... 11

LIBRARY & INFORMATION MANAGEMENT SCHOOL OF……150
Information Resource courses……..246
Instructional Design & Technology programs……157
Instructional Design & Technology courses……250
Library Information programs……150
Library Information courses…….,,,,,,,,,,253
University Library Archive courses……178
Life Experience Credit 26
Licensing, Kansas Teaching 32
Load 21
Loans, Student..... 11

M

Major and Minor, Minimum Resident Work in 33
Major (Required for Bachelor Degree)..... 33

MAJORS – Undergraduate
Accounting 63
Applied Criminology..... 84
Applied Sociology 85
Art……102
Biochemistry & Molecular Biology……...89
Biology..……..88
Business Administration..... 66
Chemistry..……...92
Communication 71
Computer Science..... 65
Elementary Education 112
General Studies 51
Health and Human Performance..... ..54
History & Government..... ..79

Information Systems & Analytics....63
Interdisciplinary Studies....51
Language, Literary Studies & Writing....75
Mathematics....93
Modern Language....76
Music....105
Nursing....57
Psychology....58
Secondary Education....114
Social Change....51
Sport Leadership and Recreation....54
Theatre....107
Management Courses....265
Marketing Courses....267
Master Teacher Award....47
MATHEMATICS....96, 162
Mathematics/Computer Science Laboratory Complex....31
Medical Technology....99
Memorial Student Union....19
Memorial Union Bookstore....19
Mental Health Counseling Courses....267
Microbial and Cellular Biology Courses....264
Midterm Grades....28
Military Program Benefits....11
Military Service Credit....26
Military Service Refund of Fees Policy....17
Minimum Requirements for all Bachelor Degrees....33
Minimum Resident Requirement....33
Minimum Resident Work in Major and Minor....33

MINORS:
Accounting....64
Applied Criminology....84
Applied Sociology....86
Art....103
Art History....104
Biology....97
Business....68
Business Data Analytics....64
Chemistry....98
Coaching....55
Communication....73
Computer Science....65
Creative Writing....77
Cybersecurity....64
Earth Science....98
Economics....68
English....77
Entrepreneurship....68
Geospatial Analysis....98
Health....55
History....82
Information Systems....65
Integrated Marketing Communications....68
Integrated Media Studies....74
Legal Studies....82
Marketing....69
Management....69
Mathematics....98
Modern Language....78
Music....106
Physical Education....55
Physical Science....97

Political Science....83
Public Administration....83
Psychology....59
Social Change....52
Sport Leadership & Recreation....55
Theatre....107

Mission Statement of Emporia State University....3
Museum, Johnston Geology....46
Museum, Schmidt Natural History....46
MUSIC....104
Music Courses....268
Music Lessons and Placement, Private....106
Musical Concerts and Productions....45

N

National Teachers Hall of Fame....47
Natural History Museum, Schmidt....46
NEARR Program Fees....14
NURSING....56, 136
Nursing Courses....277
Non-Discrimination (See Equal Opportunity Statement)....3
Non-Traditional Student Services....20
Nonresident Classification for Fee Purposes....13
Nonresident Status....13
Nonresident Status, Procedure for Appeal....14

O

Off-Campus Student Employment....11
OTHER PROGRAMS....37
Outstanding Scholarships, Honors & Recognition of....29

P
Parking & Traffic Regulations....6
Pass-No Credit Grading....27
Pass-No Credit Option....27
Payment of Fees....16
Persistence and Graduation Rates....11
Peterson Planetarium....46
Phase I and II (BSE-Secondary Education)....114
Philosophy Courses....291
Physical Activity Courses....281
Physical Education Courses....283
Physical Education & Athletics, Non-Teaching Careers....53
PHYSICAL SCIENCES....97
Placement Services....43
Planetarium, The Peterson....46
Political Science Courses....292
Post-Baccalaureate Licensure Programs....111
Pre-Professional Programs (See Other Programs)....37
Pre-Dental....37, 99
Pre-Law....37
Pre-Medical....37, 99
Pre-Medical Technology....99
Pre-Optometry....37, 99
Pre-Osteopathic Medicine....37, 99
Pre-Pharmacy....38, 99
Pre-Physical Therapy....38, 99
Pre-Veterinary Medicine....37, 99
Prior Approval....25
Probation, Scholastic:
Placed on, Continued on, Removed from....29

Professional Education....114
Programs in Allied Health Fields....38
Prophet Aquatic Research & Outreach Center....49
Publications, University....46

PSYCHOLOGY……..…… ……58, 137
Psychology Courses……..……297

Q

R

Recording Instrument in Class, Restrictions on Use of.....31
Recognition of Outstanding Scholarships, Honors and.....29
Records, Access to Student.....21
Records, Student (Transcripts).....27
Recreation Courses.....304
Recreation Services 19
Refund Policies.....17
Regents, Board of.....3
Registration (See Enrollment) 22
Rehabilitation and Disability Studies Courses.....305
Repeat Grade Policy, Course 28
Required Withdrawal.....29
Residence Hall Information.....12
Residency (See Non-Resident Status).....13
Resident Credit.....24
Resident Requirement, Minimum.....33
Resident Work in Major and Minor, Minimum.....33
Right-to-Know Bill, Student.....11

S

Satisfactory Academic Progress 11
Scholarships, University.....11
Scholarship, Honors and Recognition of Outstanding 29
Scholarships and Fellowships.....30
Scholastic Standing Conditions, Undergraduate.....29
SCHOOL LEADERSHIP AND MIDDLE/ SECONDARY EDUCATION……..…..114, 172

SCIENCE & MATHEMATICS, SCHOOL OF……..…..88, 159
Biological Science..... 88
Botany Courses.....190
Ecology and Biodiversity Courses.....204
General Biology Courses.....228
Microbial and Cellular Biology Courses 264
Zoology Courses.....325
Mathematics…….88
Mathematics Courses.....258
Physical Sciences…… 97
Chemistry Courses.....196
Earth Science Courses 222
Geology Courses 234
Physics Courses 288
Physical Science courses 295

Second Bachelors Degree.....34
Secondary Education Programs.....114
Semester Hours, Definition of.....27
Seniors Taking Courses for Graduate Credit.....25
SERVICES, SPECIAL PROGRAMS, & FACILITIES.....43
Small Business Development Center, Kansas.....63

SOCIAL SCIENCE.....79
Social Sciences courses.....323
SOCIOLOGY AND CRIMINOLOGY……84, 148
Sociology and Criminology courses……313
Social Security Number.....21
Spanish Courses 307
Special Fees…….. 16
Special Help Opportunities 31
Special Undergraduate Student 9
SPECIAL PROGRAMS & COURSES.....176
College-Wide.....176
Great Plains 178
University Libraries & Archives 178
Student Accessibility and Support Services 12
Student Conduct.....19
Student Counseling Center.....19
Student Employment.....11
Student Government, Associated.....18
Student Financial Aid.....11
Student Wellness Center – Health Services.....20
Student Identification Card 20
Student Identification Card Fee.....16
Student Loans.....11
Student Record Holds.....23
Student Record (Transcript) Policy 28
Student Right-To-Know Bill 11
Student Success.....18
Student Teaching Courses (Lab Experiences) 253
Study Abroad 38
Summer Session Fees.....13
Summer Withdrawal Policy.....24

T

Teachers College Advising.....22
Teacher Licensure Fields, Secondary 114

TEACHERS COLLEGE, THE ……..……109, 166
Mission of the College.....109
Delivery of the Curriculum.....110
Post-Baccalaureate Licensure Programs.....111
Professional Education Services.....110
Teacher Education Disclosure Statement.....110
Elementary Education/Early Childhood/Special Education ……..……..……112, 167
Elementary Courses.....218
Elementary Education courses.....212
Special Education Courses 310
Early Childhood courses 193
School Leadership & Middle/Secondary Education… 114, 172
Drivers Education courses.....203
Education Administration courses.....203
Educational Research courses 221
Secondary Education courses.....208

Teachers College Resource and Outreach Center.....43
Teachers Hall of Fame, National 47
Teaching Licenses, Initial Kansas 32
THEATRE 107
Theatre Courses.....323
Theatre Company, The Educational.....45
TOEFL……10
Traffic Regulations, Visitor Parking and 6
Transcript Policy 28
Transfer and Articulation Agreement 8
Transfer Credit 24
Transfer Student Admission 8
TRIO McNair Scholars Program……...31
TRIO Student Support Services……...31
Tuition Policy for Post-Baccalaureate Students in On-Campus Courses.....13

U

Undergraduate Admission 8
Undergraduate Credit Offered, Types of 24
Undergraduate Fees 13
UNDERGRADUATE DEGREES 33
Undergraduate Scholastic Standing Conditions 29
Union Activities Council 20
University Honors Program 30
UNIVERSITY INFORMATION 3
University Libraries & Archives 46
University Publications 46
UNIVERSITY SCHOLARSHIPS 11
University Theatre, The 45
Upper Level Advising 22

V

Values, Affirmation of 3
Veterans Educational Services 20
Visitor or Auditor Fee 15
Visitor Parking 6

VISUAL & PERFORMING ARTS, SCHOOL OF 100
Art programs 101
Art Courses 182
Music programs 104
Music Courses 268
Theatre programs 107
Theatre courses 323

Voter Registration 20

W

William Allen White Children's Book Award 46
Withdrawals 23
Work-Study Program, Federal 11
Workshop and Short Course Fees 15

XYZ

Zoology Courses 325